

Pupil Premium Strategy Statement

St Clare's Catholic Primary School



This statement details our school's use of pupil premium (**and recovery premium for the 2023 to 2025** 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	288
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	The Local Governing Body
Pupil premium lead	Anne Charnley
Governor / Trustee lead	Janet Metcalf

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24048
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year	£24048

Part A: Pupil premium strategy plan

Statement of intent

At St Clare's, we intend that all pupils have equal access to the curriculum and that they are supported in their emotional, physical and spiritual development to become confident learners. We ensure that barriers are identified to ensure pupils' opportunities for learning are met. We are aware acutely of the importance of ensuring pupil premium pupils are supported and encouraged to achieve at least in line with their peers. We are also aware that not all pupils are entitled to PP however, need support to be able to have similar life and learning experiences.

Our PP numbers are low and analysis is not easily comparable therefore data is collated as a PP group across all year groups.

We have some overarching aims to support PP children.

- **To ensure we reduce the attainment gap between PP and non-PP children**

At St Clare's all PP children are given additional support through small group intervention. In this way, their learning remains focused and any gaps are addressed and ensuring they remain on track to meet end-of-year expectations with the aspiration to go beyond. Teaching staff are aware of the PP children so that they can best address their needs.

- **To ensure that the well-being needs of children are being met so that they can engage fully with learning and make sure that they are on track to make or exceed expected progress or attainment.**

We are aware of the emotional needs of some of our pupils who require additional support. Staff work with specialist programmes in order to develop pupils' resilience and understanding of their emotions. Lockdown for some year groups, particularly children who are PP, has presented difficulties with emotional responses and anxiety. They need support in areas that support their resilience through a growth mindset approach.

- **To provide wider experiences for PP children so that they have extra-curricular opportunities**

We organise a range of experiences for the pupils to support their learning and develop their understanding of the world to prepare them to become lifelong learners. To do this we support payment towards activities so that families do not feel the pressure of these additional costs. We also provide support for privately run activities which are held in school. In this way, our PP children are not disadvantaged as a result of the cost towards an activity.

Challenges

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

Challenge number	Detail of challenge
1	Our highest % of PP pupils are in our 2018 and some of these pupils are performing below and have lower ability in comparison with their class peers. They need additional support to grasp new concepts, maintain stamina and sustain concentration.
2	Data from 2023 indicates that there is a bigger gap between PP and non-PP for those working at the expected standard. This is due to the lower levels of stamina, poorer vocabulary and fewer opportunities to read regularly at home from some of our PP families, which in turn affects the quality of writing.
3	Pupils' well-being, emotional, social and behavioural needs affect children's ability to make progress and their readiness to learn
4	Due to limited opportunities for wider experiences as a result of financial circumstances, some pupils do not engage as much with the world around them.

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 improve and sustain attainment in reading, writing and maths among our disadvantaged pupils, particularly with our 2018 cohort.	• End-of-term tracking data shows the majority pupils – especially PP children bridge the gap and are on track. • All children make good progress from their starting points
A greater number of pupils attain the expected standard in reading and writing and are targeted for support.	• Pupils make good progress, at least in line with their peers • Pupils engage with reading and as a result develop their writing
To improve emotional wellbeing & resilience in all pupils, especially in disadvantaged pupils.	• reduction in pastoral support • observations made by staff/student voice/parent surveys on how children are addressing daily tasks, challenges, and issues, especially in our disadvantaged pupils • increase in participation in out-of-school activities especially among our disadvantaged pupils • observations made by staff during residential visits- outdoor adventurous activities- perseverance/resilience during a challenging task, especially in our disadvantaged pupils.
Pupils experience a range of educational visits/visitors	• Pupils gain from experiencing learning beyond the classroom through various visits and visitors. • Pupils have cultural experiences which inspire

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: £19,921

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a new part-time TA to support emotional needs, particularly for our 2018 cohort They will also support interventions across the school.	A need was identified in January 2023. A member of staff was employed to provide additional support to improve emotional well-being and provide emotional support. This deployment was enhanced by employing a permanent member of staff. The EEF research identifies that emotional needs are to be prioritised to improve outcomes. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning	1,2 & 3

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

Budgeted cost: Encapsulated in above appointment

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention through TA	School data for PP children compared to whole school data for writing identifies that attainment is weaker due to low engagement in reading. Therefore, additional opportunities to support pupils' reading will ensure progress and attainment are maintained. Pupils in Ks2 are to be responsible for their own editing.	1,2

support appointed.	https://educationendowmentfoundation.org.uk/public/files/Writing Approaches in Years 3 to 13 Evidence Review.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,127

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor	EEF Metacognition and self-regulation research The learning mentor is well established in school and provides support to a number of children. At times this is for PP children. Research shows that pupils who are emotionally supported are able to engage with their learning and therefore make sustained progress https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation	3, 1
Continue with My Happy Mind/A Confident Me/Lego Therapy	Social and emotional learning research We have been supported with My Happy Mind and we continue to offer group sessions for Lego Therapy and A Confident Me programmes. This is identified through Pupil Progress meetings and is accessed by groups across the school https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	3, 1
Support for school visits	Pupils enjoy school visits/visitors. We have ensure that there is a wide programme through	4

Total budgeted cost: £24,048

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 2022 to 2023 academic year.

Intended Outcomes	Success Criteria
Pupil Progress meetings are used to target groups on a termly basis to identify next steps and appropriate programme to ensure Data is used to target gaps through intervention and small group support–termly data analysis and pupil progress meetings will identify next steps Progress of some lower ability children who are in receipt of Pupil Premium funding is in line with progress of other children. Pupils have strategies in order to address reading and writing and maths underachievement. Where needed PP children are daily readers.	Pupils made good progress. Small group support enabled pupils to have a more bespoke response to teaching and learning. Overall PP pupils made the same level of progress as their peers. Staff were aware of needs and planned accordingly. Lower ability pupils made progress in line with their peers. New resources such as base 10 and early maths strategies have provided pupils with a clearer understanding of number. Reading results were good.
A greater number of pupils attain the expected standard in English and are targeted for support. Challenge for those who could reach greater depth is targeted	Results showed that pupils made better progress in reading and attainment was at least in line overall with whole school data. Writing at the expected standard was not as favourable although at greater depth attainment was at least in line with whole school data. Reading 97.3% EXS 21.6% GD Writing 86.5% EXS 29.7% GD
More vulnerable pupils feel secure and are motivated to learn. Meetings with pupils demonstrate a change in attitudes and raised expectations	Many of the PP children are confident with their learning. A smaller number demonstrate reservations and are less resilient. It is clear that emotional stability takes time. We will continue to work with these children.

Pupils experience a range of educational visits/visitors	A range of visits provided pupils with a variety of experiences. Pupils are enthusiastic about school trips.
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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
Early Maths	NCETM
My Happy Mind	My Happy Mind