

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lady Margaret Primary School
Number of pupils in school	582
Proportion (%) of pupil premium eligible pupils	29% as of summer term 2021 (169/582)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022
Date this statement was published	1 Sept 2021
Date on which it will be reviewed	01 July 2022
Statement authorised by	Helen Rai
Pupil premium lead	Liane Simpson
Governor / Trustee lead	Simon Prebble

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,526
Recovery premium funding allocation this academic year	£23,345
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£224,871

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

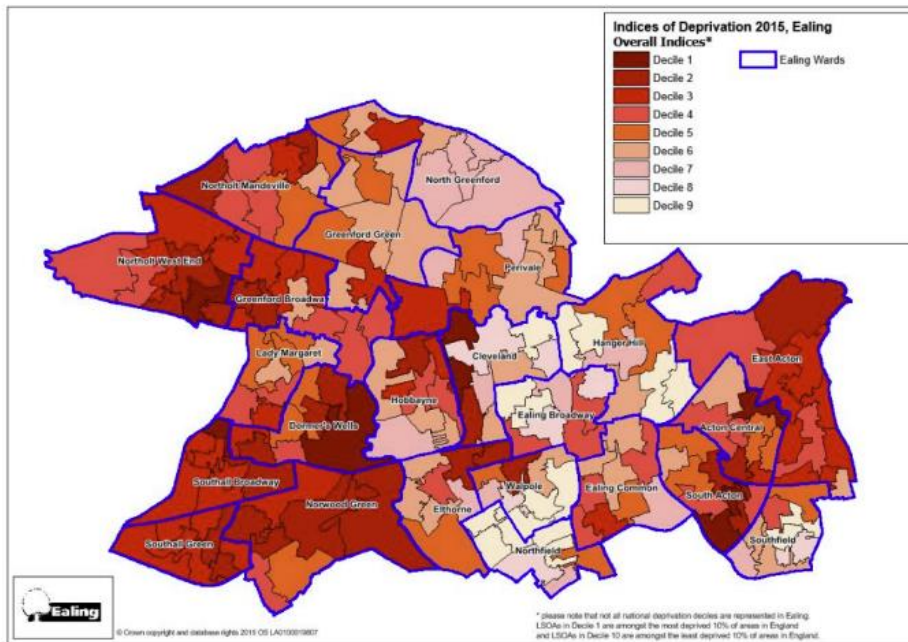
Demographic and School Context

Lady Margaret Primary School is a community school in Southall, Ealing, West London. Years 1 – 6 are three-forms of entry and reception is two-form.

Deprivation in the Lady Margaret area of Ealing

The Index of Multiple Deprivation (IMD) 2019 is the official measure of relative deprivation for small areas (or neighbourhoods) in England. The IMD ranks every small area (Lower Super Output Area) in England from 1 (most deprived) to 32,844 (least deprived). For larger areas we can look at the proportion of LSOAs within the area that

lie within each decile. Decile 1 represents the most deprived 10% of LSOAs in England while decile 10 shows the least deprived 10% of LSOAs.



The map shows, the most deprived areas of Ealing fall mainly within the north-western and the eastern edges of the borough, in the areas of Northolt, Southall, and Acton.

Our objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates to reach age related expectation at the end of Year 6 and thus achieve GCSEs in English and Maths
- For all our pupils to be given every opportunity to develop their cultural capital.

Achieving These Objectives

- Ensure quality first teaching across the school.
- Targeted provision and smaller group settings which provide opportunities for accelerated progress.
- Provide opportunities for small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning
- Provide 1:1/1:2
- Teachers provide additional lessons for targeted pupils
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To extend PE provision
- To allow the children to learn a musical instrument and to sing in a choir.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote LMPS values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor language and communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Attendance
4	Growing number of families living in poverty
5	A large proportion of pupils are working at stages A and B in English proficiency.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0)

Phonics	Achieve above national in the phonic screening check
Progress in EYFS	Achieve above national for GLD
Other	Ensure attendance of disadvantaged pupils is above 95%

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £27,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop oracy across the school	We now have an oracy lead who will deliver training and work with Voice 21 to ensure pupils develop excellent oracy skills. 96% of pupils have English as an additional language at varying degrees of proficiency. By develop a culture of talk across the school, language development can be supported at all proficiency levels.	1 and 5
EAL induction sessions dedicated HLTA led by DHT	Staff will receive training from Hounslow EAL service and materials from the Bell Foundation will be used to develop an understand of how the school can support EAL learners at varying proficiencies.	5
AHT to deliver training for the new EYFS curriculum	Staff will receive training to help them strengthen the early years curriculum in order to ensure GLD is in line with national data.	2
Little Wandle teaching hub for phonics	Develop the teaching of phonics across R – year 2 and use these strategies to support pupils who are new to English in years 3 – 6.	1, 2 and 5
AHT Pastoral support and attendance	We now have an AHT dedicated to pastoral support and attendance. They will monitor the attendance of persistently absent pupils and work closely with families to provide support e.g., attending before or after school provision. Supporting with information regarding food banks and housing in the local authority.	3 and 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £180,447

