**Pupil premium strategy statement: St Clare’s RC Primary School**

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| 1. **Summary information** | | | | | |
| **School** | St Clare’s RC Primary School | | | | |
| **Academic Year** | **2019-20** | **Total PP budget** | £234,534 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 460 | **Number of pupils eligible for PP** | 185 | **Date for next internal review of this strategy** | July 2020 |

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| 1. **Current attainment** | | |
| **2018-19** | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (school)* |
| **EYFS Good Level of Development** | 59% | 74% |
| **Year 2 Reading, Writing and Maths Combined** | 60% | 58% |
| **Year 4 Reading, Writing and Maths Combined** | 56% | 62% |
| **Year 6 Reading, Writing and Maths Combined** | 50% | 67% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Lack of confidence with number and its application | |
|  | | Low levels of oral and written language | |
| **C.** | | Lower than expected levels of engagement with reading | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Disruption to education through poverty, over-crowding, family changes – impacting on home-school engagement, attendance and learning. | |
| **E.** | | Lack of opportunities for educational engagement beyond school times – affecting levels of curiosity, motivation and general knowledge. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve confidence with number and its application | | All PP in line with basic number on entry to each key stage. |
|  | PP writing outcomes are in line with others | | Gaps with others in writing are below 5% at the end of each key stage |
|  | Reading engagement and outcomes of PP are in line with others | | Final year reading assessments, phonics tracking, reading scheme tracking and Accelerated reader evidence show PP to be in line with others. |
|  | 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. | | Improved attendance and punctuality.  Improved attendance at booster classes compared to the previous year.  Evidence of improvement through in books and assessments.  Reading times on Accelerated Reader and Phonics programmes.  Outcomes in times tables assessments. |
|  | Improve levels of engagement and motivation through curriculum improvements. Broaden opportunities through the school library, visits and visitors so that pupils show greater curiosity and engagement in their learning. | | All PP attend trips and residential visits.  Performance of PP and NPP is equal on AR.  No differences in the submission of PP and NPP homework or quality.  Books in the foundation subjects are equally good. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2019-20** | | | | |
| The three 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. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **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 understanding and applying basic number. | More focused assessment.  More frequent assessment.  Sharing goals with pupils.  Improving opportunities to work on goals in schools.  Celebrating achievement. | Approaches will be more closely matched to need through improved assessment. | Review of data  Discussions with pupils  Observations | **RN** | **Termly** |
| Improve pupils’ confidence in speaking and increase the scope of their vocabulary. | More systematic approach to language in other subjects during curriculum design.  Debating opportunities. | Curriculum design offers an opportunity to improve the scope of language as well as speaking opportunities during lessons. | Observation  Talking with pupils  Review of medium-term plans for subjects. | **RH** | **Termly** |
| Improve pupils’ confidence, social skills and language through effective collaboration during lessons. | Ensure all teachers understand and use at least 4 Kagan approaches.  Develop curriculum planning so that there are more group tasks.  All teachers have the opportunity to observe good practice in the promotion of learning in groups. | Kagan and other approaches improved levels of interaction and collaboration when used in the school some years ago. | Observations  Talking with teachers and pupils.  Review of plans | **CM/JO** | **Termly** |
| **Total budgeted cost** | | | | | £60,000 |
| 1. **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 support for identified pupils who have social and behavioural issues. | Lego-based therapy  Cookery  Social groups (Let’s Talk Social Skills)  Therapy room sessions.  Rainbow therapy.  FFT interventions. | The trials of these approaches have been very successful in the past and pupils have responded well. They look forward to the sessions each week and are calmer overall.  The other named interventions have been targeted at relevant pupils with considerable success. | Visit sessions and talk with pupils.  Observe sessions and outcomes over time. | JO | December 2019 and March 2020. |
| Improve pupils’ spoken language and strategies for reading and writing | Word Wasp Reading  Phonics groups in KS1 and KS2  Hornet reading interventions  SPAG tuition – individually and in small groups before and after school.  Better Reader programme in KS2. | All programmes have been successful when targeted at the right pupils and when they are delivered by the right staff. | Visit the groups.  Monitor attendance and participation.  Review outcomes for each term.  Discussions with pupils and staff.  Review of books and data. | CMc and JO | December 2019 and March 2020. |
| **Total budgeted cost** | | | | | £100,000 |
| 1. **Other approaches** | | | | | |
| **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 and improved opportunities.  Improve motivation and resilience through work with effective role models. | Smaller classes at Y5/6.  Remove barriers to attendance on the residential visit by supplementing or paying full cost.  Programme of after-school clubs to support the arts, sports, chess, cookery, gardening and other activities. | Many pupils have gone on to take up related hobbies of their own following attendance at the various clubs.  Other experiences such as the challenges faced on residential visits have had a visible impact on confidence.  Links to explorers and other visitors (sometimes though bespoke workshops) have improve pupils’ disposition to learning and curiosity about the world generally. | Discussions with pupils.  Classroom visits.  Review of behaviour, attendance and academic data.  Monitoring of participation. | JO and CMc | December 2019 and March 2020. |
