# Pupil premium strategy statement 2021-2022

## School overview

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| **Detail** | **Data** |
| School name | St. Clare’s R.C Primary School |
| Number of pupils in school | 451 |
| Proportion (%) of pupil premium eligible pupils | 37 % 173/461 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022  2022/2023  2023/2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | December 2021  April 2022  July 2022 |
| Statement authorised by | Colette Howe |
| Pupil premium lead | Colette Howe |
| Governor / Trustee lead | Norman Duffin |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £223,680 |
| Recovery premium funding allocation this academic year | £25 085 (173 x £145) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £248 765 |

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| Pupil Premium  2020/21 | EYFS | KS1  27 pupils | KS2  31 Pupils | 2019  Attainment | | 2019  Progress from KS1 | | |
|  |  |  |  | PP | National | School | National PP | National All |
| Reading | 62% | 41% | 71% | 61.5% | 62% | -1.39 | -0.66 | 0.02 |
| Writing | 65% | 19% | 42% | 69.2% | 68% | -2.34 | -0.59 | 0.05 |
| Maths | 62% | 30% | 52% | 73.1% | 67% | -3.3 | -0.43 | 0.03 |
| R, W, M Combined | - | 11% |  | 50% | 51% |  |  |  |

# Part A: Pupil premium strategy plan Statement of intent

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| *All members of staff and the governing body accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We are committed to ensuring that each child receives a balanced, inclusive and differentiated curriculum, which enables our children to become well-rounded, independent and resilient members of their community. We have high expectations of all our pupils and expect all pupils to achieve their full potential regardless of their background. We are committed to narrowing the gap between all pupils. We want all our pupils to have the same opportunities as their peers through carefully planned cultural capital opportunities that develop the whole child. We want all our pupils to leave St. Clare’s as life-long learners who are curious and resilient with a thirst for knowledge.* ***We will review our strategy termly to ensure that we are meeting our objectives and will amend our plan accordingly.*** |

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1A | Low levels of Reading, Writing and Maths attainment in Key Stage 1. |
| 1B | Low levels of Writing and Maths attainment in Key stage 2. |
| 2 | Parental support with pupil academia. |
| 3 | Low levels of how to learn, develop, independence and resilience |
| 4 | Limited vocabulary on entry to EYFS |
| 5 | Limited life experiences and lack of parental financial resource |

## 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.Red denotes baseline figures for September 2021

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| **Intended outcome - Teaching** | **Success criteria** |
| 1.To ensure attainment is in line with National Expectations for pupils in receipt of pupil premium funding. | **EYFS**  2021 - 50% of PP pupils achieved GLD  At least 60% of PP pupils achieve GLD  **KS1**  Year 1 Phonics baseline 65%  At least 75% of pupils in receipt of Pupil Premium achieve the expected standard in Phonics in Year 1.  Year 2 Phonics baseline 44%  At least 65% of pupils in receipt of Pupil Premium achieve the expected standard in Phonics in Year 2.  Year 2 baseline 25%  At least 55% of pupils in receipt of Pupil Premium achieve the expected standard in Reading at the end of key stage 1.  Year 2 baseline 25%  At least 50% of pupils in receipt of Pupil Premium achieve the expected standard in Writing at the end of key stage 1.  Year 2 baseline 31%  At least 60% of pupils in receipt of Pupil Premium achieve the expected standard in Maths at the end of key stage 1.  Year 2 baseline 6%  At least 20% of pupils in receipt of Pupil Premium achieve the expected standard in Reading, writing and maths combined at the end of key stage 1  **KS2**  Year 6 baseline 50%  At least 70 % of pupils in receipt of Pupil Premium achieve the expected standard in Reading at the end of key stage 2.  Year 6 baseline 21%  At least 50% of pupils in receipt of Pupil Premium achieve the expected standard in Writing at the end of key stage 2.  Year 6 baseline 39%  At least 60% of pupils in receipt of Pupil Premium achieve the expected standard in Maths at the end of key stage 2.  Year 6 baseline 5%  At least 50 % of pupils in receipt of Pupil Premium achieve the expected standard in Reading, writing and maths combined at the end of key stage 2. |
| 2. PP parents will engage more positively with the school and will be better at supporting their children at home with their learning | Around 20% of pupil premium parents have good home-school engagement.  75% PP Parents attend all stay and play sessions in EYFS.  65% PP Reception Parents attend RWI workshops  65% Year 1 PP parents attend RWI workshops  65% Year 2 PP parents attend RWI workshops.  PP Parents use maths videos on school website Google Classroom to support learning at home.  70 % PP Parents engage with homework and home-school reading.  50 % PP Parents engage in remote learning in the event of a lockdown or individual pupil isolation. |
| 3. Pupils know how they learn and develop skills of independence matched to their chronological age. | 90% of pupils will attempt new challenges willingly.  Consistent use of three before me strategy by pupils.  100% of pupils use the class working wall to assist their own learning. |
| 4.To rapidly improve the speech, language and vocabulary of pupils in EYFS. | 60% of PP achieved the expected standard in communication and language (2021).  Welcomm Baseline 2021 40%  70% of PP pupils achieve the expected level in communication and language |
| 5. To re-introduce provision for cultural capital opportunities for pupils in receipt of pupil premium funding. | 100% of PP pupils access at least one activity each term. |

