

Pupil premium strategy statement

School overview

Metric	Data
School name	St Clement's Catholic Primary School
Pupils in school	216
Proportion of disadvantaged pupils	10%
Pupil premium allocation this academic year	£29,245.00
Academic year or years covered by statement	2021 - 2022
Publish date	July 2021
Review date	July 2022
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 (2021 – 2022)

Measure	Activity
Priority 1	Continue to provide interventions for children working below expected levels in order to accelerate progress rates (phonics, reading, writing and maths).
Priority 2	Provide pastoral support (in light of the lockdown, supporting children with resilience and confidence).
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Entry levels low due to Lockdown and missed learning opportunities. 2. Some low levels of language and communication on entry. 3. Attendance for some children. 4. Varying degrees of home support during the Lockdown and during periods of isolation.
Projected spending	£ 29,245.00

Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure all staff are delivering high quality phonics teaching and interventions. Identify gaps in learning following disruption to education and ensure all children are supported to make good progress.
Priority 2	Ensure all staff are delivering high quality writing teaching and interventions. Whole staff approach to writing to be rolled out in September 2021.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Missed education has impacted on children's stamina, language acquisition, range of vocabulary, concentration and social skills. 2. Further periods of disrupted learning and low attendance due to Coronavirus will require personalised provision to provide appropriate 'catch up' interventions. 3. Ensure all staff use effective interventions based on measureable progress.
Projected spending	£ 29,245.00

Targeted academic support for current academic year

Measure	Activity
Priority 1	Continue to provide interventions for children working below expected levels in order to accelerate progress rates (phonics, reading, writing and maths) using the Education Endowment Fund (EEF) toolkits
Priority 2	Pupils eligible for PP will have improved opportunities to access a range of texts and have support for phonics/spellings and writing.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Entry levels low. 2. Possible low levels of language and communication on entry. 3. Attendance during lockdown and missed learning due to isolation. 4. Children in Year R missing pre-school sessions or not attending at all.
Projected spending	£ 24,245.00

Wider strategies for current academic year

Measure	Activity
Priority 1	Engagement of parents to support with learning. Develop strategies to support parents with reading at home and developing language rich opportunities. Workshops for parents in reading and maths.
Priority 2	Develop and include additional well-being activities across the curriculum. Promote opportunities to develop independence, resilience, concentration and strength of character. Continue to develop support for SEMH and behaviour strategies to improve readiness to learn.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Improve concentration and readiness to learn for most disadvantaged pupils. 2. Restrictions to the school site with regards to Parent Workshops will require different models for promoting engagement and understanding of ways to support learning.
Projected spending	£5000.00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure time is given to enable staff to have a professional dialogue and share good practice and ensure staff development needs are met Providing time every day for support staff to liaise with class teachers regarding pupil progress	Well planned staff meeting, INSET days to meet the needs of the staff
Targeted support	Ensuring time is protected for the staff delivering targeted interventions / strategies so as to improve attainment.	Daily catch-up to review the impact of interventions, monitor progress and plan next steps
Wider strategies	Engagement of parents Improving the life experiences for children through improved attendance in school, at sports clubs, funding school trips, PP Leader to meet with ELSA to review school requirements and discuss progress with interventions	Funding places on trips Offering free places on workshops Free places at school community events

Review: last year's aims and outcomes

Aim	Outcome
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	National statistics in July 2020 and 2021 cannot be measured through data outcomes owing to the partial closure of all schools as a result of coronavirus. Analysis of internal assessments undertaken, demonstrate very good progress made from low starting points.
To increase the number of disadvantaged pupils reaching the expected standard in Reading and Maths	Disadvantaged pupils have been tracked carefully throughout the year

<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 	<p>Interventions have been in place since September including during the lockdown. Interventions have been monitored by SENCO and HT.</p>
<p>To improve the Speech and Language of children in Early Years and KS1 through the delivery of ELKLAN</p>	<p>ELKLAN is carried out by two trained teaching assistants. Children have been identified through an initial assessment and the intervention has been planned to address those areas that were identified through the initial assessment.</p>
<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>	<p>Bounceback has been implemented throughout the school. Staff have been trained on the programme and significant time has been allocated to ensure that the programme is addressing the current needs of our pupils. The children have responded well to the programme and have enjoyed the opportunities to talk about how they feel and they have been provided with strategies to deal with moments of anxiety.</p>
<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>	<p>There have been a variety of opportunities provided for the children throughout the year – workshops for all year groups, days out for Year 5 and 6, virtual visits from inspirational people as well as a Wildlife foundation. Where possible, we have tried to provide a wide range of experiences within the limits of the restrictions.</p>