

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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 Clement's Catholic Primary School |
| Number of pupils in school | 217 |
| Proportion (%) of pupil premium eligible pupils | 8.8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | 10 th December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Lisa Kelly Headteacher |
| Pupil premium lead | Lisa Kelly |
| Governor / Trustee lead | Joe Cook |

Funding overview

| Detail | Amount |
|--|-------------------|
| Pupil premium funding allocation this academic year | £29,245.00 |
| Recovery premium funding allocation this academic year | £3045.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £32,290.00 |

Part A: Pupil premium strategy plan

Statement of intent

At St Clement's Catholic Primary School we will utilise the Pupil Premium Fund to provide additional educational support to improve the progress and to raise the standards and academic outcomes for disadvantaged pupils. The funding will be used to diminish the difference between the achievement of Pupil Premium pupils and their peers. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will ensure that the additional funding reaches the pupils who need it and that it makes a significant impact on their education and lives.

Our Pupil Premium strategy looks to ensure that this is the case by incorporating small group or individual support; allowing the opportunity for experiential learning activities; ensuring alternative Curriculum Pathways; supporting the funding of enrichment activities and educational visits as well as ensuring the support of the funding of specialist learning software/resources.

The key principles of the strategy plan are to counteract the key challenges that our Pupil Premium students face and to negate these issues. The key issues identified and to be addressed over the next three academic years include the need to ensure quality first teaching and support staff effectively to deliver this through CPD; to monitor the attendance of pupil premium students closely and to improve this attendance; to ensure that aspirations of our pupil premium pupils are as high as possible; to ensure that behaviour and attitudes to learning are good, in keeping with their high aspirations; to ensure that parents/carers are fully equipped with both the knowledge and resources to support their child effectively at home and to eradicate/minimise the social/emotional issues that impact our Pupil Premium Pupils' ability to meet their full potential.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attendance for PP students is lower than that of non PP students |
| 2 | High SEMH needs identified among our disadvantaged families |
| 3 | Need for accelerated progress (all levels of ability), particularly in the light of COVID. |
| 4 | Lack of 'wider experience' of the world / curriculum. |
| 5 | Some low levels of language and communication on entry |

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 |
|---|---|
| Improved oral language skills and vocabulary among disadvantaged pupils | <p>GLD for disadvantaged pupils inline with national and local averages.</p> <p>Communication and Language prime area of EYFS framework inline with national and local averages.</p> <p>Impact of continued NELI programme shows rapid progress for identified disadvantaged pupils.</p> |
| To ensure attendance of PP children is 97% + and PP children from vulnerable groups above national. | <p>97% + attendance for pupil premium children.</p> <p>98% attendance for PP children from vulnerable groups.</p> <p>Inclusion/Pastoral team meet regularly to track and identify families and children requiring support with attendance.</p> <p>Identification of barriers to attendance and signposting of services to identified families/groups</p> <p>Attendance systems and whole school attendance initiatives, including assemblies, promotion in newsletter and celebration</p> |
| To ensure disadvantaged pupils have access to high quality services, extra-curricular provision and enrichment opportunities. | <p>All disadvantaged pupils attend extra-curricular provision.</p> <p>All disadvantaged children have access to enrichment opportunities and attend all residential trips when age is applicable.</p> <p>Identified families benefiting from early help; impacting attendance, social and emotional and learning behaviours.</p> |
| Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils | <p>Pupils will be resilient learners who persevere when they find things challenging.</p> <p>Pupils will be able to concentrate on their learning and this will be reflected in the progress they make.</p> <p>Evidence of successful interventions.</p> <p>Referrals to other agencies result in positive support being provided.</p> |

| Intended outcome | Success criteria |
|-----------------------------|---|
| Phonics (Year 1 and Year 2) | Achieve at least national average expected standard |
| GLD - EYFS | Achieve at least national average GLD |