## 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: £ 8000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| NQT attends all relevant CPD and successfully completes her NQT year | DfE report: *Supporting the attainment of disadvantaged pupils: articulating success and good practice.* Nov 2015 identifies quality first teaching as the key to ensuring pupil premium pupils make progress.  ‘*Good teaching is the most important level schools have to improve outcomes for disadvantaged pupils.’* EEF guide to the Pupil Premium | 1 |
| ECT attends all relevant courses and successfully completes her first year of ECF | 1 |
| NQT /ECT mentors successfully trained to support new staff | 1 |
| To invest in high-quality training for all staff to improve the quality of teaching. |  |
| Funding allocated so that TA’s can be paid to attend training on school inset days. | 1 |
| New subject leaders are confident leading and monitoring their subject area. |  | 1 |
| SALT TA trained in NELI | +5 months EEF Toolkit | 4 |
| Teachers receive high quality training in self regulated learning | +7 months Metacognition & self regulation EEF Toolkit | 3 |

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

Budgeted cost: £200,000 cognition, S&L £10,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| To provide small group interventions in reading, writing and maths to accelerate progress. | Reading comprehension strategies +6 months EEF Toolkit  Phonics +4 months EEF ToolkitI  Small group interventions +4 EEF Toolkit | 1 |
| To ensure feedback given to pupils is of high quality. | Feedback +8 months EEF Toolkit | 1 |
| Nellie trained Speech and Language TA assigned to work with EYFS pupils.  Speech and Language TA employed to provide interventions across the school. | SALT +5 months EEF Toolkit | 4 |

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

Budgeted cost: *£49,466 - SEMH Interventions 2 x class teachers £60000, Forest school £15000, Attendance Officer Inclusion Lead £30000 Interventions £10000*

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Reduction in class sizes in Years 5 & 6 | +3 months EEF Toolkit | 1 |
| Introduction of Forest School to aid behaviour, social and emotional support | Outdoor Adventure Learning EEF Toolkit +4 | 5 |
| increase parental engagement through: invitations to stay and play in EYFS; phonics/ RWI workshops; educational videos to support home learning | Parental engagement +3 months EEF Toolkit  homework +2 months EEF Toolkit |  |
| Access to sports provision outside of the curriculum. | +2 months EEF Toolkit | 5 |
| Targeted Interventions to support SEMH of identified pupils such as:  Lego Therapy, Play Therapy, Specific SEMH interventions. | Behaviour Interventions +3 EEF Toolkit  Social and emotional learning +4 months EEF Toolkit |  |
| Dedicated School attendance Officer and Inclusion Lead to support parents and pupils to attend school and assist in facilitating effective home/school interactions. | Parental engagement +3 months EEF Toolkit |  |

**Total budgeted cost: £** *382 466*

# 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 2020 to 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## 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*

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| **Programme** | **Provider** |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| **Measure** | **Details** |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |