

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
To identify and redress widened attainment gaps which will have grown over the period of lockdown.	Key priorities shared with staff, monitoring has identified areas to improve on. Writing was identified prior to lockdown and this will be targeted in the summer term 2021.
Improved 'behaviours/skills for learning' (that are applied consistently), including better meta-cognition and self-help strategies	Noticeable regression in listening skills for all children following lockdown. This will continue to be a focus for the summer term 2021
To increase the number of disadvantaged pupils reaching the expected standard in Reading and Maths	Disadvantaged pupils targeted for intervention in the Autumn term 2020. Disadvantaged pupils offered school places during the lockdown (not all accepted) Every child in Reception, Year 1 and Year 2 was heard read weekly via google Classroom during the lockdown. Chromebooks loaned to disadvantaged pupils during the lockdown to ensure that they had access to devices.

<p>To ensure that high-quality interventions are implemented and that these are effectively monitored for impact.</p>	<p>Targeted interventions were underway and having effect on progress and beginning to have impact pre-lockdown. Interventions were targeted and specific.</p>
<p>To improve the Speech and Language of children in Early Years and KS1 through the delivery of ELKLAN</p>	<p>ELKLAN training completed by identified staff. Assessment of children completed by trained ELKLAN teaching assistants. Groups established and then school went into lockdown. This will resume in the summer term 2021.</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>Mental health given a high priority in the Autumn term 2020. Live teaching during the lockdown to ensure that children felt connected still to the school and to one another. ELSA met regularly with identified children during the lockdown to continue to offer that support at home. Bounce back programme introduced following lockdown 2021. Staff meeting to train staff and introduced to children through an assembly and then weekly lessons.</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>This has been hampered by Covid. We have had limited visits/visitors to the school during this time. This is a focus for the summer term 2021</p>