

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	316
Proportion (%) of pupil premium eligible pupils	39% (123)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Jamie Whiteside
Pupil premium lead	Hannah Smith
Governor / Trustee lead	Lisa Leggett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 168,853
Recovery premium funding allocation this academic year	£ 17,400
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£ 186,253

Part A: Pupil premium strategy plan

Statement of intent

At St Clare's we strive to provide a broad and ambitious curriculum for all our pupils providing rich experiences and opportunities for all. Pupils make good progress and attain at or above the age related expectations. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Teachers use the curriculum maestro platform as a basis for the curriculum and interweave bespoke elements to personalise the learning so that the curriculum is coherent, sequential and knowledge and skills are built upon across the year groups. These are repeated and built upon for future use. Additionally, we give all our children opportunities to be taught high quality lessons in music, cookery and a modern foreign language which are opportunities that enrich the children's lives and extend beyond the classroom.

High quality teaching is a key principle in our approach. Teachers are passionate and seek to ensure all children learn well; remembering the content and deepening understanding of concepts over time. Some of our children have complex needs, many are vulnerable and require significant support, which the teachers are aware of and work collaboratively with support adults, the pastoral team and outside agencies to provide the best outcomes for every individual. This approach is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils.

At St Clare's we take a systematic approach to supporting disadvantaged children. Our approach is adaptive and responds to the needs of the children to help them to succeed. To ensure they are effective we will:

- *Ensure disadvantaged pupils are challenged in the work they are set*
- *Intervention is early and impact is monitored to ensure it is effective*
- *All staff take responsibility for disadvantaged pupils' outcomes*

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate increased numbers of pupils entering Nursery and EYFS with speech and language needs, gaps in vocabulary and under developed oral skills.
2	Since the pandemic, we have seen that our youngest children's phonetical and reading abilities have been affected the most. This has been evidenced in our assessments, observations and discussions with pupils. We have seen a significant impact on our Year 3 children's reading capabilities due to the pandemic.
3	Assessments and observations indicate that attainment in writing among disadvantaged pupils is below disadvantaged. An effect of the pandemic on our

	KS1 and Year 3 pupils has been a lack of muscle strength and fine motor skills due to lack of practice in the pandemic.
4	Observations and assessment indicate in maths among disadvantaged pupils in Year 1-6 is below that of non-disadvantaged.
5	Poor self-esteem and wellbeing can be a barrier to learning. Observations have identified that our disadvantaged pupils have returned this year with a number of SEMH needs including: anxiety, low self-esteem, reduced concentration and focus. These factor have affected this group of children more than any other in school.
6	Observations and discussions with parents and pupils have indicated that many of our families are struggling with cost of living crisis and as a consequence some pupils are receiving an insufficient diet which results in poor concentration.
7	Adult to share and discuss reading/text with- high quality support and questioning. Access to high quality reading books.

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
Improved oral and language skills among disadvantaged pupils. We have an ELKLAN trained EYFS teacher who runs training and support for pupils, teachers and parents alike to help improve language skills.	Significantly improved oral language among disadvantaged pupils. This will be monitored through observations, engagement in class, pupil voice, book scrutiny and on-going formative and summative assessment.
Improved phonics among disadvantaged pupils from KS1 and Y3.	KS1 disadvantaged pupils to achieve expected standard in phonics screening check. KS2 disadvantaged pupils reading outcomes in 2023/24 reduce the difference in between non-disadvantaged and disadvantaged achievement. Lesson observation and access to high quality phonics lessons and resources.
Improved muscle strength in hand control and fine motor skills among disadvantaged pupils.	Children have better muscle strength and fine motor skills. This will be evidenced from observation of fine motor skills activities, pencil control and handwriting.
Improved progress and attainment in Writing.	KS2 writing outcomes show that there is a reduction in difference in % of disadvantaged and non-disadvantaged pupils that met the expected standard.
Improved maths progress and attainment among disadvantaged pupils.	KS1 disadvantaged pupils to become confident in number structure to 10. KS2 disadvantaged pupils' to achieve expected standard in Multiplication tables check as this will improve fluency.

	KS2 maths outcomes show that there is a reduction in difference in % of disadvantaged and non-disadvantaged pupils that met the expected standard.
Improved mental health and well-being which impacts on improved attitudes to learning.	Pupil voice, surveys, observations demonstrate a positive change to children's well-being and attitude to learning.
Improved diet and sufficient food among disadvantaged pupils.	Disadvantaged children have access to breakfast club, free fruit and snack at break time. PPG pupils access free school meals.
Improved reading and access to high quality reading books.	Disadvantaged children have access to high quality support in reading and access to high quality reading books that engage and interest the children. This will also benefit the children due to them being exposed to high quality vocabulary.

