# Pupil premium strategy statement – St Clare’s Catholic Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| Number of pupils in school | 182 |
| Proportion (%) of pupil premium eligible pupils | 39.56% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/23  2023/24  2024/25 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Lucy Ward |
| Pupil premium lead | Lucy Ward |
| Governor / Trustee lead | Mike Axon |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £117,000 |
| Recovery premium funding allocation this academic year | £10,440 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £127,440 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| At St Clare’s Catholic Primary School, children’s welfare and education is at the heart of everything we do. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils in achieving that goal.  High-quality teaching and classroom support is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.  Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  To ensure they are effective we will:  • ensure disadvantaged pupils are both supported and challenged in the work that they’re set  • act early to intervene at the point need is identified  • adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve in all subject areas |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Pupils start St Clare’s with a baseline that is lower than National Average. They are identified as being particularly low in communication, literacy and language. |
| 2 | Children across school have poor comprehension skills when reading, this is often due to limited life experience. |
| 3 | High number of pupils identified with emotional health and wellbeing needs. School closures due to COVID 19 caused a spike in need in this area. |
| 4 | Poor Mathematical ability in many of our pupils due to the low entry levels. Parental engagement has been low for many of our disadvantaged pupils. |
| 5 | Attendance percentages are low as many of our disadvantaged families do not prioritise education. They are either persistent absence or regularly late. |
| 6 | A large number of our disadvantaged pupils require Speech and Language. Many of them get discharged due to pupils not attending appointments. |
| 7 | Parental engagement in school and with external agencies such as speech and language is low. Workshops put on by the school to support with children’s learning are often poorly attended. |
| 8 | Pupils have low resilient when learning new skills, often with a closed mindset. |

## 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 |
| Pupil Premium Pupils are to make good progress in line with their peers in Reading, Writing and Maths to close the gap between PP and Non PP pupils. | KS2 Reading, Writing and Maths outcomes in 2024/25 show non SEN PP pupils make the same progress as their peers. PP children with SEN will make progress as appropriate to their ability. |
| Improved wellbeing for all pupils at St Clare’s including those who are disadvantaged. | Evidence in 2024/25 gathered through pupil voice and parent voice show increased wellbeing. Pupils will have greater personal aspiration and awareness. |
| Improved oral language and communication skills for all children including those who are disadvantaged. | Assessments and observations show pupils are improving with their oral literacy with increased vocabulary. |
| Pupils to improve their motivation to succeed including changing their mindset. | Pupil premium children will have an increased stamina for learning and perseverance when the learning is challenging. |
| Attendance of PP children to be in line with their peers. | By 2024/25 sustained improved attendance ensuring attendance is not a barrier to making good progress. |

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £81,844

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching Assistant to provide early reading and writing interventions e.g. RWI and peg to board | Evidence shows that a strong phonics approach is crucial for early reading and writing. Interventions are proven to be most effective when they run consistently. | 1,6,8 |
| Teaching assistant support to provide disadvantaged children in class with targeted support. | Teaching assistants have a positive impact in lessons, providing 1:1 and small group support. By reducing the adult to pupil ratio we can ensure all pupils are given the best opportunity to meet ARE by ensuring individual needs are met. | 1,2,4,6,8 |
| ELSA to provide support for pupils with their mental health and wellbeing. | Emotional Literacy Support is a crucial role within school to support pupils with their mental health and wellbeing. This role supports pupils mindset. | 3,8 |
| Family Support Worker to work with targeted families to improve attendance and the wellbeing of pupils. | The Family Support Worker is crucial to the safeguarding and wellbeing of identified children. Attendance is challenged through our Family Support Worker. | 3,5,7 |

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £36,396

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Action Tutoring | 1:1 tutoring for pupils in Y5 and Y6. 75% of the pupils identified as receiving the tutoring are PP. Y5 are doing Maths tutoring. Y6 are doing English tutoring. | 2,4,8 |
| Musical instrument Tuition Y5/6 | To increase pupils’ life experience and self-esteem through learning a musical instrument. This is to provide greater aspirations for our pupils. | 3,8 |
| Subsidising residential visits for Delamere, Tattenhall, Conway and London | To provide pupils with life experiences they might not otherwise have. Team building, self-esteem and aspiration improved through different residential experiences | 2,3,8 |

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9200

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Passion for Learning Club | This bespoke club gives some of our disadvantaged pupils life experiences they would not otherwise access. | 2,3 |
| Platform for Life | Bespoke resources and support for children and families. | 3,7 |
| Breakfast Club | Subsidising breakfast club for pupils with low self-esteem or poor attendance. | 3,5 |

**Total budgeted cost: £127,440**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |
| --- |
| Internal assessments showed that in the academic year 2021/22, our Pupil Premium children did not perform as well as their peers. However in comparison to the data from the previous year, Pupil Premium pupils did perform better than before with greater percentages achieving ARE or better in Maths and Reading.  In Reading 43% of PP children across the school achieved ARE or better compared with 34% the year before.  In Maths 43% of PP children across the school achieved ARE or better compared with 25% the year before.  In Writing the data remained the same with 29% achieving ARE which is the same as the year before. We have analysed this to be because writing was the area of the curriculum most significantly impacted by school closures in the previous year. Actions outlined in this plan will continue to allow our PP pupils to make progress. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

|  |  |
| --- | --- |
| Programme | Provider |
| A whole school project to support the curriculum looking at conservation | Chester Zoo |
| A PP LAC received private Tutoring | Private Tutor |