



St Clare's Catholic Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

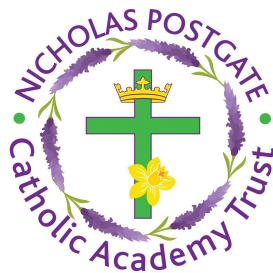
Pupil Premium is additional funding given to publicly funded schools and academies in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The focus of this funding is to improve outcomes for pupils who fit the following criteria:

- **Pupils Looked After, have been Looked After at anytime or are adopted (Pupil Premium Plus)**
- **Pupils who are eligible for free school meals or who have been eligible for free school meals at any time in the past 6 years** ·
- Children of Services Personnel**

Rigorous pupil progress meetings with senior leaders and teachers, ensure pupils' specific needs are identified promptly. Progress is tracked and through moderation and evaluation, amendments and interventions are made to support the child's learning. Finding the barrier to their learning and removing them with effective teaching, learning and assessment and family support is crucial in St. Clare's to enable children to reach their full potential.

Pupil Premium funding is used to support our disadvantaged pupils to achieve their highest levels. We use achievement data each half term to check whether interventions or strategies are working and amend where needed. Our interventions are tracked each term to ensure that they are highly effective in supporting the child and narrowing the gap. The school ensures all staff are aware of the pupils eligible for Pupil Premium and they then can take responsibility for their progress. Teachers all have targets relating to their pupil premium children within their performance management.

At St. Clare's we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We recognise that not all FSM pupils are socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals.



We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged, this will not however exclude any of those who qualify for the Pupil Premium. All our work through the Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non-Pupil Premium nationally.

Provision The range of provision the school may consider making for this group could include:

- Providing small group work with an experienced teacher
- 1-1 or support
- Improving the quality of teaching
- Improving quality resources to enhance learning

School Overview

Detail	Data
School name	St Clare's RC Primary School
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1st October 2021
Dates on which it will be reviewed	July 2022
Statement authorised by	Mrs Eddies (HT)



Pupil premium lead	Mrs J Voyzey
Governor / Trustee lead	Mrs T Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £14,450 (£1000 x1 LAC children) 9ch PP/ x1 PP+/ x1 LAC
Recovery premium funding allocation this academic year	£ 2000 Carry forward £9862
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	No carry forward
Total budget for this academic year	£14,450
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Total £24,312



Part A: Pupil premium strategy plan

Statement of intent

We would like all of our pupil premium children to achieve highly at St Clare's by helping them to reach their true potential and reach year group milestones. We would like them to be fully engaged in their learning journey and support their home life with resources and expertise so they receive the best opportunities possible. We would like them to be able to fully engage in the life of St Clare's cultural capital including after school clubs, trips and residential so that they grow to be confident and capable young adults; ready to face the future.

Challenges

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

Challenge number	Detail of challenge
1	Children are still catching up with their learning from previous lockdowns and isolation periods.
2	Poor language skills, including limited range of vocabulary, linked with limited contact during lockdown as well as the availability of quality reading material in the home. Pupils coming into school and are PP have been highlighted that they have weak language levels and restricted vocabulary.



3	Due to financial constraints, PP children do not have the same cultural capital opportunities as other children in the school.
4	Some children who are PP are also registered as receiving SEND support.
5	Children have struggled with their mental health and wellbeing and can show low levels of resilience in school to their work.
6	PP children have lower level mental maths and basic maths knowledge therefore progress can be slower compared to their peers.

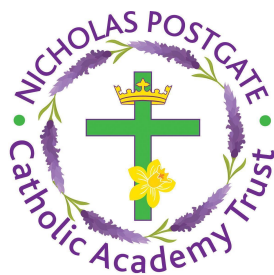
Intended outcomes

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
All PP children are closing the gap and making good or better progress.	<p>Assessment materials useful to identify gaps for the core subjects. Identified gaps are planned using specific resources that help teachers assess well in reading, writing, maths and science.</p> <p>Data is accurate and supports all children to move forward quickly and planning is adjusted.</p>
Disadvantaged pupils develop an extensive vocabulary and use this vocabulary to confidently hold conversations and engage in learning.	All classes have high quality provision to promote effective curriculum vocabulary.



	<p>PP children all have a chance to join Pupil Voice groups, make improvements to the school and meet with governors.</p>
<p>PP children have a love of books and are fully engaged in reading.</p> <p>The teacher modelling the process of making inferences (using information in a text to arrive at another piece of information that is implicit) by asking relevant questions aloud and answering them themselves. Change the game techniques are used by all teachers.</p> <p>Pupils engaging in paired or group work so they can share the thought processes that lead them to make inferences; and activities that extend pupils' spoken and receptive vocabulary (approaches that explicitly aim to develop vocabulary work best when they are related to current topics in the curriculum and there are opportunities to practise using new vocabulary). Chasing the Game initiative.</p>	<p>Termly analysis of data and monitoring of pupil progress and attainment shows that all PP are making progress and closing any gaps.</p> <p>Teaching of reading is highly effective in all classes.</p> <p>PP children all have a love of reading, their comprehension skills are improving and their reading age is at least in line or above their chronological age.</p>
<p>All PP children get access to after school clubs and exciting trips that help promote their cultural capital.</p>	<p>Each pupil will have a cultural passport on which enrichment experiences will be recorded.</p> <p>PP children fully engage with after school clubs and attend residential in yr6.</p> <p>PP children all get access to free quality trips throughout the year to enrich their topic work. To include trips to museums, art galleries and the countryside.</p>
<p>PP children have access to quality maths resources in class and at home where needed</p>	<p>PP children in maths are making expected or better than expected progress in line with their peers.</p>



	Parents and children feel that they have good access to maths resources including ICT based resources.
PP children have positive wellbeing and mental health and are able to show resilience to deal with challenges. Families of PP children are well supported in their needs.	PP children are happy in school and at home. Families feel well supported by the school and are quickly signposted if needed.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing new phonics schemes and quality texts that will promote effective language. (Littlewandle resources Tutoring of English for KS2 pupils. Private S and L support.	EEF Research Phonics NTP	1, 2
Mental health and wellbeing support through	EEF Healthy Minds	5



Elsa, Bungalow Project, Jigsaw and Rainbows.	(Research linked to mental health and academic achievement)	
Buying new maths resources to support learning at home and in school. Tutoring of maths for KS2 pupils.	NTP	
Classroom teaching Assistant time to support the delivery of interventions linked to PP who are also SEND.	EEF Research - making the best use of teaching assistants	1, 4
Introducing cultural passports. Pay for trips, after school clubs, uniform and residential for all PP children	EEF life skills and enrichment	3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Services of a speech and language therapist	EEF	1, 3



NTP (English and maths)	DFE NTP evidence	1,2,6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

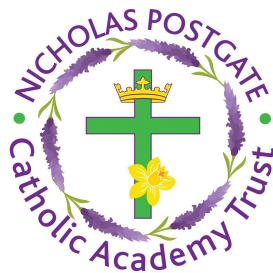
Activity	Evidence that supports this approach	Challenge number(s) addressed
Bungalow Project	EEF life skills and enrichment EEF Healthy Minds	3, 5
Cultural capital trips/uniform	EEF life skills and enrichment	3, 5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.



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

Programme	Provider
N/A	

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A



What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

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.

