

St Clare's Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	December 2024 April 2025 July 2025
Statement authorised by	Colette Howe
Pupil premium lead	Colette Howe
Governor / Trustee lead	Norman Duffin

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£273,620
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	N/A
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£2 936,825

Part A: Pupil premium strategy plan

Statement of intent

*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.

Challenge number	Detail of challenge
1A	Low levels of Reading attainment in current Year 2 and Year 5
1B	Low levels of Writing attainment in current years 4, 5 & 6
1C	Low levels of Maths attainment in current year 4
1D	Significant gaps >10% PP/NPP achieving the expected standard in Maths in current Years 3 & 4
1E	Significant gaps >10% PP/NPP achieving the expected standard in Writing in current Years 3, 5 & 6
1F	Significant gaps >10% PP/NPP achieving the expected standard in Reading in current Year 5
2	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils from Reception through to KS2
3	Limited life experiences and lack of parental financial resource
4	Current economic climate and deprivation within our local community.

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.

Intended outcome	Success criteria
1.Improved reading attainment among disadvantaged pupils.	KS2 outcomes in reading are in line with national data in all year groups.
2. Improved writing attainment among disadvantaged pupils	KS2 outcomes in writing are in line with national data in all year groups.
3. Improved maths attainment among disadvantaged pupils	KS2 outcomes in maths are in line with national data in all year groups.
4. To ensure most pupil premium children pass their Phonics Screening Check	Percentage of children reaching the PSC threshold is in line with national data
5.To ensure more pupils in receipt of pupil premium obtain GLD.	GLD is in line with national data.
6. To ensure most pupil premium children pass the Multiplication Times Table Check	Attainment in the Multiplication Times Table Check is in line with national data
7. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

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: £ 191,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Staff CPD:</u> (£8,000) RWI - portal access Maths CPD English CPD Oracy CPD / conference RE CPD SEND Training RWI Training Safeguarding Training Prayer and Liturgy Training Kickstarter training</p>	<p>DfE report: <i>Supporting the attainment of disadvantaged pupils: articulating success and good practice</i>. Nov 2015 identifies quality first teaching as the key to ensuring pupil premium pupils make progress.</p> <p><i>‘Good teaching is the most important level schools have to improve outcomes for disadvantaged pupils.’</i> EEF guide to the Pupil Premium</p> <p>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.</p> <p>EEF Toolkit - Oral interventions +6 months EEF Toolkit - Phonics +5 months EEF Toolkit Reading Comprehension Strategies - +6 months</p>	<p>1A-F 2</p>
<p><u>Staff Retention:</u> Subject leader training and ring fenced release time. (£10,000)</p> <p>T/a support in all classes to improve outcomes, support SEMH and teaching staff. (£150,000) Online Subscriptions (e.g twinkl, purple mash, classroom secrets)</p>	<p>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 3 days over the course of the year to effectively lead their subjects.</p> <p>Due to the contextual nature of our school, our pupils need increased support to access the curriculum and make the necessary progress. Historical outcomes have proven to us that our pupils benefit from before and after school interventions - support beyond the normal school day.</p> <p>EEF Toolkit T/A interventions - +4 months EEF Toolkit within class attainment grouping - +2 months</p>	<p>1A-F 2</p>

<p>(£5000)</p> <p>Wellbeing (£1000)</p>	<p><i>Stress levels among educators are dangerously high. Over two thirds of teachers say they feel stressed more than 60% of the time they are at work, including over a third who are stressed more than 80% of the time NEU Nov 2023</i></p> <p><i>Full time teachers are now working on average 52.4 hours per week NEU March 24</i></p> <p>All staff are given a wellbeing day to be taken during the year to support wellbeing and retention</p>	
<p>Recruitment:</p> <p>Speech and Language TA3 employed to screen all children on entry and bespoke programmes are put in place for all children across the school.</p> <p>(£9000)</p> <p>Additional t/a employed to support EYFS</p> <p>(£8,000)</p>	<p>SALT +6 months EEF Toolkit (in early years +7 months)</p> <p>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.</p> <p>All children access SALT in Reception through strategies adapted by the NELI intervention to support the understanding of language and development of vocabulary.</p> <p>42% of pupils in Reception are pupil premium.</p> <p>Due to lower entry levels and increased SEND, additional staff are needed to support the learning in all areas of EYFS framework.</p>	<p>1A-F 2</p>

