

Pupil premium strategy statement – St Clare’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24 2024-25 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Jamie Whiteside
Pupil premium lead	Hannah Smith
Governor / Trustee lead	Elaine Heaphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,472.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4,423
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£185,895

Part A: Pupil premium strategy plan

Statement of intent

At St Clare's we strive to provide a broad and ambitious curriculum full of rich experiences and opportunities for all. This enables every single child in our community to be the very best they can be. The focus of our pupil premium grant is to create equity for all our pupils where everyone has the opportunity to succeed, regardless of the circumstances.

Tendring has one of the highest levels of social deprivation, Clacton ranks among the top 1% of deprived neighbourhoods. Tendring sees a higher share of pupils underachieving and not attaining in all primary phase outcomes. The principle behind our funding allocation is to ensure every child meets their own potential and St Clare's pupils defy this trend.

High quality teaching is a key principle in our approach. Teachers are passionate and seek to ensure all children learn well using research based teaching principles. Our curriculum enables children to remember the content and deepen understanding of concepts over time. For each child's earliest starting point we identify opportunities for facilitating progression and continuity. Pupils make rapid progress in Communication and Language, Personal, Social and Emotional development and Early Reading.

We recognise that a number of our pupils have complex needs which can be barriers to learning. We ensure these primary needs are identified and met in order that they can fully access our academic offer. Teaching staff, the pastoral team and outside agencies work together to provide the best outcomes for every individual. Our curriculum is led by specialists, it provides the children with experiences and opportunities beyond their everyday lives to achieve success.

Our strategy is focused on identifying what each child needs to be successful and achieve. In order to do this we:

- Reduce class sizes at entry and exit points.
- Regularly review the progress and performance of all pupils to ensure our approaches are impactful.
- Deliver high quality focused interventions.
- Employ specialist led teachers to ensure high quality delivery in a number of curriculum areas such as music, PE, art and cooking.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations.

Challenges

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

Challenge number	Detail of challenge
1	<p>Significantly below average on entry data for EYFS pupils</p> <p>Internal assessments from our Nursery setting and the Reception Baseline Assessment (RBA) information show that 70% of our children come in significantly below where they should.</p>
2	<p>Vocabulary</p> <p>84% of pupils enter below expectations for speaking and listening (Wellcomm). We know that children's vulnerabilities can be enhanced through their inability to communicate.</p>
3	<p>Phonics</p> <p>Children enter EYFS without a secure knowledge of Phase 1 phonics. They enter significantly lower on entry and need time to consolidate their knowledge of Phase 1 before moving on.</p>
4	<p>KS2 Reading</p> <p>Due to their low starting points, some children need to consolidate phase 5, especially the full coverage of alternative sounds from phase 5c onwards. Some children enter KS2 lacking in confidence in applying reading strategies covered throughout the phonics scheme.</p>
5	<p>Play and Outside Opportunities</p> <p>Not all families are able to provide opportunities for play and physical exertion and as such some children's physical development and behaviour and attitudes requires explicit development through skilful PE teaching and sporting opportunities.</p>
6	<p>Attendance</p> <p>Not all families prioritise attendance. Children and parents' physical health, taking holidays, attitudinal reasons, punctuality are all contributing factors. This results in their development being delayed and academic achievement impeded.</p>
7	<p>Community</p> <p>Many carers, children, colleagues and external agencies require a lead professional as a point of contact at St Clare's in order that children's welfare is of the highest possible standard.</p>
8	<p>Lack of opportunity</p> <p>Many of our children have limited experiences of clubs and may not be able to afford specialist instructors therefore musical, physical and theatrical talent may go unidentified.</p>
9	<p>Mental Well Being</p> <p>Some children's SEMH profile inhibits their ability to behave appropriately and safely in the school environment.</p>

10	<p>Parental Support</p> <p>Some of our families have lived through or have endured trauma which requires specialist provision in order for them to build strong relationships with school, achieve success in school, at home and in the community. Not all our families recognise the value in fully engaging with all school curriculum.</p>
11	<p>Diet</p> <p>Not all families are able to provide a healthy breakfast for children and as such hunger can impede physical development, motivation, attention and therefore achievement.</p>
12	<p>Gaps in knowledge and understanding the curriculum.</p> <p>Some of our pupils have a lack of resilience and low self-esteem preventing a number of them from fully engaging in their learning. This has resulted in significant knowledge gaps leading to some pupils falling behind age related expectations.</p>