| **Total budgeted cost** | | | | | £73,534 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year 2019-20** | |  | | |
| 1. **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 understanding and applying basic number. | More focused assessment.  More frequent assessment.  Sharing goals with pupils.  Improving opportunities to work on goals in schools.  Celebrating achievement. | Weekly arithmetic papers used to identify GAPS and pupils received targeted interventions based around these.  Use of Numicon introduced throughout the school for pupil who throughout the school for pupils needing more concrete visuals.  Basic maths skills sessions used to address GAPS for targeted pupils.  White Rose termly papers adapted to match Year group coverage.  number nuGAPS for  targetetd groups. | Further evaluation will be needed as data only collated from Autumn term. Data at that point had indicated good progress. In New Year training for all staff on interactive number work. | £438 |
| Improve pupils’ confidence in speaking and increase the scope of their vocabulary. | More systematic approach to language in other subjects during curriculum design.  Debating opportunities. | New Curriculum Design for 2020-21 finished. Knowledge Mats for each topic now provides a systematic approach to the development of vocabulary for all subjects. | Further evaluation of the impact of this will be needed once teachers begin teaching the new curriculum plans. Possibly may be suspended in the autumn due to the school closure and future localised lockdowns. | £5,256 |
| Improve pupils’ confidence, social skills and language through effective collaboration during lessons. | Ensure all teachers understand and use at least 4 Kagan approaches.  Develop curriculum planning so that there are more group tasks.  All teachers have the opportunity to observe good practice in the promotion of learning in groups. | Two staff meetings led on Formative assessment. Talk strategies modelled and targets set to establish talk in classrooms- was to be focus for Spring term lesson observations.  From observations- classes to observe were to be identified. | Further evaluation of the impact of this will be needed once teachers begin teaching the new curriculum in the New Year. Possibly may be suspended in the autumn due to the school closure and the need for social distancing. |  |
| 1. **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 support for identified pupils who have social and behavioural issues. | Lego-based therapy  Cookery  Social groups (Let’s Talk Social Skills)  Therapy room sessions.  Rainbow therapy.  FFT interventions. | Mar 20 – Reduced incidents of in-class behaviour of pupils identified as having SEMH needs.  47 pupils accessed SEMH interventions between Sept 19 – Mar 20.  Forest Therapy Group was an additional group that was started in October 19 | SEMH interventions were hugely successful. Full range to continue in Autumn 2020 if COVID-19 restrictions allows. | £23,054 |
| Improve pupils’ spoken language and strategies for reading and writing | Word Wasp Reading  Phonics groups in KS1 and KS2  Hornet reading interventions  SPAG tuition – individually and in small groups before and after school.  Better Reader programme in KS2. | March 20 – 16 pupils regularly attended and participated in “debate Mate”. This improved pupil’s ability to speak to a large audience and their spoken English. Their confidence also improved as a result of the sessions.  48 Y6 pupils accessed inventions until school closure in March. February data was showing that End of Year KS2 projections were on track to be as follows:  RWM: 60%  Reading: 75%  Writing: 70%  Maths: 70%  SPAG: 75%  191 pupils in total accessed interventions from Sept 19 – March 20. |  | £1,560  £43,069 (Y6)  £129,205 |
| 1. **Other approaches** | | | | |
| **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 and improved opportunities.  Improve motivation and resilience through work with effective role models. | Smaller classes at Y5/6.  Remove barriers to attendance on the residential visit by supplementing or paying full cost.  Programme of after-school clubs to support the arts, sports, chess, cookery, gardening and other activities. | Smaller classes at UKS2 have again been successful in reducing low level behaviour in class and improved disposition to learning. Pupils have increased contact with their teacher.  After-school provision continues to be a huge motivator for pupils. In-school behaviour and engagement links to their participation in afterschool sports teams. | 3 classes at UPKS2 to continue for 2020-21  After school provision and activities to resume when safe to do so following the school reopening. Further Risk Assessments may be necessary. | £68,838  £2,500 |
| Improve motivation and resilience through work with effective role models. | Programme of after-school clubs to support the arts, sports, chess, cookery, gardening and other activities. | After-school provision continues to be a huge motivator for pupils. In-school behaviour and engagement links to their participation in afterschool provision/activities. | After school provision and activities to resume when safe to do so following the school reopening. Further Risk Assessments may be necessary | £2,500 |
|  | | | Total Cost | **£276,420** |

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| 1. **Additional detail** |
| The enforced school closure in March 20 saw much of the school’s work affected. The impact of this will be fully assessed and evaluated in September 2020 before a new PP strategy is developed. The new PP strategy will ensure all Pupil premium pupils have the opportunity to catch up and the strategy and resources will be directly spent on accelerating their progress. |