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide small group TA and HLTA interventions out of school in	<p>EEF Toolkit T/A interventions - +4 months</p> <p>EEF Toolkit within class attainment grouping - +2 months</p> <p>Reading comprehension strategies +6 months EEF Toolkit</p>	<p>1A-F 2</p>

reading, writing and maths to accelerate progress. (£10,000)	Phonics +5 months EEF Toolkit 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)	
Targeted SALT interventions and support across KS1 and KS2 (£13,000)	The 2023 baseline data shows that there is a need to maintain and even extend the quality targeted support offered to our children. Baseline Welcomm assessments are historically low and many of our pupils in EYFS need daily targeted support to reach the expected standard.	
2 HLTAs employed in KS1 Year 1 (4 days) & Y2 (1 days). (£12,000)	Low levels of Reading attainment in current Year 2 Experience and historic data has taught us that our children need more than the core offer to achieve the expected standard.	1A 2
1.5 day additional teacher support in Y6 (£5000)	Low levels of writing attainment in current Year 6 Experience and historic data has taught us that our children need more than the core offer to achieve the expected standard.	1B & 1E 2

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

Budgeted cost: £ 62,300

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	‘Good behaviour and attendance are essential to children’s educational prospects.’ https://assets.publishing.service.gov.uk/government/uploads/sy	1A-F, 2, 4

<p>facilitating effective home/school interactions (£9,000)</p> <p>Increase parental engagement through: invitations to stay and play in EYFS; phonics/ RWI workshops; educational videos to support home learning</p>	<p>stem/uploads/attachment_data/file/581539/School_attendance_parental_responsibility_measures_statutory_guidance.pdf</p> <p>Following a sharp rise in overall absence across England following the Covid-19 pandemic, we are beginning to see a fall in absence. Attendance figures are slowly returning to prepandemic levels.</p> <p>Attendance figures are currently good for Pupil Premium pupils (94.4%) and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils.</p> <p>National PP attendance 2024 88.9%</p> <p>The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.</p> <p>For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extrafamilial harms, including crime. Working Together to improve school attendance 2024</p> <p>Parental engagement +3 months EEF Toolkit homework +2 months EEF Toolkit</p>	<p>1, 2</p>
<p>SEMH</p> <p>Targeted Interventions to support SEMH of identified pupils such as: Lego Therapy, Play Therapy, Specific SEMH interventions.</p>	<p>51.54% in the top 5% most deprived IDACI compared to LA 26.85%</p> <p>96% in the top 20% most deprived to LA 67.9%</p> <p>Extensive SEMH support is needed to ensure pupils are ready to learn and achieve well.</p>	<p>3</p>

<p>(£3000)</p> <p>Dedicated inclusion lead to support behaviour and well-being of pupils within the school prior to escalation. Parent support around financial (£12,000)</p>	<p>+Social and emotional learning +4 months EEF Toolkit</p> <p>Behaviour Interventions +3 EEF Toolkit</p> <p>SEMH is often communicated through behaviour – it is the sign of an unmet need (Bates, 2021)</p>	
<p>Limited life experiences & financial restrictions</p> <p>Forest School (1 day weekly) to aid behaviour, social and emotional support (£2000)</p> <p>Access to sports provision outside of the curriculum (£3000)</p> <p>Provide free breakfast for all pupils. (£10,000)</p> <p>Subsidised residential trip / experiences - school trips, Condoover residential, pantomimes, fun day, theatre trips, workshops... (£16,000)</p>	<p>Outdoor Adventure Learning EEF Toolkit +4 +2 months EEF Toolkit</p> <p>A strong extra-curricular offer for all pupils including sports can be one way to develop a sense of community and belonging for children in school, particularly when it is tailored towards a culture of participation. 'Enhancing physical education provision and improving access to sport and physical activity in school March 2024'</p> <p>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.</p> <p>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.</p>	<p>3</p> <p>4</p>

Free After School Enhancement through clubs (£2,500)	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.	
Music lessons - drumming, brass, violin, recorders (£4800)	<p>We do not charge parents for attendance at our after school clubs.</p> <p>Every child has the right to learn to play an instrument.</p> <p>Drumming, brass, violin lessons autumn, spring or summer</p> <p>In addition to the above, recorder lessons for all Y3 pupils</p>	

Total budgeted cost: £ 293,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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