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
To achieve and sustain improved attendance for all pupils.	<p>Breakfast club is well attended</p> <p>More children have achieved their bronze, silver and gold attendance certificates.</p> <p>Aquinas are required to support less families.</p> <p>Reduced persistent absent indicators.</p> <p>Reduced persistent late indicators.</p>
Improved oral and language skills and vocabulary among pupils.	<p>Improved Wellcomm scores in KS1</p> <p>Children can access vocabulary rich curriculum.</p> <p>Effectively communicate with their peers, staff and families.</p> <p>Evidence can be seen through engagement in lessons and ongoing wellcomm assessments.</p>
Children make a good level of progress in early reading.	<p>The reading GLD is in line with the national average.</p> <p>Rigorous half termly assessments show progress and clearly identify gaps in knowledge to ensure all children 'keep up'.</p> <p>Phonics data results were above national 91%.</p>
Children make a good level of progress in the core curriculum.	<p>Children make on average 6 steps progress throughout the year.</p> <p>Children have the age appropriate skills and knowledge.</p>

To achieve and sustain improved well-being for all pupils in our school.	Children can talk about their emotions and self regulate. Children are happy and are able to learn.
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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: £143,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra teacher to create smaller class sizes EYFS (1) and UKS2(2)	Ensuring an effective teacher is in front of every class, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. EEF PPG Guide 2022	1,2, 8, 12
Speech and Language teacher	The teacher has specialist knowledge that can target specific needs. The teacher models and coordinates interventions. These are modelled and then rolled out to be delivered by LSAs. Wellcomm results monitor the progress and identify the need.	2, 3, 8, 12
LSA to work mornings in EYFS for early reading and writing intervention.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics I Toolkit Strand I Education Endowment Foundation I EEF Children need extra support in phonics due to their low starting points and lack of opportunities. Children have additional phonics sessions and a 'keep up' approach is implemented.	1,2,3
Music Teacher Music lessons in school for all children every week.	Music offers children the chance to experience and develop knowledge and skills that they might not have at home.	8,12
Cookery LSA	Cooking offers children to develop opportunities they may not have at home and for them to learn nutritional value and the importance of a balanced diet.	8, 11

ELSA Support TA	<p>Pupil surveys show that children who have participated in ELSA have stated that the strategies have had a positive impact on their mental health.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,9, 10
LSAs to support disadvantaged children with SEMH and complex needs to improve learning attitudes and to support closing the gaps of disadvantaged pupils with non-disadvantaged pupils.	<p>The school has trained LSAs in TPP (Trauma Perceptive Practice) and employed experienced LSAs with training in SEMH and dealing complex emotional needs to support our disadvantaged children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	9, 10, 12

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

Budgeted cost: £7,369 (excluding tutoring funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading booster Sessions - 2 days per week.</p> <p>We are using PP funding to employ a teacher 2 days a week to run this intervention.</p>	<p>Our internal tracking system has identified PPG children that require additional support. Assessments show that disadvantaged pupils receiving this intervention have made progress.</p>	2, 3
<p>Small group intervention to address gaps in learning by a qualified teacher.</p> <p>A significant proportion of disadvantaged children will receive intervention including</p>	<p>Tuition targeted at specific needs and knowledge can be an effective method to support low attaining pupils or those falling behind both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>and in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	4,12

those who are higher attainers.		
<p>Librarian – 3 hours a week</p> <p>Librarian to organise Library to ensure it is stocked with interesting books, ensure it is a space that is inviting. Children are regularly updating the books they read.</p>	Fully functioning library and an enjoyable space to develop a love of reading. Opportunities for children to take high quality text home.	2, 8, 12
<p>Nurture room</p> <p>A targeted intervention with lower ks2 to support the development of their SEMH needs.</p>	A safe, nurturing space to support children's SEMH and address their primary need.	9, 10,12

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aquinas Solutions:</p> <p>To support parents in improving the overall attendance by addressing the barriers and finding solutions.</p>	<p>In Klein's research on absenteeism... research overwhelmingly shows that school absenteeism is negatively associated with students' academic achievement (Aucejo & Romano, 2016; Gottfried, 2010, 2011; Gottfried & Kirksey, 2017; Kirksey, 2019; Morrissey et al., 2014).</p> <p>Aquinas works with the school and parents to support better attendance through a number of ways: looking at attendance data, contacting parents, letters or home visits and meetings with school, pastoral team and attendance to remove barriers to attendance.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p>	6

