



Primary Pupil Premium Strategy Statement

School Name : St Clare's Primary School

2020-21 Academic Year

Pupil premium strategy statement

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

Metric	Data
School name	St Clare's Catholic Primary
Pupils in school	225

Proportion of disadvantaged pupils	3%
Pupil premium allocation this academic year	£14,450 (£2000 x2 LAC children) 9ch PP/ x1 PP+/ x2 LAC
Academic year or years covered by statement	2020-2021
Publish date	25th September 2020
Review date	July 2021
Statement authorised by	Mrs Eddies HT
Pupil premium lead	Mrs Eddies/Mrs Voyzey
Governor lead	Mrs T Price

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	100
Achieving high standard at KS2	110

Measure	Activity
Priority 1-Improved literacy skills of PP children.	Focus on all aspects of English skills but with a greater focus on phonics at KS1/yr3.
Priority 2-Improved Mathematical skills of PP children.	Focus on embedding Numicon every day and as an intervention to help secure basic number recall.
Barriers to learning these priorities address	Majority of PP children are also SEND.
Projected spending	£14,450

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	PP children have a reading age at or above their chronological age.	July 21
Progress in Writing	KS1/yr3 PP children to pass a phonics screening test. KS2 children to develop fluency in their writing which is age appropriate.	July 21
Progress in Mathematics	All PP children to achieve at least emerging in their end of year group expectations. 5 min maths box purchased for yr1/2.	July 21
Phonics	KS1/yr3 to pass a phonics screening test.	July 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1. No PP children currently in year 1.

Targeted academic support for current academic year

Measure	Activity
PP children in KS1/yr3 access an extended phonics teaching in addition to daily discrete phonics.	All children in year 1, 2 and 3 are tested with a baseline assessment in phonics in Sept. Teachers complete 2 sessions of phonics daily for targeted children. Lexia training for all TA's. Lexia intervention used daily.
PP children to all revisit maths objectives from previous year.	Complete maths assessment on Maths Whizz. Each day access maths Whizz and use tutorials to support. Adult led intervention.
Barriers to learning these priorities address	Basic literacy and maths levels in the majority of PP children are registered as SEND.
Projected spending	£9,450

Wider strategies for current academic year

Measure	Activity
All PP children have access to free after school clubs, Breakfast club support and residential/trips.	Communicate with parents about free access to clubs/uniform/residential-JC/JV.
Purchase Ipad's for any PP child who does not have a device at home to access Google Classrooms.	Questionnaire PP parents about access to the internet/devices. Buy accordingly.
Barriers to learning these priorities address	Parents not necessarily wanting us to help/embarrassed to ask for help.
Projected spending	£5000

Monitoring and Implementation

Area	Challenge	Mitigating action
------	-----------	-------------------

<p>Teaching: Progress in reading. Progress in maths. Progress in writing. Pass phonics screening.</p>	<p>Pace of learning has been slow since coming back to school. Children have forgotten a lot during lockdown. Teachers need to catch their children up before teaching new objectives.</p>	<p>Children will over time speed up learning. Teachers should not worry about racing through new objectives but concentrate on summer term objectives from previous year-SLT to emphasise this.</p>
<p>Targeted: PP children in KS1/yr3 access an extended phonics teaching in addition to daily discrete phonics. PP children to all revisit maths objectives from previous year.</p>	<p>Time/timetable pressures by teachers to add in an intervention and extra phonics lessons. Teachers not wanting to part with TA's for interventions.</p>	<p>Discuss with year groups how this is a priority. Plan time for TA's to train in Lexia and Maths Whizz. Plan time in timetable for TA's to draw children out for rigorous planned interventions.</p>
<p>Wider: All PP children have access to free after school clubs, Breakfast club support and residential/trips. Purchase Ipads for any PP child who does not have a device at home to access Google Classrooms.</p>	<p>Parents don't ask for support. Parents are embarrassed to say they don't have access to internet/devices at home..</p>	<p>Miss Cooper to phone parents individually to say what they are entitled to. Send questionnaires out with PP children to ask about internet access/devices.</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>Embed a maths mastery approach.</p>	<p>Teachers trained and maths mastery approach used in all year groups. Some training missed due to lockdown and lesson observations on maths mastery teaching. Singapore maths observations were cancelled. Focus needs to continue to further embed,</p>
<p>Improve reading ages across all PP children including comprehension skills.</p>	<p>All PP children made good progress on reading ages from Sept 19-March 20. All were actively engaged in the reading process at home/school.</p>

Improved attendance for all PP children including PA.	All PP ch had good or improving attendance up to March 20 alongside strategies with NPCAT attendance team.
---	--

Review: Impact on aims for 2020-2021

Area	Impact	Evidence/outcomes
<p>Teaching: Progress in reading. Progress in maths. Progress in writing. Pass phonics screening.</p>	<p>Despite children have to endure a lockdown and isolation periods during 20-21, they have made good progress. Those children who have struggled the most are SEND children where they are not working at the year group expectations but are making progress</p>	<p>82% of children are meeting year group expectations or 1 term behind. 82% of children are meeting year group expectations or 1 term behind. 88% of children are meeting year group expectations or 1 term behind</p>
<p>Targeted: PP children in KS1/yr3 access extended phonics teaching in addition to daily discrete phonics. PP children to all revisit maths objectives from the previous year.</p>	<p>Children in KS1 and yr3 were well supported with phonics through the year and were able to catch up. Recovery curriculum allowed teachers space to go back and re-visit key objectives from the previous year. Children's confidence built up during the year.</p>	<p>Year 2 phonics screening for PP children: 2/3 children passed at year 2. No statutory phonics screening in year 1 or PP children. All PP have accessed Maths Whizz as a targeted intervention. 3/6 SEN children are working from below their year group expectations.</p>
<p>Wider: All PP children have access to free after school clubs, Breakfast club support and residential/trips. Purchase I pads for any PP child who does not have a device at home to access Google Classrooms.</p>	<p>All PP children were able to fully engage in remote learning and live lessons during lockdown and periods of isolation. Breakfast and after school club remained open fully during lockdown to further support parents.</p>	<p>All children were offered breakfast and after school club where needed. Chromebooks were allocated to any PP family who needed it for remote learning.</p>

