

# St Clare's Pupil Premium and Recovery Strategy Statement 2021-22

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	St Clare's Catholic Primary School
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	118 children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	£141,215
Date this statement was published	7-12-21
Date on which it will be reviewed	1-09-22
Pupil premium lead	Moira Breeze
Governor / Trustee lead	Lisa Leggett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,215
Recovery premium funding allocation this academic year	£14,355
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,000- allocated for a wellbeing shed/room.
<b>Total budget for this academic year</b>	<b>£ 167,57</b>

# St Clare's Pupil premium strategy plan 2021-22

## Statement of intent

At St Clare's we aim to provide our pupil premium children with the tools to be able to access the curriculum and to achieve success at school on a par with their peers.

## Challenges

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

Challenge number	Detail of challenge
1	Access to reading books
2	Adult to share and discuss reading/text with- high quality support and questioning.
3	Access to vocabulary.
4	High quality support to address any misconceptions in maths.
5	Opportunity to discuss and extend maths understanding.
6	Opportunity to work as part of a group to focus on self-esteem issues.
7	Strategies to use when feeling anxious and unable to concentrate
8	Lack of experience in phonics due to lockdown
9	Lack of opportunity to develop muscle strength and control in hands due to lockdown.
10	Poor self-esteem and wellbeing can be a barrier to learning.
11	Insufficient diet results in poor concentration.

## 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
More children love and engage with reading. Reading improves.	To reduce the gap between PPG/Non-PPG to 10% and develop a love of reading.
Wellbeing is better and children can concentrate on learning. Children can have a more positive outlook and opinion of themselves.	To improve confidence and wellbeing to enable more children to cope with the demands of being at school.
More children to engage in maths and feel confident in attempting problems/questions.	To reduce the gap between PPG/Non-PPG to 10% in maths.

## 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

Budgeted cost: £ 14,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA to work 4 mornings a week with EYFS children to improve phonics and muscle strength in their hands.	Children start in EYFS with a lack of strength to hold pencils/crayons to mark make. Children need extra support in phonics due to lack of pre-school attendance.	Children engage with Doh Disco . <b>9</b>  Children have additional phonics sessions. <b>8</b>
LSA to work with KS1 children 5 mornings a week to build up muscle strength to support writing.	The children missed vital experiences in EYFS and year 1 to enable them to complete sustained writing.	LSA to work with identified children to strengthen muscles in their hand using Doh Disco and activities designed to support this. <b>9</b>

### Targeted academic support

Budgeted cost: £37,641

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading booster sessions- 3 days per week  Reading Eggs	Our internal tracking system has identified PP children that require additional support.  This is an online reading programme that can be used in school and at home to support reading	We are using PP funding to employ a teacher 3 days a week to run this intervention. <b>1,2,3</b> Children have access to a device- Laptop scheme supports this. <b>1,3</b>
Maths booster sessions- every afternoon in years 3 and 4.	Our internal tracking system has identified PP children that require additional support.	We are using PP funding to employ an LSA 5 afternoons a week to run interventions. <b>4,5</b>

Sumdogs	This is an online maths programme that can be used in school and at home to support understanding.	Children have access to a device- Laptop scheme can support this. <b>4</b>
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## Wider strategies

Budgeted cost: £ 69,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aquinas Solutions	Attendance is always an area to improve. Covid has increased anxiety about coming into school for some parents.	
Play Therapist	Children identified with social and emotional difficulties can access support.	Play therapist in school for one and a half days. <b>10</b>
Family Liaison Officer	Parents in need of support to enable the children to be in a more secure position emotionally and generally.	Family Liaison Officer in school one and a half days per week. <b>10</b>
LSA- ELSA	LSA supports children that have been identified as needing emotional support.	LSA runs a wellbeing group 3 afternoons a week. <b>6</b>
Coolmilk	Children have better concentration with good nutrition.	Children have the opportunity to have milk with lunch. <b>11</b>
Breakfast Club	Children have better concentration with good nutrition.	Children have a better start to the day having eaten breakfast. <b>11</b>
Music Teacher	Music offers children the chance to experience and develop knowledge and skills that they might not have at home.	Music lessons in school for all children every week. <b>10</b>
Cookery Teacher	Cooking is a life skill. It also provides the opportunity to work in a group and this develops social skills.	Children might not have the facilities/equipment/money for ingredients at home to engage in cooking. <b>6</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.

### Review: last year's aims and outcomes

Aim	Outcome
To improve reading and the love of reading.	Ongoing due to Covid-19 school closure.
To improve maths- calculations in particular.	Ongoing due to Covid-19 school closure
To improve well-being	Ongoing due to Covid-19 school closure

The focus for last year was mainly wellbeing. The children and parents needed support on returning to school and then during another lockdown. We purchased whole school wellbeing initiatives to start the year based on a recovery curriculum. For example:

#CLPEWordsForTheWorld

In July 2020, we released our recovery curriculum teaching notes to support primary children with the transition back into school in September. These notes are based on **Here We Are: Notes for Living on Planet Earth** by Oliver Jeffers and we are delighted that over 13,000 teachers registered to receive the notes and used them in their classrooms.

We want to encourage a sense of community across the entire school, to help teachers and children reflect on the last academic year, and help whole schools look forward to the future in a positive way