Core Values Initiative: St Clare's six core values have been promoted through assemblies, lessons, communications with the parents and highly visible display boards and badges for each "core champion".	Meta-cognition studies have shown that learners can thrive no matter the environment: Resilient students are described by Alva (1991) as those who maintain high motivational achievement and performance even when faced with stressful events and conditions that place them at risk of poor performance. At St Clare's we believe that through our core values we are able to promote both academic and non-academic skills that will help all our children thrive.	7, 9, 12
Play Therapist: Children identified with social and emotional difficulties can access support. Play therapist in school for one and a half days.	A play therapist has been employed for the last 5 years to support children identified as having social emotional needs (SEMH) that require intervention. SEMH needs affect disadvantaged pupils and non-disadvantaged and we provide support to those in most need. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/social-and-emotional-learning	5, 9,
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.	The school has employed a therapist who works with families and children to support their needs which impact on school life. The therapist has successfully supported children with a range of social, emotional and mental health needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/social-and-emotional-learning	7, 9
Coolmilk: Children have the opportunity to have milk at break time with their snack.	Children have better concentration with good nutrition.	11
Breakfast Club: Children have a better start to the day having eaten breakfast.	Children have better concentration with good nutrition.	6, 10, 11
Support costs of Y6 trip: disadvantaged pupils participating in residential trips such as PGL.	Improved opportunities for all. Improved attendance on the trip.	7,8,10
2 Johns workshops: To support parents and raise awareness of online safety.	Raised awareness of internet safety and working safely online. Parents are more knowledgeable in how to manage issues that occur online.	8,9,10,12

Total budgeted cost: £ £183,493

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal and external assessments and data during 2022/23 indicate that our strategy has had a positive impact during its second year of implementation. The strategy and its actions have been revised in light of the analysis of these outcomes and are outlined in the document sections above.

There are 17 pupil premium eligible pupils in this cohort of EYFS pupils.

59% of our pupil premium pupils achieved GLD compared to nationally at 52%. We have been able to close the gap by 7% compared to the national average. This represents good progress from the children's starting point and that a good proportion of children have made better than average progress. It is clear that our strategy to focus on developing the children's communication and language skills along with their social and emotional skills to ensure they are ready for learning has had a significant impact already.

There are 18 pupil premium eligible pupils in this cohort of year 1 pupils.

Our Year 1 phonics check showed positive outcomes for our Pupil Premium Pupils. 94% of our PPG children passed the phonic check compared to 67%.

All KS1 disadvantaged pupils who required reading recovery support received it; including phonics assessment, a focused individual intervention, ongoing progress check and a final assessment check. 100% of children made progress in phonics sound knowledge, blending or segmenting. Our outcomes for the end of KS1 show that children demonstrate a steady progression from EYFS.

There are 15 pupil premium eligible pupils in this cohort of Year 2 pupils.

67% met or exceeded ARE in reading.
53% met or exceeded ARE in writing
80% met or exceeded ARE in maths.

60% of pupil premium eligible children achieved combined this year, compared to national at 40%. St Clare's are 20% above the national average in KS1.

The gap between disadvantaged and non is 13% in our school, compared to 21% nationally. We have closed the gap between our disadvantaged and non disadvantaged pupils by 8% more than the national average.

Our outcomes for the end of KS2 shows that most of our disadvantaged pupils leave St Clare's with a good level of attainment in all core areas of learning.

There were 15 pupil premium eligible pupils in this cohort of Year 6 pupils.

87% met or exceeded ARE in reading
73% met or exceeded ARE in writing
80% met or exceeded ARE in GPS
80% met or exceeded ARE in Maths

71% of disadvantaged pupils achieved combined this year, compared to 44% nationally. We are 27% above the national average.

The gap between disadvantaged and non in our school is 19%, compared to 22% nationally. We have closed the gap between our disadvantaged and non 3% more than nationally.

1620 hours of tutoring were delivered through the National Tutoring programme to pupils, including disadvantaged pupils in the academic year 2022-23. KS2 outcomes in reading, writing and GPS, including those for disadvantaged pupils, were above or significantly above local and national averages.

293 hours of family liaison sessions were provided for pupils and families, including disadvantaged pupils. 100% of pupils and their families feel this had a positive impact on self-esteem and well-being.

390 hours of play therapy were provided for pupils, including disadvantaged pupils. This targeted support was aimed at pupils at risk of exclusion - no permanent exclusions were made during the academic year and fixed-term suspensions were reduced.

234 hours of ELSA- Emotional Literacy Support were delivered to pupils including disadvantaged pupils and two staff trained in the award. 100% of pupils receiving support had improved well-being scores in pre and post intervention assessments.

All teaching staff were trained in Trauma Perceptive Practice (TPP) and continue to embed this practice.

We will continue to provide additional and targeted support for all children.