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

Budgeted cost: £9690.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Focus on Early Reading and rigorous phonics - keep up not catch up. Read, Write Inc SSP scheme introduced for all children and embedded into all teaching practice - key foundation for early reading programme | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils | 3 and 5 |
| Additional teaching in Years 1 – 6 for writing | Education endowment fund claims that reducing class sizes results in around 3 months' additional progress on pupils, on average. Children are given more high quality feedback and more individualised learning experiences. | 3 and 5 |
| Focused CPD to strengthen the teaching of Writing across school. | Targeted training for staff which will ensure quality first teaching with a focus on marking and feedback with has a positive impact of +6months on the EEF Toolkit. | 3 |

Targeted academic support

Budgeted cost: £ 21,000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Speech and Language Interventions – ELKLAN and NELI</p> | <p>Elkan offers nationally recognised training which enables speech to be corrected.</p> <p>To then offer daily intervention to all pupils across school with speech and language issues strengthening the use of oracy and language</p> | <p>5</p> |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support –</p> <p>Fast track tutoring for phonics</p> <p>Same day intervention for pupils falling behind as identified through our phonics scheme 'Read, Write Inc.'</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>To then identify those failing to grasp the GPCs in phases they are being taught and offering same day intervention to address need, in particular in those who are disadvantaged.</p> | <p>3 and 5</p> |
| <p>Intervention for the support for social and emotional needs across school – enabling disadvantaged pupils and those with additional needs who are also disadvantaged to access high quality intervention</p> <p>School offers two ELSAs based on need</p> <p>Train a Mental Health first aider</p> | <p>Social and emotional learning (SEL) is concerned with fostering children's social and emotional skills within educational settings, alongside their academic skills. This can include developing young people's relationships, communication, decision making, self-esteem and behaviour. SEL can play a central role in helping children to develop the skills for educational success and lifelong wellbeing. As well as supporting pupil re-engagement after school closures, SEL can contribute to reducing the longstanding attainment gap between disadvantaged children and their peers.</p> | <p>2</p> |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Ensure that every class has a range of interventions available:</p> <p>Lexia First Class@number RWM interventions Success@ arithmetic</p> <p>Baseline assessments identify children for interventions. Provision Maps drawn up identifying interventions with timescales and SC.</p> | <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> | 3 |
| <p>Additional support for targeted lowest 20% in 1:1 reading from support staff</p> | <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> | 3 |

Wider strategies

Budgeted cost: £ 1600.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Attendance initiatives Parents are made aware of expected attendance levels when they fall below 90%. Partnership working with EWO re pupils</p> | <p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p> | 1 |

| | | |
|--|--|----------|
| <p>Enrichment & Visit programme to broaden children's life experiences</p> | <p>Children lack experience of the wider world, limiting the richness and diversity within their vocabulary and language. By giving children the opportunity to experience a range of enrichment opportunities including trips/visits/visitors into school and Wow days at least 6 times per year, not only aids in broadening their knowledge and understanding regarding the world in which they live and the connections within it, but deepens and enriches their language and vocabulary.</p> | <p>4</p> |
|--|--|----------|

Total budgeted cost: £ 32,290.00

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 2020 to 2021 academic year.

| Aim | Outcome |
|---|---|
| <p>To identify and redress widened attainment gaps which will have grown over the period of lockdown.</p> <p>Improved 'behaviours/skills for learning' (that are applied consistently), including better meta-cognition and self-help strategies</p> | <p>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.</p> <p>Analysis of internal assessments undertaken, demonstrate very good progress made from low starting points.</p> |
| <p>To increase the number of disadvantaged pupils reaching the expected standard in Reading and Maths</p> | <p>Disadvantaged pupils have been tracked carefully throughout the year</p> |
| <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</p> | <p>Bounce back 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</p> |

| | |
|--|---|
| disadvantaged children (bounce back programme) | provided with strategies to deal with moments of anxiety. |
| 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) Promote and facilitate the use of first-hand experiences, visits and visitors across the curriculums | 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. |

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 |
|------------------|-----------------|
| Bounceback | Pearson |
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