



# St Clement's Catholic Primary School

DIOCESE OF ARUNDEL & BRIGHTON

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## PUPIL PREMIUM REVIEW 2018-19

Total Number of Pupils on roll	212		
Total Number of Pupils eligible for (Pupil Premium Grant) PPG	17		
Amount of PPG received per pupil	£1320		
Total amount of PPG received	£22440		
Item / Project	Cost	Objectives	Desired Outcome
Subsidising the cost of educational school visits/visitors and school journeys.	£2000	Enable all pupils to access residential and other visits to promote independence, outdoor and adventurous activities, self-confidence and team building.	100% Pupil Premium pupils attend visits and journeys.
Small group and individualised learning support focusing on identified Reading targets following termly Pupil Progress Meetings.	Resources £500 Staffing £4000	To increase attainment and rate of progress of Pupil Premium pupils across the school through intervention with specific curriculum targets, particularly focused on Reading.	Support children to reach AREs. Rate of progress across the school for PP pupils to be in line with non-PP pupils.
Additional TA support (in class and small group) for identified pupils, groups and cohorts following termly Pupil Progress Meetings - particularly focused on Reading.	Staffing £3000	To increase attainment and rate of progress of Pupil Premium pupils across through increased ratio in the classroom to support learning.	Support children to reach AREs. Rate of progress across the school for Pupil Premium pupils to be in line with non-Pupil Premium pupils.
'Success @ Arithmetic' Maths intervention support - for identified pupils, groups and cohorts following termly Pupil Progress Meetings.	Staffing – £1500 Resources - £300	Access to Maths intervention support to address identified gaps in learning through Teacher Assessment.	Close the gap between PP children and non-PP children in each year group and increase rate of progress against AREs
TA support through specific programmes - Drawing and Talking and Therapeutic Story Writing.	Training £400 Staffing £1200	To meet the social and emotional needs and develop greater resilience so pupils can access the curriculum more confidently.	Impact of emotional barriers to learning is minimised with early support.
Focused phonic and SAL support.	Staffing £2000	Enable pupils to have opportunity to consolidate and phonic knowledge and extend vocabulary in focused small groups.	Early intervention as soon as need is identified.
Purchase and staffing of online responsive literacy programme 'Core 5'.	£2500 Staffing £2000	Regular engagement with online responsive literacy programme 'Core 5' to address gaps in learning (Reading and Spelling) to support access to all areas of the curriculum.	Pupils will progress to working within AREs across all areas of identified gaps and apply new learning across the curriculum.
Tablet to access above regularly within the classroom.	£500	For pupils to be able to access resources daily in addition to timetabled sessions.	Pupils will progress through targeted areas of learning.
Access to After School Clubs, Music Tuition and Holiday Activities.	£1500	Enable all pupils to enjoy and benefit from variety of experiences.	Pupil Premium pupils attend clubs they might otherwise not be able to attend.
Access to local extension and enrichment opportunities.	£500	Enable pupils to access wider enrichment opportunities to broaden experience.	Pupils experience opportunities that broaden experience and horizons.

St Clement's has a relatively small numbers of pupils in receipt of PPG so it is difficult to make specific statements about impact without identifying individual children. Senior Leaders liaise directly with DPs' families to ensure that support is timely, appropriate and targeted. Individual academic achievements are closely tracked through regular Pupil Progress Meetings to ensure prompt and appropriate support is planned for and implemented.

Attainment and progress of most pupils eligible for Pupil Premium funding has been impacted by a variety of projects and very personalised interventions; this is evidenced both by the academic achievements and the personal well-being of individual children as monitored by Class Teachers and Senior Leaders. The majority of DPs are meeting AREs for Reading, Writing and Maths. Regular access to the 'Core 5' literacy programme has ensured that DPs have had additional support to meet the AREs for Reading and Writing with progress closely tracked.

All DPs accessed school trips, benefitting from a range of social, cultural and sporting experiences and challenges. The majority of Disadvantaged Pupils accessed after school clubs or 1:1 music lessons; all pupils benefitted enormously from the experiences provided. All identified pupils were able to access support for emotional well-being, as necessary.