



# St Clare's Catholic Primary School

## Pupil Premium Strategy

### Statement

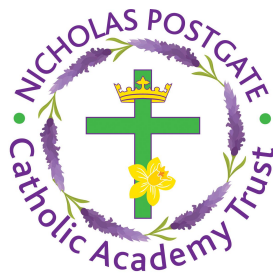
This statement details our school's use of pupil premium in the year 2023-2024 funding to help improve the attainment of our disadvantaged pupils. (3 year strategy)

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.

### School Overview

Detail Data
School name: <b>St Clare's RC Primary School</b>
Number of pupils in school: <b>235</b>
Proportion (%) of pupil premium eligible pupils: <b>4%</b>
Academic year/years that our current pupil premium 2021-2024 strategy plan covers ( <b>3 year plans are recommended</b> ) Date this statement was published 13th December 2023 Dates on which it will be reviewed July 2024

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Statement authorised by Mrs Eddies (HT)  
Pupil premium lead Mrs Eddies and Mrs Voyzey

Governor / Trustee lead Mr J O'Rourke

## Funding overview

### Detail Amount

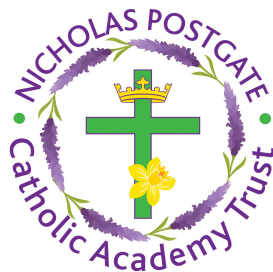
Pupil premium funding allocation this academic year:  
**£27,915**

Recovery premium funding allocation this academic year:  
**£ 2000**

Pupil premium funding carried forward from previous:  
**No carry forward**

Total budget for this academic year:  
**£29,915**  
In a trust that pools this funding, state the amount available to your school this academic year:  
**£29,915**

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# Part A: Pupil premium strategy plan

## Statement of intent

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**

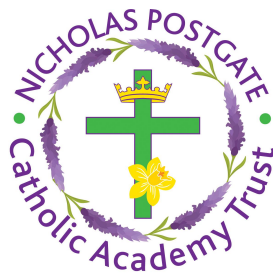
Rigorous pupil progress meetings with senior leaders and teachers, ensure pupils' specific needs are identified promptly. Progress is tracked and through moderation and evaluation, amendments and interventions are made to support the child's learning. Finding the barrier to their learning and removing 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

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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 will consider is in line with the 3 tier approach set out in the EEF's premium guide. Activities will be based in the following areas:

- Supporting the quality of education;
- Providing targeted academic support;
- Tackle non-academic barriers to raise academic success.

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 and it further enriches their life opportunities. 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.

**EEF guide to the Pupil premium**

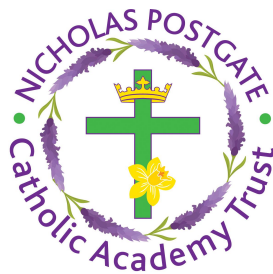
<https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>

## Challenges

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

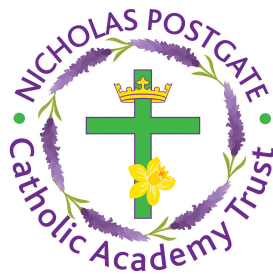
Challenge number	Detail of challenge
<b>1</b>	<p><b>A high proportion of PP children are also registered as receiving SEND support or are receiving extra support from outside agencies.</b></p> <p>PP children at St Clare's often have more complex needs and need extra support due to SEND needs or from other outside agencies.</p>
<b>2</b>	<p><b>A high proportion of PP children struggle with their mental health and</b></p>

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	<p><b>can be less resilient in lessons.</b></p> <p>Our PP children have more complex lives than other children in the school and can display poor mental health and resilience when faced with learning in the classroom. They can display less resilience when faced with home and school challenges such as friendships and challenging work.</p>
<b>3</b>	<p><b>Due to financial constraints, PP children do not have the same cultural capital opportunities as other children in the school.</b></p> <p>The children at St Clare's have lovely opportunities with their families to visit exciting places and take part in a wide range of activities. but our PP children have less enriched opportunities at home available to them.</p>
<b>4</b>	<p><b>PP children display poor language skills, including limited range of vocabulary which impacts on oracy, reading, writing and maths skills.</b></p> <p>Increasingly, our PP have poor levels of language compared to their peers. This in turn affects their progress and attainment in oracy, phonics, reading and writing. This also affects math attainment and progress due to limited oracy skills</p>
<b>5</b>	<p><b>PP children have lower attendance and higher PA than their peers.</b></p> <p>Some of our PP children have weaker attendance, some of which is persistent . This in turn leads to a significant time of lost learning over the years. Children with attendance issues are less likely to meet their end of year expectations.</p>

