# Pupil premium strategy statement 2023-24

## School overview

Autumn update 2023 Spring update 24 Summer update 24

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| **Detail** | **Data** |
| School name | St. Clare’s R.C Primary School |
| Number of pupils in school | 464 |
| Proportion (%) of pupil premium eligible pupils | 44% 204/464(Sept 2023) |
| 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 2023 |
| Date on which it will be reviewed | December 2023  April 2024  July 2024 |
| 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 | £269,020 |
| Recovery premium funding allocation this academic year | £30,587 |
| 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 | £2,963,708 |

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| Pupil Premium  2023/24 | EYFS  (36 Pupils) | | KS1  (58 pupils) | | KS2  (110 Pupils) | | 2023  Progress from KS1 | | |
| **Baseline** | PP | National | PP | National | PP | National | School all pupils | National PP | National All |
| Reading |  |  | 59% | same 51% | 73% | same 62% |  |  |  |
| Writing |  |  | 34% | same 41% | 54% | same 55% |  |  |  |
| Maths |  |  | 55% | same 52% | 73% | same 56% |  |  |  |
| R, W, M Combined |  |  | 31% |  | 54% | same 43% |  |  |  |

# 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 | Poor parental support with pupil academia. This may, in part, be due to low parental literacy and numeracy skills. |
| 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.

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| **Intended outcomes** | **Success criteria** |
| 1.To accelerate progress in reading. | Progress scores for reading are in line with national data. |
| 2. To accelerate progress in writing | Progress scores for writing are in line with national data. |
| 3. To accelerate progress in maths | Progress scores for maths are in line with national data. |
| 4. To ensure most pupil premium children pass their Phonics Screening Check | Percentage of children reaching the PSC threshold are in line with national data |
| 5.To ensure more pupils in receipt of pupil premium obtain GLD. | GLD in line with national data. |

## 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: £ 151,500

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| **Staff CPD:**  (£6,000)  RWI - portal access  Meta-cognition  Maths CPD  English CPD  RE CPD  SEND Training  Zones of Regulation Training | 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  +7 months Metacognition & self regulation EEF Toolkit  High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the North District subject leader groups. All staff are members of their particular subject association. | 1,3 & 4 |
| **Staff Retention:**  Subject leader training and ring fenced release time.  (£8,500)  T/a support in all classes to improve outcomes and SEMH  (£100,000)  Online Subscriptions (e.g twinkle, purple mash, classroom secrets)  (£5000)  Wellbeing (£8000) | With the increased expectations for all subject leaders, it was felt that staff needed adequate time to fulfil their roles and to help their work /life balance and mental health. Therefore staff are released for a 3.5 days over the course of the year to effectively lead their subject.s Autumn release given to analyse data; write a position statement, action plan and early monitoring of their area.  Following the pandemic many of our staff and children’s mental well-being were affected. As a result the mental health training to develop mental health leads for St. Clare’s was imperative. Added to this, the OneEducation Wellbeing Award was achieved to Silver Level in summer 2023.  *52%* ***teachers*** *say their* ***mental health*** *declined during the* ***coronavirus*** *pandemic according to NEU.*  *Two-fifths of primary and secondary schools reported that pupils’ mental health and wellbeing was a main challenge (Parliament Report)*  Due to the contextual nature of our school, our pupils need increased support to access the curriculum and make the necessary progress. | 1,3 & 4 |
| **Recruitment:**  Speech and Language TA3 employed to screen all children on entry and bespoke programmes are put in place for all children across the school.  (£9000)  Additional t/a employed to support EYFS  (£15,000) | SALT +6 months EEF Toolkit (in early years +7 months)  Weak Language and Communication skills on entry to the school. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Nursery.  All children access SALT in Reception through strategies adapted by the NELI intervention to support the understanding of language and development of vocabulary.  42% of pupils in Reception are pupil premium.  Due to lower entry levels and increased SEND, additional staff are needed to support the learning in all areas of EYFS framework. | 1,3 &4 |

