

Pupil premium strategy statement

School overview

Metric	Data
School name	St Clement's Catholic Primary School
Pupils in school	211
Proportion of disadvantaged pupils	5.2%
Pupil premium allocation this academic year	£23,865.00
Academic year or years covered by statement	2020 - 2021
Publish date	October 2020
Review date	July 2021
Statement authorised by	Governors
Pupil premium lead	Mrs L Kelly

Disadvantaged pupil progress scores for last academic year – this data is unavailable due to Covid-19. Data reflects 2018/19 cohort

Measure	Score
Reading	-0.69
Writing	9.3
Maths	-7.59

Disadvantaged pupil performance overview for last academic year - this data is unavailable due to Covid-19. Data reflects 2018/19 cohort

Measure	Score
Meeting expected standard at KS2	0%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils (2020 – 2021)

Measure	Activity
Priority 1	To identify and redress widened attainment gaps which will have grown over the period of lockdown. Improved 'behaviours/skills for learning' (that are applied consistently), including better meta-cognition and self-help strategies
Priority 2	To increase the number of disadvantaged pupils reaching the expected standard in Reading and Maths
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Delayed progress due to impact of COVID-19 lockdown and subsequent absences in Autumn term due to symptoms and testing (added September 2020). 2. Delayed confidence with reading, spelling and writing. 3. Delayed numerical confidence and skills. 4. Social and emotional development needs. 5. Family upheaval due to bereavement, relationship breakdowns etc. 6. Economic disadvantage blocking access to social and cultural opportunities. 7. Economic barriers due to additional COVID-19 impact on family income. 8. Lack of IT in the home limiting child's ability to experience the online learning as their peers might. 9. Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£ 15.365.00

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2	July 2021
Progress in Writing	Achieve national average progress scores in KS2	July 2021
Progress in Mathematics	Achieve national average progress scores in KS2	July 2021
Phonics	Achieve national average in PSC	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>To ensure that high-quality interventions are implemented and that these are effectively monitored for impact.</p> <p>Intervention is targeted to suit each child in the form of:</p> <ul style="list-style-type: none"> • Small group support • 1:1 support • Speech & Language support • EAL support
Priority 2	To improve the Speech and Language of children in Early Years and KS1 through the delivery of ELKLAN
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Delayed progress due to impact of COVID-19 lockdown and subsequent absences in Autumn term due to symptoms and testing (added September 2020). 2. Delayed confidence with reading, spelling and writing. 3. Delayed numerical confidence and skills. 4. Social and emotional development needs. 5. Family upheaval due to bereavement, relationship breakdowns etc. 6. Economic disadvantage blocking access to social and cultural opportunities. 7. Economic barriers due to additional COVID-19 impact on family income. 8. Lack of IT in the home limiting child's ability to experience the online learning as their peers might. 9. Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£ 5000

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>To develop children's resilience, emotional wellbeing and mental health, especially in light of Covid-19.</p> <p>Ensure staff effectively implement resilience programme that targets the social, emotional and mental wellbeing of disadvantaged children (bounce back programme)</p>
Priority 2	<p>Provide relevant, first hand, practical and real experiences (that will improve cultural capital, K & U and skills as well as engagement and motivation of pupils (Subject to Covid-19 restrictions)</p> <p>Promote and facilitate the use of first-hand experiences, visits and visitors across the curriculums</p>
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Delayed progress due to impact of COVID-19 lockdown and subsequent absences in Autumn term due to symptoms and testing (added September 2020). 2. Delayed confidence with reading, spelling and writing. 3. Delayed numerical confidence and skills. 4. Social and emotional development needs. 5. Family upheaval due to bereavement, relationship breakdowns etc. 6. Economic disadvantage blocking access to social and cultural opportunities. 7. Economic barriers due to additional COVID-19 impact on family income. 8. Lack of IT in the home limiting child's ability to experience the online learning as their peers might. 9. Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£3000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time and resource is given to allowing staff development and curriculum development, pedagogy and inclusive practice.	Use of INSET days, network meetings within our teaching school network.
Targeted support	Ensuring enough time and resource is given to allowing staff development and inclusive practice	Staff meeting to develop staff knowledge and understanding of Speech and Language.
Wider strategies	Provide training for Inclusion team and ELSA in strategies for supporting SEMH needs Engaging families who are facing challenges	Strategies that will support the school's mental health strategy.

Review: last year's aims and outcomes

Aim	Outcome
Subsidising the cost of educational school visits/visitors and school journeys. Access to After School Clubs and music tuition	All trips/enrichment experiences were subsidised The impact of relieving the pressure felt by parents of disadvantaged children is apparent. Enabling parents to access after school clubs, the theatre and music lessons is a significant contribution. Parents tell us they value this support.
'Success @ Arithmetic' Maths intervention support - for identified pupils, groups and cohorts following termly Pupil Progress Meetings.	This intervention was successful and therefore we will be using it again.
TA support through specific programmes - Drawing and Talking and Therapeutic Story Writing.	Our ELSA took identified children for these specific programmes prior to lockdown.

<p>Focused phonic and SAL support.</p> <p>ELKLAN training planned for Spring term</p>	<p>ELKLAN training was carried out online by two Teaching Assistants during the lockdown. This will be rolled out in September</p>
<p>Lexia reading programme.</p>	<p>Lexia continued to be used widely across the school. Going forward licences will be reduced to 30 and DIS/SEND and EAL children targeted.</p>
<p>Focused year 6 intensive small group support</p>	<p>Year 6 were separated into groups with involvement from HT three times a week prior to lockdown. Children were making good progress within groups.</p>
<p>Educational Welfare Officer/Attendance Team</p>	<p>Regular meetings with Inclusion team. During lockdown regular phone calls to identify children who were a concern in terms of attendance</p>
<p>Partnerships with Secondary schools</p>	<p>This did not happen due to Covid-19</p>
<p>Sports leadership</p>	<p>Our after school offer was widened to include archery.</p>
<p>Parental engagement programme</p>	<p>This was not possible due to Covid 19</p>
<p>Careers event</p>	<p>This was not possible due to Covid 19</p>
<p>Transition – peer support</p>	<p>An adapted transition programme took place which ensured that every child was offered the opportunity to return to school in the summer term to aid their transition to their next year in September.</p>
<p>PUPIL VOICE</p>	<p>Disadvantaged pupils were asked questions about their work and this was then relayed to staff to ensure work was challenging.</p>
<p>Providing opportunities outside the norm to extend learning</p>	<p>This was not possible due to Covid 19</p>