



Pupil premium strategy statement 2020-21: St Clare's RC Primary School

1. Summary information					
School	St Clare's RC Primary School				
Academic Year	2020-21	Total PP budget	£242 061	Date of most recent PP Review	July 2020
Total number of pupils	456	Number of pupils eligible for PP	191	Date for next internal review of this strategy	July 2021

2. Current attainment				
Comparisons between the last data point before the school closure and the baseline data of 2020/21	Pupils eligible for PP (your school)		Pupils not eligible for PP (school)	
	Dec 19	Sept 20	Dec 19	Sept 20
EYFS Good Level of Development	20%	4%	51%	14%
Year 2 Reading, Writing and Maths Combined	36%	9%	61%	19%
Year 4 Reading, Writing and Maths Combined	34%	3%	31%	3%
Year 6 Reading, Writing and Maths Combined	35%	6%	44%	4%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lack of confidence with reasoning and problem solving in maths (Also a priority on the SIP).
B.	Higher than usual poor oracy levels on entry in EYFS. Low levels of oral and written language.
C.	Lower than expected levels of engagement with reading when in isolation due to Covid 19.
D.	Gaps in knowledge due to Covid 19 lock down. Low engagement levels of home-learning during self-isolation.
E.	Low Levels of aspiration and resilience.
F.	Increased levels of SEMH.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	Disruption to education through increased poverty due to Covid 19, over-crowding, family changes – impacting on home-school engagement, attendance and learning. Increased mental health issues in families due to COVID-19.

H.	Lack of opportunities for educational engagement beyond school times – affecting levels of curiosity, motivation and general knowledge.	
4. Strategy Aims for Disadvantaged Pupils		
Desired outcomes and how they will be measured		Success criteria
A.	Improve confidence in reasoning and problem solving in maths	<p>PP Maths baseline R - 48% Y2 - 14% Y6 - 23%</p> <p>Monitoring schedule (learning walks, observations, book scrutinies and pupil voice) show improved reasoning and problem solving outcomes. Improving scores within the reasoning papers at summative assessment points. More opportunities evidenced in books to demonstrate reasoning and problem solving. Gaps between PP and non-PP children in maths are no greater than 10% at the end of each key assessment point.</p>
B.	PP writing outcomes are within 10% of national/Manchester outcomes.	<p>PP Writing baseline R - 4% Y2 - 18% Y6 - 13%</p> <p>Monitoring schedule (learning walks, observations, book scrutinies and pupil voice) show improved writing outcomes. Increased writing opportunities shown through monitoring schedule. RH released to oversee moderation throughout KS1 and KS2. As a result, writing results are more accurate. SLT confirm judgements RH to lead staff training around the teaching of writing and the use of working walls. Creative curriculum provides opportunities for cross curricular writing. Gaps between PP and non-PP children in writing are no greater than 10% at the end of each key assessment point</p>
C.	Reading engagement and outcomes of PP children within 10% of national/Manchester outcomes	<p>PP Reading baseline R - 30% Y2 - 18% Y6 - 45%</p> <p>Accelerated reader baseline Au1: Y3 - 4 minutes, Y4 - 9 minutes, Y5 - 13 minutes, Y6 - 13 minutes.</p> <p>Monitoring of Accelerated Reader shows reading engagement at UKS2 on average to be 30 mins a day. LKS2 average is 20 minutes per day. Monitoring of reading book bands in KS1 shows good progress - 4 bands in Y1, 3 bands in Y2. Final year reading assessments, phonics tracking, reading scheme tracking and Accelerated reader evidence show good progress. Gaps between PP and non-PP children in reading are no greater than 10% at the end of each key assessment point</p>
D.	Reduce the number of days that pupils are absent or late and improve participation at booster classes by targeting key pupils and working with families.	<p>PP Attendance Au1 96.4% (excluding all Covid absences)</p> <p>Improved attendance and punctuality. PP attendance continues to be above national data (94% 2018-19). Identified PP children regularly attend booster classes. The Attendance Officer has clear systems in place to monitor absence and lates. As a result, the attendance of persistent absentees and late-comers are improving. Parents are regularly informed on attendance expectations. Reward systems in place for attendance are having a clear impact on attendance. Outcomes in summative assessments show good progress in each year group.</p>
E.	Improve pupil's mental health and well-being.	<p>Pupils have improved resilience. Pupils are happy and engaged learners. Behaviour is good. Attendance is at least in line with national data. Vulnerable pupils have been well supported using all external agencies and in-school support mechanisms. Pupils know how to keep themselves mentally and physically healthy. Pupils voice surveys confirm that their wellbeing needs are being met in school. The newly appointed Mental Health Leads have had a positive impact on the school community. Teaching pupils how to maintain their physical and mental health is regularly incorporated into the curriculum. This can be evidenced through planning, discussions and pupil voice.</p>