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Boosters</u> <i>Year 6 – 5 x 75 mins per week</i> <i>Year 5 - 2 x 60 mins per week</i> <i>Year 4 – 2 x 60 mins per week</i> <i>Year 3 2 x 60 mins per week</i> <i>Year 2 3 x 30 mins per week</i> <i>Year 1 3 x 30 mins per week</i></p> <p><u>Targeted teaching from a teaching specialist</u> <i>Year 6 reading x 2 60 mins per week</i> <i>Year 5 x 2 1.5 hours per week</i> <i>Year 4 5 hours per week</i></p> <p><i>Keep up sessions 3 x per week years 3 – 6 led by HLTAs.</i></p> <p><i>Reading practice years R – 1 x 3 per week 4 adults each session</i></p> <p><i>Summer school x 5 mornings with 2 adults.</i></p>	<p>Booster sessions across the school aim to support pupils who are not working in line with age related expectations. They are taught by a teacher and are in smaller class sizes. Many of our disadvantaged pupils are not supported at home, for a number of reasons. Therefore, school aims to provide those pupils with the support the need to achieve ARE.</p>	<p>1, 2 and 5</p>
<p>Phonics booster classes for year 1 and year 2 and pupils in KS2 3 x per week</p>	<p>Many of our disadvantaged pupils are not adequately supported at home with learning, for a number of reasons. Therefore, school aims to provide those pupils with the support they need to achieve A.R.E. Staff delivering</p>	<p>1,2 and 5</p>

	additional phonics support have had additional training.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,866

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enhancements	All pupils who are PP will be offered the opportunity to attend trips, music lessons and experiences for free.	1, 3 and 4
Extra administration support for attendance monitoring and follow up led by AHT in a pastoral lead.	Behaviour approaches Sports/ASC provision Music provision Increasing attendance	3 and 4

Total budgeted cost: £230,048

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Typically, our PP pupils perform in line with non-PP children and this is evident over time. In classes or year groups where this is not the case; pupils have also been identified as being new to English or having a learning need (SEND). If this is the case, these classes and year groups will be targeted for specific and additional learning support.

Year 6

	Reading		Writing		Maths	
	Baseline	No. and % of pupils who have met end of year expectations	Baseline	No. And % of pupils who have met end of year expectations	Baseline	No. And % of pupils who have met end of year expectations
Total Exs +	0/85 - 0%	68/86 - 79% With 9 NA removed And 2 SEN 68/75 - 91%	0/85 - 0%	69/86 - 80% With 9 NA removed And 2 SEN 69/75 - 92%	0/85 - 0%	66/86 - 77% With 9 NA removed And 2 SEN 66/75 - 88%
Greater Depth	0/85 - 0%	30/86 - 35% <i>With 9 NA removed and 2 SEN</i> 30/75 - 40%	0/85 - 0%	22/86 <i>With 9 NA removed and 2 SEN</i> 22/75 - 29%	0/85 - 0%	27/86 <i>With 9 NA removed and 2 SEN</i> 27/75 - 36%

PP	0/27 - 0%	20/27 - 74%	0/27 - 0%	20/27 - 74%	0/27 - 0%	20/27 - 74%
		7 pupils NA		7 pupils NA		7 pupils NA

Year 5

	Reading		Writing		Maths	
	Baseline	No. and % of pupils who have met end of year expectations	Baseline	No. And % of pupils who have met end of year expectations	Baseline	No. And % of pupils who have met end of year expectations
Total Exs +	0/89 - 0%	63/89 - 71%	0/89 - 0%	61/89 - 69%	0/89 - 0%	65/89 - 73%
Greater Depth	0/89 - 0%	22/89 - 25%	0/89 - 0%	19/89 - 21%	0/89 - 0%	22/89 - 25%
PP	0/29 - 0%	17/29 - 59%	0/29 - 0%	17/29 - 59%	0/29 - 0%	17/29 - 59%
		<i>From the 12 pupils who did not reach the expected standard 5 are new to English, 5 are SEN, 1 pupil is long term absence due to medical needs and 1 pupil was at LMPS in year 3, left to go to Pakistan and re-joined mid-year 5.</i>		<i>From the 12 pupils who did not reach the expected standard 5 are new to English, 5 are SEN, 1 pupil is long term absence due to medical needs and 1 pupil was at LMPS in year 3, left to go to Pakistan and re-joined mid-year 5.</i>		<i>From the 12 pupils who did not reach the expected standard 5 are new to English, 5 are SEN, 1 pupil is long term absence due to medical needs and 1 pupil was at LMPS in year 3, left to go to Pakistan and re-joined mid-year 5.</i>