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

Budgeted cost: £63,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Provide small group TA and HLTA interventions out of school in reading, writing and maths to accelerate progress.  (£13,000)  Targeted SALT interventions and support across KS1 and KS2  (£13,000) | Reading comprehension strategies +6 months EEF Toolkit  Phonics +5 months EEF ToolkitI  Small group interventions +4 EEF Toolkit  Feedback +8 months EEF Toolkit  <https://publications.parliament.uk/pa/cm5802/cmselect/cmeduc/940/report.html> (catch-up report)  The 2022 attainment data shows that there is a need to maintain and even extend the quality targeted support offered to our children. Outcomes at the foundation stage are particularly low this year, demonstrating the severe impact that the pandemic has had on children’s early development; fewer children have achieved age related expectations and greater depth at KS1 and KS2 than has previously been the case. | 1, 3 & 4  1, 3 & 4 |
| *2 HLTAs employed in KS1*  *Year 1 (5 days) & Y2 (2 days).*  *(£25,000)* | Due to lower numbers of pupils reaching the PSC threshold and meeting age related expectations at the end of KS1, additional support has been placed in Year 1 and 2 to support one to one and small group interventions. | 1, 3 & 4 |
| *EY Resourcing to meet the need of the new EY Curriculum*  *(£4000)* | Prior to Covid, children in the reception cohort had been close to national data for achieving a Good Level of Development by the end of the Foundation Stage, but this year even fewer PP (40%) children achieved GLD. Foundation stage attainment is therefore below national.  These figures reflect the fact that many children join St Clare’s with very low levels of development. | 4 |
| 1 day additional teacher support in Y6 (£8000) | due to the effect of Covid 19 on the attainment results of our KS2 pupils, additional support is required to ensure that our pupils meet age related expectations in English, maths and writing. |  |

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| GLD baseline | Autumn | Spring | Summer |
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| Autumn progress | **M** | **R** | **W** |  | **ARE** | **M** | **R** | **W** |
| **Y1** |  |  |  |  |  |  |  |  |
| **Y2** |  |  |  |  |  |  |  |  |
| **Y3** |  |  |  |  |  |  |  |  |
| **Y4** |  |  |  |  |  |  |  |  |
| **Y5** |  |  |  |  |  |  |  |  |
| **Y6** |  |  |  |  |  |  |  |  |

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| Spring progress | **M** | **R** | **W** |  | **ARE** | **M** | **R** | **W** |
| **Y1** |  |  |  |  |  |  |  |  |
| **Y2** |  |  |  |  |  |  |  |  |
| **Y3** |  |  |  |  |  |  |  |  |
| **Y4** |  |  |  |  |  |  |  |  |
| **Y5** |  |  |  |  |  |  |  |  |
| **Y6** |  |  |  |  |  |  |  |  |

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| Summer progress | **M** | **R** | **W** |  | **ARE** | **M** | **R** | **W** |
| **Y1** |  |  |  |  |  |  |  |  |
| **Y2** |  |  |  |  |  |  |  |  |
| **Y3** |  |  |  |  |  |  |  |  |
| **Y4** |  |  |  |  |  |  |  |  |
| **Y5** |  |  |  |  |  |  |  |  |
| **Y6** |  |  |  |  |  |  |  |  |

