**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** | **2018-19** | **Total PP budget** | £226,220 | **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 2019 |

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| 1. **Current attainment** | | |
| **2017-18** | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (school)* |
| **EYFS Good Level of Development** | 33% (3 of 9 pupils) | 65% |
| **Year 2 Reading, Writing and Maths Combined** | 55% | 61% |
| **Year 4 Reading, Writing and Maths Combined** | 62% | 65% |
| **Year 6 Reading, Writing and Maths Combined** | 58% | 70% |

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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)* | | | |
|  | | Low levels of speech and language affecting reading and writing outcomes. | |
|  | | Low levels of attendance, behaviour and motivation impaction on outcomes in all subjects. | |
| **C.** | | Lack of basic skills in key areas of maths, science and ICT. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Disruption to education through poverty, overcrowding, family disruption – 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* |
|  | Progress in reading and writing is as good as that for other pupils. | | Measures at the end of the year show progress in line with others and at least 3.4 tracking points in all year groups. |
|  | Attendance and behaviour that is at least good (comparable with national data). Participation rates in the wider school curriculum and additional opportunities are at least in line with others. | | Attendance is at least 96% for the group as a whole. There are no fixed-term exclusions. Detentions are no higher than others. No pupil misses a club or trip (including residential visits) due to cost. |
|  | Improvement in areas such as times tables, basic coding and science. | | Evidence shown in tables tests, ICT and science books. Outcomes are at least in line with age expectations. Pupils are taking more responsibility for learning the basics. |
|  | Reduce the number of days that pupils are absent or late and improve participation in additional school support by improving relations and a sense of partnership with key families. | | Improved attendance, punctuality and participation with additional support.  Improved evidence of additional support for families. Discussions with those involved. |
|  | 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 independent learning. | | Number of pupils involved with visits and visitors.  Level of participation in library-based work and through online activities.  Discussions with pupils about their learning and development.  Evidence in books is comparable with other pupils – foundation subjects. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2018-19** | | | | |
| 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?** |
| Improved outcomes for EYFS and KS1 pupils in reading and phonics. | Speech and language support (Individually); small phonics groups; reading interventions before and during the school day. | Previous successes with identified pupils in language development and phonics outcomes. | Read and speak with pupils involved. | CMc and EM | **December 2018 and March 2019.** |
| Improve outcomes in times tables, basic coding and science. | Improve lessons in these areas through more effective planning.  Open up the computer suite, with staffing, to allow more independent learning in these areas.  Improve the science curriculum through training and work with other science leaders, including the science association. | A strong correlation exists between strong outcomes and improved access to independent learning on times tables.  Evidence from other schools shows that careful curriculum design in science leads to greater curiosity and engagement.  Evidence on coding from the previous year shows that pupils engage well and learn effectively given the right ICT resources. | Visit times tables challenge, coding clubs and ICT lessons.  Review science books, including floor books.  Observe science lessons.  Talk with pupils. | KS, JF, JO and VJ | **December 2018 and March 2019** |
| Improve reading outcomes in KS2 through improved reading provision and opportunities. | Accelerated Reader.  Daily interventions with targeted pupils.  More frequent library session.  Reduce class sizes where possible to increase the levels of teacher contact. | Levels of engagement as evidenced by Accelerated Reader are strongly correlated to outcomes in SATs.  Daily reading with an adult in school has been a successful strategy for overcoming barriers relating to home-school support.  This approach has been very successful in previous years, particularly in reading. | Monitor interventions and Accelerated Reader.  Visit classes to do learning walks, review books and talk with pupils. | JO | **December 2018 and March 2019.** |
| Improve the curriculum and educational opportunities for pupils beyond the school day to improve engagement, curiosity and general knowledge. | Work with curriculum leaders to ensure each subject is taught in a creative manner.  Ensure after-school clubs offer something for everyone rather than just sport.  Evaluate the impact of stock approaches and remove them if necessary.  Link leaders with other schools to support with curriculum redesign. | Evidence from previous years shows that pupils are more engaged when the curriculum is carefully planned.  Where year groups have been involved in exciting visits or have met engaging visitors to the school, this has led to greater engagement, motivation and improve learning and language. | Review the curriculum and pupils’ involvement in clubs.  Review of books. | **JO/CMc** | **December 2018 and March 2019** |
| **Total budgeted cost** | | | | | £80,000 |
| 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)  Time in the therapy room.  Rainbow therapy.  FFT interventions. | The trials of these approaches have been very successful in the past and pupils have responded well, looking forward to them each week and being calmer overall.  The other named interventions are targeted at specific individuals and groups and have been successful in the past. | Visit the sessions and talk with staff and pupils.  Observe sessions and outcomes over time. | JO | December 2018 and March 2019. |
| Improve pupils’ spoken language and strategies for reading and writing. | Word Wasp Reading groups.  Phonics groups in KS1 and KS2  Hornet Reading interventions.  SPAG tuition in KS2  Better Reader in KS2 | All programmes have been successful when targeted at the right pupils. | Visit the groups.  Monitor attendance and participation.  Discussions with staff.  Review of books and data. | CMc and JO | **December 2018 and March 2019** |
| **Total budgeted cost** | | | | | £60,000 |
| 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 cost.  Programme of after-school club to support the arts, sports, chess, cookery, gardening and other activities.  Link with an explorer to include assemblies and workshops on facing up to challenges. | 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 increased confidence.  Very successful response with groups in the past. | Discussions with pupils.  Classroom visits.  Review of data.  Monitoring of behaviour records.  Monitoring of participation. | JO and CMc | **December 2018 and March 2019.** |
| **Total budgeted cost** | | | | | £80,000 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year 2018-19** | |  | | |
| 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 outcomes in EYFS and KS1 in the core subjects.  Improve reading outcomes at KS2. | See Plan above. | 13% improvement in GLD from the previous year.  From 11% below national to 2% above. 17% increase at expected (reading) in EYFS. 5% improvement in writing.  KS1 above national at expected and greater depth over a period of 2 years. Improvements of 15% in maths and reading and 26% in writing for disadvantaged pupils. Again, above national at expected and greater depth over 2 years. 10% improvement (GD) in reading – more than double the national average for reading attainment for disadvantaged. Writing 3% above national and maths 7 % above national. KS2 reading improved from 62% to 69%. | Have the right teachers and TAs with the right pupils.  Target pupils early. | £80000 |
| 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 pupils’ language outcomes at KS2. | See plan above. | Improved baseline on entry to Y6 from Y5 in reading and writing.  Improved performance of PP on Accelerated Reader.  KS2 reading outcomes above national for disadvantaged. Vastly improved attendance at booster classes. | Target bespoke solutions at those who need them. | 80000 |
| 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 and engagement | See plan above | 60% improvement in attendance at booster classes. PP homework broadly in line with others. No fixed-term exclusions of PP. Pupil experiencing significant disruption at home achieved the expected standard in reading and maths. Pupil at risk of exclusion taken from other school. Pupil out of school for a year taken into Y5 with great success. | Ensure that investment in staffing to support the most vulnerable is maintained and developed. | 80000 |

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| 1. **Additional detail** |
| The lower part of the school has vastly improved outcomes for the most disadvantaged pupils in both EYFS and KS1. Linking experienced outstanding teachers with the most vulnerable has been highly effective so the profile of staffing in each department needs to be carefully reviewed and maintained to ensure that the exposure of disadvantaged pupils to the best teacher is maintained. |