



# Pupil Premium Strategy Statement

## St. Clare's Catholic Primary School

This statement details our school's use of pupil 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	274
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Local Governing Body
Pupil premium lead	Rosalie Wroblewski, Headteacher
Governor / Trustee lead	Janet Metcalf, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£27,270

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

St. Clare's aims to narrow and ultimately remove the gap between disadvantaged pupils and their non-disadvantaged peers as they progress through school. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including aiming high for those disadvantaged pupils who already attain well.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Regular school attendance and quality first teaching are at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Because the proportion of disadvantaged pupils is relatively low at St. Clare's, our approach can be more tailored to individual needs and rooted in diagnostic assessment rather than assumptions about the impact of disadvantage. We ensure that our approaches complement each other to help pupils excel. To ensure that they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Punctuality / Attendance issues</b></p> <p>Our attendance data over the last 3 years (Sep 22 to Aug 25) indicates that attendance among disadvantaged pupils has been between 1.8 and 5.5% lower than for non-disadvantaged pupils, and this has been a steadily increasing trend.</p> <p>For the academic year 2024-5, 46% of disadvantaged pupils were 'persistently absent' compared to 11% of their non-disadvantaged peers during that period.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p><b>Complex home circumstances</b></p> <p>The number of families requiring Early Help has risen from 2 to 13 in the past 2 years and has necessitated the employment of a Family Support Worker and her training as a DSL to be able to support pupil and family wellbeing holistically. 62% of our disadvantaged pupils have been the subject of a referral.</p>
3	<p><b>Poor communication, language and vocabulary skills.</b></p> <p>Assessments, observations, and discussions with key staff indicate underdeveloped oral language skills and vocabulary gaps among more than half of our disadvantaged pupils. These are evident from EYFS but typically improve as the children progress through the school.</p>
4	<p><b>Social and emotional difficulties</b></p> <p>Our observations and discussions with pupils and their families, as well as with key professionals, have identified social and emotional issues for a significant proportion of our disadvantaged pupils. Low confidence and poor self-esteem have emerged as common themes. We know that these challenges can negatively impact learning and academic attainment.</p>
5	<p><b>Limited life experiences</b></p> <p>Our observations and discussions with our disadvantaged pupils and their families have identified that a lack of financial resource limits the breadth of life experiences available to them and which they would like to be able to provide. We would like to expand pupils' cultural capital in order to influence their future success, both educationally and socially.</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, particularly our disadvantaged pupils.	Improved high attendance by 2026 and sustain this by 2028 (the duration of this plan), demonstrated by: the overall unauthorised absence rate for all pupils being no more than 1%, the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 15% lower than their peers.
To improve our Family Support offer and strengthen the DSL team for the benefit of all pupils, and particularly our disadvantaged pupils, and their families.	Clear and effective professional support by an appropriately trained Family Support Worker and signposting for all families, including those disadvantaged, demonstrated by Early Help casework indicators such as: successful referrals to and engagement with external partners and increased attendance rates.
To improve oral language skills and vocabulary development for all pupils, and particularly our disadvantaged pupils, leading to improved reading outcomes for all pupils, especially those disadvantaged.	Internal tracking shows an increased proportion of disadvantaged pupils meeting the expected standard at the end of each academic year. All teaching assistants and teachers trained in the (GL) <i>Wellcomm Toolkit</i> to identify, provide support and intervention for the development and acceleration of oral language skills for all pupils, and particularly those disadvantaged. <i>Testbase</i> resource being used across school for diagnostic assessment allowing teachers to tailor lessons effectively and provide targeted intervention. Individual questions being used as lesson starters or plenaries prompt thinking and encourage rich classroom discussions and high-quality dialogue, which are crucial for developing language understanding.
To improve our offer to support children's wellbeing and good mental health.	Sustained high levels of wellbeing by 2027/28 for all pupils, including disadvantaged pupils, demonstrated by:

	<p>An increased offer in terms of nurture groups and professional internal and external support</p> <p>Qualitative data from pupil voice</p> <p>A significant increase in participation in enrichment and sporting activities, particularly among disadvantaged pupils.</p>
To support broadening life experiences and opportunities to increase cultural capital	<p>Increased participation in residential trips where offered, enrichment activities, extra-curricular clubs, sporting events and cultural visits, by all pupils and particularly disadvantaged pupils. This includes offering some financial assistance for trips and musical instrument tuition.</p>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. (Testbase and Wellcomm)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	3
<p>Purchase of and staff training in a Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	3
<p>Staff training in and embedding of dialogic activities across the school curriculum. For example question prompts and response frames from Y2</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	3

upwards for Lancashire's Great Teaching Toolkit. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	<a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	
Training key staff including Family Support Worker in Mental Health First for Children (MHFA) and DDSL Safeguarding training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	4, 2

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one reading tuition and support by class teacher provided weekly for all disadvantaged pupils and delivered in addition to and linked with normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>	3
Continue with small group interventions for pupils in need of additional support and dedicated time, such as Lego Therapy to help build social and emotional health and language skills. (Staff costs)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	2, 3, 4

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

Budgeted cost: £6,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1, 2
<p>Funding contribution to support pupil participation in enrichment, the arts, sporting, musical and residential activities</p>	<p>Participation in the arts, music, sports and outdoor activity all have widely reported and consistent benefits such as more positive attitudes to learning and increased well-being.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	5, 4
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1, 2, 3, 4, 5

**Total budgeted cost: £27, 270**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The intended outcomes of the previous plan were:

1. To improve reading, writing and maths attainment for disadvantaged pupils in the 2018 cohort.
2. To improve emotional wellbeing and resilience in all pupils, especially those disadvantaged.
3. For all pupils to experience a range of educational visits/visitors.

End of KS2 results for the disadvantaged pupils within the 2018 cohort last year were:

80% made the expected standard in reading;

40% achieved the expected standard in writing;

80% made the expected standard in maths.

This is higher than average national data in reading and maths (75.1% and 74.1% respectively) but lower than the national average in writing which was 72.3%.

This compared to the data for those non-disadvantaged as follows:

83% reading

90% writing

96% maths

*It is important to note when looking at this data that, due to our proportionately low number of disadvantaged pupils, 1 child represents 20%, and 1 non-disadvantaged child represents approx. 3%.*

*It is also important to view the data with caution as pupils included in the performance data experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently.*

There was an increase in referrals for counselling and an increase in nurture groups across school utilising My Happy Mind resources to support improved emotional wellbeing and resilience.

Funding was used to ensure that all children, including those disadvantaged, were able to attend, enjoy and benefit from all educational visits including residential ones.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
My Happy Mind	MyHappyMind.org