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

Budgeted cost: £93,500

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| **Attendance**  Dedicated School attendance Officer to support parents and pupils to attend school and assist in facilitating effective home/school interactions  (£17,000)  Increase parental engagement through: invitations to stay and play in EYFS; phonics/ RWI workshops; educational videos to support home learning | ‘Good behaviour and attendance are essential to children’s educational prospects.’ <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/581539/School_attendance_parental_responsibility_measures_statutory_guidance.pdf>  Prior to Covid, attendance rates were always above national expectations.  Attendance figures are currently good for Pupil Premium pupils (93.6%) and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils.  Parental engagement +3 months EEF Toolkit  homework +2 months EEF Toolkit | **1, 2**  **1, 2** |
| **Behaviour**  Targeted Interventions to support SEMH of identified pupils such as:  Lego Therapy, Play Therapy, Specific SEMH interventions.  (£3000)  Dedicated inclusion lead to support behaviour and well-being of pupils within the school prior to escalation. Parent support (£28,000) | +Social and emotional learning +4 months EEF Toolkit  £1661 spent on SEMH interventions in autumn term  £635.93 spent on SEMH interventions in spring term.  £2029.20 spent on after school enhancements in spring term  Behaviour Interventions +3 EEF Toolkit | 1  1  1,2,3 |
| **Wellbeing**  Forest School (1 day weekly) to aid behaviour, social and emotional support (£4000)  Access to sports provision outside of the curriculum  (£2000)  Provide free breakfast for all pupils.  (£10,000)  Subsidised residential trip / experiences  (£15,000)  Free After School Enhancement through clubs (£2,500)  Music lessons - drumming, brass, violin, recorders  (£12,000) | Outdoor Adventure Learning EEF Toolkit +4  +2 months EEF Toolkit  Many of our pupils have historically attended school having had no breakfast. Breakfast is essential for aiding good concentration, supporting brain-function and overall wellness. Hunger can lead to lower attainment, attention and behaviour problems, as well as problems with emotional well-being.Breakfast scheme provided.  Due to our low deprivation index, we appreciate the value of our children experiencing activities beyond the curriculum and do not want there to be a financial barrier to attending. We value increasing cultural capital experiences throughout their journey through St. Clare’s.  Due to our low deprivation index, we appreciate the value of our children attending after school clubs and do not want there to be a financial barrier to their attendance.  We do not charge parents for attendance at our after school clubs.  Every child has the right to learn to play an instrument.  Drumming, brass, violin lessons autumn, spring or summer  In addition to the above, recorder lessons for all Y3 pupils | 3, 5  3, 5  1  3, 5  3, 5  3, 5 |

**Total budgeted cost: £ 308,000**

**Part B: Review of outcomes in the previous academic year 2022/2023**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

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| *EYFS*  *60% of pupil premium children reached a Good Level of Development compared to 57% of non-pupil premium pupils.*  *KS1*  *61% of pupil premium pupils passed the Phonics Screening Check in Year 1 compared to 53% of non-pupil premium pupils.*  *89% of pupil premium pupils passed the Phonics Screening Check which was carried out in Year 2 this year compared to 90% for non-pupil premium pupils.*  *72% of pupil premium children met ARE in KS1 Reading SATs compared to 63% for non-pupil premium pupils.*  *62% of pupil premium children met ARE in KS1 Writing compared to 60% for non-pupil premium pupils*  *72% of pupil premium children met ARE in KS1 Maths SATs compared to 77% for non-pupil premium pupils*  *55% of pupil premium children met ARE in reading, writing and maths combined compared to 50% of non- pupil premium pupils*  *KS2*  *69% of pupil premium children met ARE in KS2 Reading SATs compared to 77% for non-pupil premium pupils.*  *59% of pupil premium children met ARE in KS2 Writing compared to 58% for non-pupil premium pupils.*  *75% of pupil premium children met ARE in KS2 Maths SATs compared to 68% for non-pupil premium pupils.*  *53% of pupil premium children met ARE in reading, writing and maths combined compared to 52% of non- pupil premium pupils.* |

## 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** |
| Read Write Inc | Ruth Miskin Literacy |
| White Rose Maths Premium resources | White Rose Maths |
| Language Angels | Language Angels |
| Charanga | Charanga |
| Val Sabin PE | Val Sabin Publications |
| Welcomm SALT | GL Assessment |
| NELI | Nuffield |
| Purple Mash | Purple Mash |
| Learning By Questions (LBQ) | LBQ |
| Literacy & Maths Shed | Education Shed |

## 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.* |