5. Planned expenditure

Academic year	2020-21				
The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Teaching Priorities					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve pupils' confidence in reasoning and problem solving skills	Quality first teaching More focused formative assessment. Clear summative assessment. Regular use of the working wall and success criteria. Increasing opportunities to reason and solve word problems Additional resources to raise standards Staff training on how to improve reasoning and problem solving skills. Targeted interventions Use of Tutor Trust programme Recovery curriculum is focusing on gaps in knowledge / missed learning	The focus last year was on number and fluency. Children now need to be able to apply their knowledge to reason and solve problems. Approaches will be more closely matched to need through improved assessment.	Monitoring of Quality first wave teaching through book scrutinies, planning, learning walks, observations Analysis by SLT of data and comparisons made to non-PP children Discussions with pupils - Pupil Voice Observations Review of medium-term plans to identify opportunities for problem solving and reasoning. Pupil progress meetings Staff training	RN	Ongoing - See Monitoring schedule. (Dec/March/June) (Summer) See Monitoring schedule. (Nov/ Jan/ April) INSET (autumn) and staff meetings (spring)

<p>Reading engagement and outcomes of PP children within 10% of national/Manchester outcomes</p>	<p>Quality first teaching Clear summative assessment. Improve pupils' confidence in speaking and increase the scope of their vocabulary through the use of curriculum knowledge mats. More systematic approach to language in other subjects during curriculum design. Word of the week Reading Rocketeers is having a clear impact on reading outcomes. Emphasis on vocabulary on working walls and displays in classrooms and around school. Phonics groups in KS1 and KS2 to develop fluency in reading aloud Targeted SALT interventions at group and individual level. Using and analysing the Welcomm assessment to improve language and vocabulary outcomes.. Targeted interventions including Word Wasp/ Hornet/ Nussy targeted Bespoke Reading intervention Reading engagement celebrated through displays in classes and rewards in the Celebration Assembly each week. Pupils have access to high quality texts and reading resources. (Online and physical books) Improve Reading resources in EYFS and KS1 and development of a library area. Better reading programme for targeted children Recovery curriculum is focusing on gaps in knowledge / missed learning</p>	<p>Low reading engagement during lockdown and low baseline assessments when returned to school. A love of reading needs to be promoted to improve life chances for pupils from an urban context.</p>	<p>Monitoring of Quality first wave teaching through book scrutinies, planning, learning walks, observations Analysis by SLT of data and comparisons made to non-PP children Discussions with pupils - Pupil Voice Pupil progress meetings Engagement in reading programmes through monitoring. Review of medium-term plans to identify reading opportunities throughout the curriculum. Review opportunities to improve their reading through independent research of topics.</p>	<p>RH</p>	<p>Ongoing - See Monitoring schedule. (Dec/March/June) (Summer) (Nov/ Jan/ April) Ongoing Half termly - specific teachers identified Half termly - specific teachers identified</p>
<p>PP writing outcomes are within 10% of national/Manchester outcomes..</p>	<p>Quality first teaching SPAG tuition – individually and in small groups before and after school. Targeted interventions (including phonics) Staff training Adoption of Alan Peat sentence types Improved moderation of writing (Literacy lead involved) Focus on vocabulary and reading outcomes is having the desired impact on writing Teachers are using a range of strategies to improve writing (magpie books, slow-write,</p>	<p>Writing is the area that suffered most during lockdown – far fewer pupils are at the expected level in writing than reading and maths.</p>	<p>Monitoring of Quality first wave teaching through book scrutinies, planning, learning walks, observations Analysis by SLT of data and comparisons made to non-PP children Discussions with pupils - Pupil Voice</p>	<p>RH</p>	<p>Ongoing - See Monitoring schedule. (Dec/March/June) (Summer) (Nov/ Jan/ April)</p>

