



St Clare's Catholic Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium in the year 2024-25 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: St Clare's RC Primary School
Number of pupils in school: 229
Proportion (%) of pupil premium eligible pupils: 4%
Academic year/years that our current pupil premium 2024-2027 strategy plan covers (3 year plans are recommended) Date this statement was published 13th December 2024 Dates on which it will be reviewed December 2025
Statement authorised by Mrs Eddies (HT) Pupil premium lead Mrs Eddies and Mrs Voyzey

Governor / Trustee lead Mrs V Putson

Funding overview

Detail Amount
Pupil premium funding allocation this academic year: £22,510
Pupil premium funding carried forward from previous: No carry forward

Total budget for this academic year:

£22,510

In a trust that pools this funding, state the amount available to your school this academic year:

£22,510

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 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 residentials 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
1	<p>A high proportion of PP children are also registered as receiving SEND support or are receiving extra support from outside agencies.</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>
2	<p>A high proportion of PP children struggle with their mental health and can be less resilient in lessons.</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>
3	<p>Due to financial constraints, PP children do not have the same cultural capital opportunities as other children in the school.</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 however our PP children have less enriched opportunities at home available to them.</p>
4	<p>PP children display poor language skills, including limited range of vocabulary which impacts on oracy, reading, writing and maths skills.</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>

5	<p>PP children have lower attendance and higher PA than their peers.</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 and be ready for the next stage.</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
SEND support plans are tailored to the child's individual needs.	<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. They are discussed in every meeting as part of our vulnerable learners discussions.</p>
Children are confident and resilient learners who can express their views and opinions.	<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"> • Mini-Vinnies • School Council • Eco-Council • Headstarters • Anti-bullying • E-Cadets <p>Mental health and resilience support through Headstart, Bungalow, Rainbows and ELSA.</p>
PP children access a wide range of enrichment opportunities.	<p>Sustain high levels of engagement with a wide variety of educational and enrichment activities.</p> <ul style="list-style-type: none"> • Significant amount of PP children accessing enrichment activities and after school clubs. • Cultural capital experiences are planned for in the school curriculum and tracked

	<p>across the school..</p> <ul style="list-style-type: none"> • Trip, residentials and uniform are paid for.
Accelerate attainment and progress for key PP children in reading, writing and maths.	<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"> • Tailored intervention targets key children who are at risk of falling further behind and not meeting year group end of year expectations. (catch up in phonics/football fluency) • Upskilling parents with effective ways to support their own child with reading, writing and maths. (workshops)
Improved attendance for all PP children.	<p>Improvements in all key groups with attendance and PA.</p> <p>Attendance protocols are highly effective in improving attendance and supporting parents.</p> <p>We have weekly attendance assemblies, monthly newsletters and end of term attendance awards.</p>

Activity in this academic year

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

Teaching (CPD, recruitment and retention)

Budgeted cost:£10,000

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	<p>EEF-Improving social and emotional learning in primary schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Rainbows, ELSA x2 trained, Bungalow (play/art therapy), Headstart resilience</p>	4,5

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

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenges Numbers addressed
Tutoring targeting KS2 PP children.	<p>EEF-Targeted academic support https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p> <p>EEF Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1,2,6
Upskilling phonics and fluency knowledge within the school.	<p>EEF reading comprehension https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,6

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

Budgeted cost: £5510

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. https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</p>	

Create greater expertise within the school so there is a wide range of mental health and resilience support for all children.	EEF-Improving social and emotional learning in primary schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Rainbows, ELSA x2 trained, Bungalow (play/art therapy), Headstart resilience audit/training and Headstarters. Updated access to PSHE Jigsaw resources to use in all classes.	4,5
Further develop opportunities to enrich cultural capital.	EEF-social action on young people's engagement and attainment at school https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university All PP children engage with clubs, trips, residentials and our St Clare's top 10 character building activities.	3

Total budgeted cost:£7207 (Teaching) £7207 (academic)

£15,501 (wider mental health/SEND/wellbeing support)

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 **2023-24 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. (x1 service child)

Data of Pupil Premium children across the school 2023-2024 cohort for Pupil premium children.

GLD:

No PP within the reception 2023-2024 cohort.

Phonics Screening:

100% of PP year 1 children passed the phonics screening test in 2023-2024 cohort.
Year 2 re-sit 100% pass rate. No PP within the year 2 resit 2023-2024 cohort.

KS1:

x1 PP child did not get the expected level in reading, writing, maths and science at the end of year 2. (out of a cohort of x1 PP)

MTC:

X1 PP child achieved 100% (25/25) in the MTC in the cohort of 2023-2024. (x1 PP)

KS2:

Headlines vs Benchmark

By Demographics - (The top figure is your school value, in brackets is the Benchmark figure, and then the variance alongside this)

Demographic	No. Pupils	AS+/EXS+ CRWM	AS+ Reading	EXS+ Writing	AS+ Maths	AS+ GPS	EXS+ Science
All Students	30	70.0% (61.0%) +9.0%	93.3% (74.0%) +19.3%	76.7% (72.0%) +4.7%	80.0% (73.0%) +7.0%	83.3% (72.0%) +11.3%	96.7% (81.0%) +15.7%
Male	12	83.3% (57.0%) +26.3%	100.0% (71.0%) +29.0%	83.3% (65.0%) +18.3%	100.0% (74.0%) +26.0%	100.0% (69.0%) +31.0%	100.0% (79.0%) +21.0%
Female	18	61.1% (64.0%) -2.9%	88.9% (78.0%) +10.9%	72.2% (78.0%) -5.8%	66.7% (73.0%) -6.3%	72.2% (76.0%) -3.8%	94.4% (84.0%) +10.4%
FSM	6	50.0% (45.0%) +5.0%	83.3% (62.0%) +21.3%	50.0% (58.0%) -8.0%	66.7% (59.0%) +7.7%	66.7% (59.0%) +7.7%	83.3% (69.0%) +14.3%
Not FSM	24	75.0% (67.0%) +8.0%	95.8% (79.0%) +16.8%	83.3% (77.0%) +6.3%	83.3% (79.0%) +4.3%	87.5% (78.0%) +9.5%	100.0% (86.0%) +14.0%
Disadvantaged	6	50.0% (46.0%) +4.0%	83.3% (62.0%) +21.3%	50.0% (58.0%) -8.0%	66.7% (59.0%) +7.7%	66.7% (59.0%) +7.7%	83.3% (69.0%) +14.3%
Not Disadvantaged	24	75.0% (67.0%) +8.0%	95.8% (80.0%) +15.8%	83.3% (78.0%) +5.3%	83.3% (79.0%) +4.3%	87.5% (78.0%) +9.5%	100.0% (86.0%) +14.0%
Male Disadvantaged	3	66.7% (42.0%) +24.7%	100.0% (58.0%) +42.0%	66.7% (51.0%) +15.7%	100.0% (60.0%) +40.0%	100.0% (55.0%) +45.0%	100.0% (66.0%) +34.0%
Female Disadvantaged	3	33.3% (49.0%) -15.7%	66.7% (67.0%) -0.3%	33.3% (66.0%) -32.7%	33.3% (59.0%) -25.7%	33.3% (64.0%) -30.7%	66.7% (73.0%) -6.3%