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## 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
<p><b>SEND support plans are tailored to the child's individual needs.</b></p>	<p>SEND children who are also PP children have targeted support and clear SEND support plans that ensure their individual needs are met. All SEND/PP children are making progress.</p>
<p><b>Children are confident and resilient learners who can express their views and opinions.</b></p>	<p>Happy and resilient children who are able to regulate their own emotions. Reduced low level behaviour issues. All children continue to have plenty of opportunities to develop the school and be positive role models to each other through the following pupil voice groups:</p> <ul style="list-style-type: none"> <li>● Mini-Vinnies</li> <li>● School Council</li> <li>● Eco-Council</li> <li>● Headstarters</li> <li>● Anti-bullying</li> <li>● E-Cadets</li> </ul> <p>Mental health and resilience support through Headstart, Bungalow and ELSA.</p>
<p><b>PP children access a wide range of enrichment opportunities.</b></p>	<p>Sustain high levels of engagement with a wide variety of educational and enrichment activities.</p> <ul style="list-style-type: none"> <li>● Significant amount of PP children accessing enrichment activities and after school clubs.</li> <li>● Cultural capital experiences are planned for in the school curriculum and tracked across the school..</li> <li>● Trip, residentials and uniform are fully paid for.</li> </ul>
<p><b>Accelerate attainment and progress for key PP children in reading, writing and maths.</b></p>	<p>Diminish the gap between the attainment of PP children and national averages for GLD, Phonics screening and KS2 assessments.</p> <ul style="list-style-type: none"> <li>● Tailored intervention targets key children who are at risk of falling further behind and not meeting year group end of year</li> </ul>

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	<p>expectations.</p> <ul style="list-style-type: none"> <li>Upskilling parents with effective ways to support their own child with reading, writing and maths.</li> </ul>
<b>Improved attendance for all PP children.</b>	<p>Improvements in all key groups with attendance and PA. Attendance protocols are highly effective in improving attendance and supporting parents.</p>

## Activity in this academic year

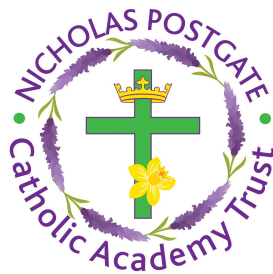
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (CPD, recruitment and retention)

Budgeted cost:£7207

Activity	Evidence that supports this approach	Challenges Number addressed
Create greater expertise within the school so there is a wide range of mental health and resilience support for all children.	<p>EEF-Improving social and emotional learning in primary schools <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>Apply for Gold Headstart award (Already have silver and wellbeing award)</p> <p>Rainbows, ELSA x2 trained, Bungalow (play/art therapy), Headstart resilience audit/training and Headstarters.</p>	4,5

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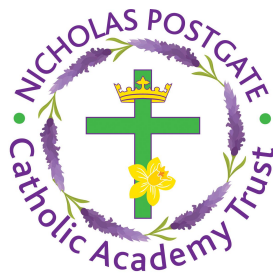
<p>Upskilling of all staff to use the T and L model to effectively support PP/SEND children.</p>	<p>EEF Blog-The five a day approach:How the EEF can support SEND children.  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a></p>	<p>1,4,5</p>
<p>Develop approach to targeted and adaptive teaching in reading, writing and maths.</p>	<p>EEF Blog-Moving from differentiation to adaptive teaching.   <a href="https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching">https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</a> EEF-improving mathematics in the Early Years and KS1   <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	<p>1,4,5</p>

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

Budgeted cost: £7207 (NTP £2000)

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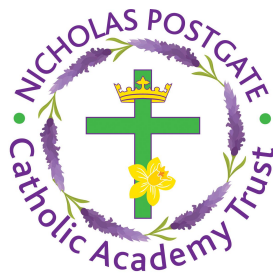
Activity	Evidence that supports this approach	Challenges Numbers addressed
NTP (English and maths) Targeting KS2 PP children.	<p>EEF-Targeted academic support  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</a></p> <p>EEF Parental engagement  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1,2,6
Upskilling phonics knowledge and expertise.	<p>EEF reading comprehension  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>EEF Phonics  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1,2,6