	working wall, guided and shared writing, modelling, draft/edit process, publishing opportunities, real-life opportunities to write for purpose, success criteria) Recovery curriculum is focusing on gaps in knowledge / missed learning		Pupil progress meetings Phonics screening check Sharing good practice		Year 2 - Autumn Year 1 - June Ongoing
Improve pupil's mental health and well-being.	Quality first teaching of PSHE. Increased PSHE lessons across school. Recovery curriculum for first term (Autumn) More opportunities planned to address mental health and well being throughout the curriculum Children signposted to support links on the school website Introduction of Mental Health and Well Being leads to support children and staff Staff are trained to identify and address mental health at a classroom level Breakfast provided for pupils to ensure they have the energy for the day Subsidised cultural capital opportunities (Trips, pantomime, external agency workshops)	Increased mental health issues in children and families following Covid 19 lockdown.	Monitoring of Quality first wave teaching through book scrutinies, planning, learning walks, observations Discussions with pupils - Pupil Voice Sharing good practice	EL / JC-A / JH	Ongoing Summer Ongoing
Total budgeted cost					£165,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve pupil's mental health and well-being.	Interventions around the nurturing of targeted pupils (Lego-based therapy, Cookery, Social groups, Let's Talk Social Skills, play therapy, Rainbow therapy, forest school). Inclusion Lead & SLT work closely with outside agencies to support pupil mental health (RESOLVE, Big Manchester, Early-Help, Children's Services, Wood Street Missions, School health, CARITAS, Church, EP, CAMHS) Rapid response to arising issues ensure pupil mental health needs are met quickly.	The named interventions have been targeted at relevant pupils with considerable success.	Visit sessions and talk with pupils. Observe sessions and outcomes over time. Monitoring - time out of class, reduction of incidents, improved pupil disposition.	JO / C.S / C.McG	December 2020 and March 2021.

	<p>Non-teaching leaders and inclusion lead enables quick response to issues.</p> <p>School nurse works closely with Inclusion Lead & SLT to ensure all pupils receive timely support.</p> <p>Sensory Room is used as a place to support pupils in crisis and as a calming environment to support pupil mental health.</p> <p>Breakfast club places given free to support pupils and families.</p>				
Reduce the number of days that pupils are absent or late and improve participation at booster classes by targeting key pupils and working with families.	<p>Breakfast club places given free to support families to improve punctuality.</p> <p>The Attendance Officer has clear systems in place to monitor absence and lates.</p> <p>Parents are regularly informed on attendance expectations.</p> <p>Reward systems in place for good attendance</p> <p>Outcomes in summative assessments show good progress in each year group.</p>		<p>Monitoring of CPOMS to highlight families in need of support.</p> <p>The attendance of persistent absentees and late-comers are improving</p> <p>Data in line with national</p>	S B-H / Class Teacher s / SLT	Autumn Spring Summer
Total budgeted cost					£112,000
iii. Wider Strategies					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve behaviour for learning through smaller classes, support staff and improved opportunities.	<p>Smaller classes at Y5/6.</p> <p>Employment of T/As to support specific needs</p> <p>Remove barriers to attendance on the residential visit by supplementing or paying full cost.</p> <p>Programme of after-school clubs to support the arts (sports, chess, cookery, gardening and other activities).</p>	<p>Smaller class sizes and additional adults within the classroom enables all children to access the full range of the National Curriculum at their level.</p> <p>Reduction in the number of behavioural incidents to maximise learning times in classes</p> <p>Many pupils have gone on to take up related hobbies of their own following attendance at the various clubs.</p>	<p>Discussions with pupils.</p> <p>Classroom visits.</p> <p>Review of behaviour, attendance and academic data.</p> <p>Monitoring of participation.</p>	JO and CMc	December 2020 and March 2021

	2 new Mental Health leads	Other experiences such as the challenges faced on residential visits have had a visible impact on confidence. Links to explorers and other visitors (sometimes through bespoke workshops) have improve pupils' disposition to learning and curiosity about the world generally.			
Total budgeted cost					£82,000
Final Total COST					£359,000 Actual Cost £242,061 Allocation

1. Review of expenditure				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve pupils' confidence in reasoning and problem solving skills	Maths INSET held (3.11.20) . Additional resources purchased..			£2000
Reading engagement and outcomes of PP children within 10% of national/Manchester outcomes	Reading Rockateer Training INSET held (1.9.20). Resources purchased.			£1500
PP writing outcomes are within 10% of national/Manchester outcomes	Writing Twilight (25/11/20). Additional books purchased			
Improve pupil's mental health and well-being.	2 Mental Health Leads Appointed (Oct 20)			
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve pupil's mental health and well-being.				

Reduce the number of days that pupils are absent or late and improve participation at booster classes by targeting key pupils and working with families.				
iii. Wider Strategies				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve behaviour for learning through smaller classes, support staff and improved opportunities.	UKS2 classes split into 3 from 2.			£60,000