Year 4

	Reading		Writing		Maths	
	Baseline	No. and % of pupils who have met end of year expectations	Baseline	No. And % of pupils who have met end of year expectations	Baseline	No. And % of pupils who have met end of year expectations
Total Exs +	0/86 - 0%	58/86 - 67%	0/86 - 0%	44/86 - 52%	0/86 - 0%	64/86 - 74%
Greater Depth	0/86 - 0%	16/86 - 19%	0/86 - %	14/86 - 16%	0/86 - 0%	17/86 - 20%
PP	0/28 - 0%	15/27 - 56% <i>From the 12 pupils who have not reached the expected standard 4 are SEND, 8 pupils need to be targeted.</i>	0/28 - 0%	11/27 - 41% <i>From the 16 pupils who have not reached the expected standard 4 are SEND, 12 pupils need to be targeted.</i>	0/28 - 0%	18/27 - 67% <i>From the 9 pupils who have not reached the expected standard, 4 pupils are SEND, 5 pupils need to be targeted</i>

Year 3

	Reading		Writing		Maths	
	Baseline	No. and % of pupils who have met end of year expectations	Baseline	No. And % of pupils who have met end of year expectations	Baseline	No. And % of pupils who have met end of year expectations
Total	0/85 - 0%	59/83 - 71%	0/85 - 0%	55/83 - 66%	0/85 - 0%	58/83 - 70%

Exs +						
Greater Depth	0/85 - 0%	25/83 - 31%	0/85 - 0%	28/83 - 34%	0/85 - 0%	33/83 - 40%
PP	0/21 - 0%	13/21 - 62% <i>From those 8 pupils who have not reached expected, they are new to English of SEN.</i>	0/21 - 0%	10/21 - 48% <i>From those 11 pupils who have not reached the expected standards, 8 are new to English or SEN. 3 pupils will be target in year 4.</i>	0/21 - 0%	12/21 - 58% <i>From those 9 pupils who have not reached the expected standards, 8 are new to English or SEN. 1 pupil will be targeted in year 4.</i>

Year 2

	Reading		Writing		Maths	
	Baseline	No. and % of pupils who have met end of year expectations achieved	Baseline	No. And % of pupils who have met end of year expectations	Baseline	No. And % of pupils who have met end of year expectations
Total Exs +	0/87 - 0%	60/90 - 67% <i>There are 18 pupils with SEND needs in year 2 and 9 pupils who are new to English this year.</i> <i>This equates to 27 pupils. From the SEND pupils, 2 are working at the expected</i>	0/87 - 0%	58/90 - 64% <i>There are 18 pupils with SEND needs in year 2 and 9 pupils who are new to English this year.</i> <i>This equates to 27 pupils. From the SEND pupils, 2 are working at the expected</i>	0/87 - 0%	54/90 - 60% <i>There are 18 pupils with SEND needs in year 2 and 9 pupils who are new to English this year.</i> <i>This equates to 27 pupils. From the SEND pupils, 2 are working at the expected</i>

		<i>standard. With these 25 pupils removed:</i> 60/65 - 92%		<i>standard. With these 25 pupils removed:</i> 58/65 - 89%		<i>standard. With these 25 pupils removed:</i> 54/65 - 83%
Greater Depth	0/87 - 0%	21/90 - 23% 21/65 - 32% (with SEND and 7 x NA removed)	0/87 - 0%	17/90 - 19% 17/65 - 26% (with SEND and 7 x NA removed)	0/87 - 0%	19/90 - 21% 19/65 - 29% (with SEND and 7 x NA removed)
PP	0/21 - 0%	15/21 - 71% <i>5 pupils are SEN 1 x long term absence</i>	0/21 - 0%	15/21 - 71% <i>5 pupils are SEN 1 x long term absence</i>	0/21 - 0%	11/21 - 52% <i>5 pupils are SEN 1 x long term absence</i>

Year 1

	Reading		Writing		Maths	
	Baseline	No. and % of pupils who have met end of year expectations	Baseline	No. And % of pupils who have met end of year expectations	Baseline	No. And % of pupils who have met end of year expectations
Total Exs +	0/73 - 0%	28/72 - 39%	0/73 - 0%	37/72 - 51%	0/73 - 0%	39/72 - 54%
Greater Depth	0/73 - 0%	7/72 - 10%	0/73 - 0%	8/72 - 11%	0/73 - 0%	9/72 - 13%
PP	0/15 - 0%	3/15 - 20%	0/15 - 0%	3/15 - 20%	0/15 - 0%	3/15 - 20%

Reception

	Reading		Writing		Maths	
	Baseline	No. and % of pupils who have met end of year expectations	Baseline	No. And % of pupils who have met end of year expectations	Baseline	No. And % of pupils who have met end of year expectations
Total Exs +	0%	74%	0%	59%	0%	71%
Greater Depth/ Exceeding	0%	38%	0%	21%	0%	25%
PP	0%	79%	0%	80%	0%	77%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	TT Rockstars
Reading Eggs	3P Learning
IXL Learning	iXL