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

Budgeted cost: £15,501

Activity	Evidence that supports this approach	Challenges Numbers addressed
All PP parents fully engaged with attendance strategy/procedures.	<p>EEF-improving attendance and support for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-imp">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-imp</a></p>	

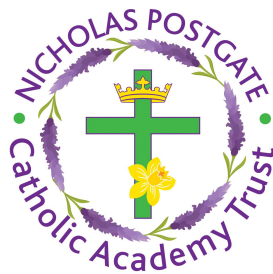
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	<a href="#">oving-attendance-and-support-for-disadvantaged-pupils</a>	
Create greater expertise within the school so there is a wide range of mental health and resilience support for all children.	<p>EEF-Improving social and emotional learning in primary schools  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>Apply for Gold Headstart award (Already have silver and wellbeing award)</p> <p>Rainbows, ELSA x2 trained, Bungalow (play/art therapy), Headstart resilience audit/training and Headstarters.</p>	4,5
Further develop opportunities to enrich cultural capital.	<p>EEF-social action on young people's engagement and attainment at school  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university</a></p>	3

**Total budgeted cost:£7207 (Teaching) £7207 (academic) £2000 (Targeted NTP) £15,501 (wider mental health/SEND/wellbeing support)**

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## 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 **2022-23 academic year**.

### 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*

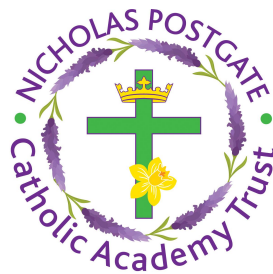
Programme	Provider
N/A	

### 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?	Spend on free after school clubs, paying for trips and events.

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## Data of Pupil Premium children across the school

GLD:

### EYFS 2022-2023 - Disadvantage Analysis by Gender



EYFS 2022-2023 - Good Level of Development Analysis & Three Year Average

GLD NAT Avg		2022			2023			2YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. Pupils		13	17	30	16	13	29	29	30	59
SCH DIS	School Dis	0	0	0	2	0	2	2	0	2
	SEN	0	0	0	1	0	1	1	0	1
	EAL	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	0	0

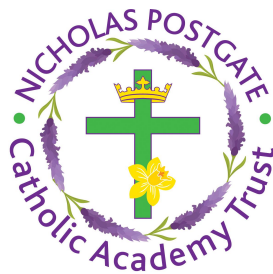
## Phonics Screening:

School Disadvantaged vs TSDC - Phonics Screening 2019-2023 - Three Year Average

NPCAT St Clare's RC Primary		2019			2022			2023			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils	ALL	12	18	30	15	14	29	13	17	30	40	49	89
School Dis Cohort	School Dis	1	2	3	3	0	3	0	1	1	4	3	7
	SEN	0	0	0	0	0	0	0	0	0	0	0	0
	EAL	0	0	0	0	0	0	0	0	0	0	0	0
	LAC	0	0	0	0	0	0	0	0	0	0	0	0
NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL													
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
% achieving the expected standard	School Disadvantaged	100.0%	0.0%	33.3%	66.7%		66.7%		0.0%	0.0%	75.0%	0.0%	42.9%
	TSDC Avg. Other	83%	89%	86%	79%	85%	82%	82%	87%	84%	81%	87%	84%
	GAP School Dis vs Nat Other	16.6%	-89.0%	-52.9%	-12.0%		-15.3%		-87.3%	-84.5%	-6.5%	-87.5%	-41.6%
	TSDC Avg. All Pupils	79%	86%	82%	72%	80%	76%	75%	82%	79%	76%	83%	79%
	TSDC Avg. Disadvantage	67%	77%	72%	59%	70%	64%	61%	72%	66%	63%	73%	67%

KS1:

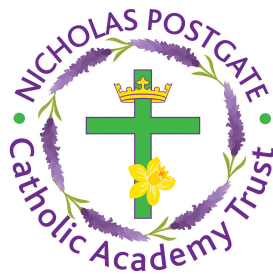
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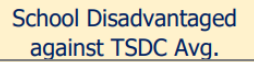
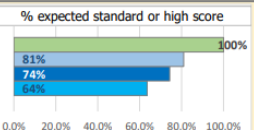
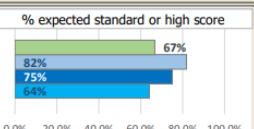
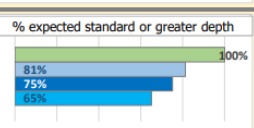
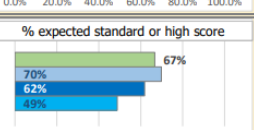


PERFORMANCE DATA		2023			The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)
		Boys	Girls	Total	
No. of pupils	All	14	14	28	
School Dis Cohort	PP	3	0	3	
	SEN	0	0	0	
	EAL	0	0	0	
	LAC	0	0	0	
READING TA	School Disadvantage	100.0%		100.0%	
	National Other	0.0%	0.0%	0.0%	
	GAP School Dis vs National Other	100.0%		100.0%	
	National All Pupils	0.0%	0.0%	0.0%	
	National Dis	0.0%	0.0%	0.0%	
WRITING TA	School Disadvantage	100.0%		100.0%	
	National Other	0.0%	0.0%	0.0%	
	GAP School Dis vs National Other	100.0%		100.0%	
	National All Pupils	0.0%	0.0%	0.0%	
	National Dis	0.0%	0.0%	0.0%	
MATHS TA	School Disadvantage	100.0%		100.0%	
	National Other	0.0%	0.0%	0.0%	
	GAP School Dis vs National Other	100.0%		100.0%	
	National All Pupils	0.0%	0.0%	0.0%	
	National Dis	0.0%	0.0%	0.0%	
SCIENCE TA	School Disadvantage	100.0%		100.0%	
	National Other	0.0%	0.0%	0.0%	
	GAP School Dis vs National Other	100.0%		100.0%	
	National All Pupils	0.0%	0.0%	0.0%	
	National Dis	0.0%	0.0%	0.0%	

**KS2:**

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PERFORMANCE DATA Expected Standard		2023			 THE SCHOOL DATA COMPANY School Disadvantaged against TSDC Avg.
		Boys	Girls	Total	
No. of pupils		15	14	29	
School Disadvantaged pupils characteristics:	Disadvantage	1	2	3	
	SEN	0	0	0	
	EAL	0	0	0	
	LAC	0	0	0	
GPS* TEST	School Dis	100.0%	100.0%	100.0%	
	TSDC Avg. Other	78.3%	82.7%	80.4%	
	GAP School Dis vs TSDC Avg. Other	21.7%	17.3%	19.6%	
	TSDC Avg. All	70.9%	77.2%	74.0%	
	TSDC Avg. Dis	58.2%	68.6%	63.5%	
READING TEST	School Dis	100.0%	100.0%	100.0%	
	TSDC Avg. Other	78.9%	83.3%	81.0%	
	GAP School Dis vs TSDC Avg. Other	21.1%	16.7%	19.0%	
	TSDC Avg. All	72.3%	76.5%	74.4%	
	TSDC Avg. Dis	61.1%	65.8%	63.5%	
MATHS TEST	School Dis	100.0%	50.0%	66.7%	
	TSDC Avg. Other	83.1%	80.4%	81.8%	
	GAP School Dis vs TSDC Avg. Other	16.9%	-30.4%	-15.1%	
	TSDC Avg. All	76.6%	73.5%	75.1%	
	TSDC Avg. Dis	65.4%	62.7%	64.0%	
WRITING TA	School Dis	100.0%	100.0%	100.0%	
	TSDC Avg. Other	76.9%	86.0%	81.3%	
	GAP School Dis vs TSDC Avg. Other	23.1%	14.0%	18.7%	
	TSDC Avg. All	70.2%	80.2%	75.1%	
	TSDC Avg. Dis	58.6%	71.2%	65.0%	
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	100.0%	50.0%	66.7%	
	TSDC Avg. Other	67.4%	72.4%	69.8%	
	GAP School Dis vs TSDC Avg. Other	32.6%	-22.4%	-3.1%	
	TSDC Avg. All	59.7%	64.1%	61.9%	
	TSDC Avg. Dis	46.4%	51.1%	48.8%	

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