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: £ 135,959

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra teacher to create smaller class sizes in 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	1,2,3,4,5
LSA to work 4 mornings a week with EYFS children to improve phonics and muscle strength in their hands.	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 1 Toolkit Strand 1 Education Endowment Foundation EEF Children need extra support in phonics due to lack of pre-school attendance and lack of opportunities . Children have additional phonics sessions.	3 1,7
MFL Teacher MFL lessons in school for all children every week.	Learning a foreign language offers the children a chance to experience and develop a skill that they not have access to at home.	2,3,4,5

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.	2,3,4,5
Cookery Teacher: Every class receives dedicated cooking lessons over the course of a year.	Cooking is a life skill. It also provides the opportunity to work in a group and this develops social skills.	2,3,4,5
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.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4,5,7
ELSA support (Emotional, Literacy Support Assistant): LSA supports children that have been identified as needing emotional support. LSA runs a wellbeing group 3 afternoons a week	Pupil surveys show that children who have participated in ELSA have stated that the strategies have had a positive impact on their mental health. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4,5,7
Effective Teaching Strategies (Rosenshine Principles) INSET plus regular staff training	Barak Rosenshine collated research on the most effective teaching strategies from three sources. The strategies found to be most effective enabled pupils (novices) to acquire strong, readily accessible background knowledge. Most effective teachers ensured pupils efficiently acquired, rehearsed and connected background knowledge by providing a good deal of instructional support. Rosenshine, Principles of Instruction (2012)	1,2,3,4,5,7
Behaviour CPD INSET		5

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

Budgeted cost: £ 20,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading booster Sessions - 2 days per week. 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 PP children that require additional support. Assessments show that disadvantaged pupils receiving this intervention have made progress.</p>	<p>1,2,3,7</p>
<p>Small group intervention to address gaps in Learning by qualified teacher.</p> <p>A significant proportion of disadvantaged children will receive intervention including those who are higher attainers.</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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2,3,4,5</p>
<p>Librarian – 3 hours a week Librarian to organise Library to ensure it is stocked with interesting books, ensure it is a space that is interesting and inviting. Children are regularly updating the books they read.</p>		<p>7</p>
<p>Sumdogs / TTRS: This is an online maths programme that can be used in school and at home to support understanding.</p>	<p>All children have access maths software programs that support the practice of number fluency. As part of the Mastery Maths program that we follow fluency is one of the 5 big ideas that pupils need to be exposed to, to become successful mathematicians. Opportunities to improve fluency increase self-esteem and create deeper understanding of maths concepts. (Boaler 2014) https://www.youcubed.org/evidence/fluency-without-fear/</p>	<p>4</p>

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

Budgeted cost: £ 29,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Aquinas Solutions: Attendance is always an area to improve. Post-pandemic has increased anxiety about coming into school for some parents and a higher number of illness absences.</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 work 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>	<p>2,3,4,5</p>
<p>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”.</p>	<p>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.</p> <p>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.</p>	<p>1,2,3,4,5</p>
<p>Play Therapist: Children identified with social and emotional difficulties can access support. Play therapist in school for one and a half days.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2,3,4,5</p>
<p>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.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2,3,4,5</p>

Coolmilk: Children have the opportunity to have milk at break time with their snack.	Children have better concentration with good nutrition.	6
Breakfast Club: Children have a better start to the day having eaten breakfast.	Children have better concentration with good nutrition.	1,2,3,4,5,6
Board Games: Class set of board games have been bought to improve children's social interactions in a non-digital way	Skills such as turn-taking, sharing, reading instructions and eye contact are all key skills that many of our children through the pandemic missed out on. https://bpsmedicine.biomedcentral.com/articles/10.1186/s13030-019-0164-1 .. The present systematic review showed that board games and programs that use board games have positive effects on various outcomes, including educational knowledge, cognitive functions, physical activity, anxiety, ADHD symptoms...	5
Support costs of Y6 disadvantaged pupils participating in residential trip to PGL		

Total budgeted cost: £ 186,253

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1,110 hours of tutoring were delivered through the National Tutoring programme to pupils, including disadvantaged pupils in the academic year 21-22. 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 exclusions 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.

100% of disadvantaged pupils in EYFS and KS1 were given access to extra LSA support in improving fine motor control and muscle strengthening activities.

All staff were trained in TPP - Trauma Perceptive Practice.

All KS1 disadvantaged pupils (30) 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.

End of KS1 outcomes 2022

There were 20 pupil premium eligible pupils in this cohort of Year 2 pupils.

Reading - 60% met or exceeded ARE
Writing - 60% met or exceeded ARE.
Maths - 70% met ARE.

End of KS2 outcomes 2022

There were 17 pupil premium eligible pupils in this cohort of Year 6 pupils.

Reading - 77% of disadvantaged (PPG) pupils met or exceeded ARE (age related expectations).
Writing - 82% of disadvantaged met ARE.
Maths - 77% of disadvantaged didn't meet ARE.