

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 (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 Clare's Catholic Primary School
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025 (Reviewed annually)
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Victoria Rivett (HT)
Pupil premium lead	Ciaran Murphy (AHT)
Governor/Trustee lead	B Mc Phillips (Gov)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208065
Recovery premium funding allocation this academic year	£24,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£232,065

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our ultimate objectives are:

- To narrow or close the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure that all disadvantaged pupils in school make or exceed nationally expected rates of progress
- To support the health and wellbeing of all disadvantaged pupils to enable them to access learning at an appropriate level

We aim to do this by:

- Ensuring that teaching and learning opportunities are appropriately matched to the needs of all learners
- Ensure that appropriate provision is made for all disadvantaged pupils particularly those who are socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Action to be taken to achieve these objectives:

- Ensure that all teaching throughout the school is good or better
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Establish an intervention timetable clearly identifying where existing staff are directed to provide precision teaching and additional learning support
- Allocate "Catch Up Phonics" sessions across the school - providing small groupwork focused on closing gaps in learning
- 1-1 support
- Support payment for activities, educational visits and residential trips
- Provide behavioral and emotional support as needed

High-quality teaching 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. All our work through Pupil Premium will be aimed at accelerating progress and moving children to at least age related expectations by the end of the academic year.

Our aim is to support all disadvantaged pupils to reach their full potential and leave our school as independent, confident individuals, well prepared for the next step on their educational journey.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Early Years are lower for many pupils eligible for PP – this can have a negative impact on levels of progress throughout school years.
2	Many pupils eligible to receive PP funding are from a deprived background (low income family) and live in an area of inner-city Birmingham, with a high level of deprivation. Pupils may have had limited life experiences, which may limit their broader knowledge and understanding of the world around them – this means that pupils may experience social and emotional issues due to limited access to extra-curricular activities.
3	Many pupils eligible have fewer life experiences and a restricted vocabulary – this can have a negative impact on a pupil’s understanding with more complex tasks, such as accessing different text types and contexts, especially within the broad curriculum subjects.
4	Attendance and punctuality issues
5	Many pupils eligible for PP receive less support at home with reading and spellings due to parents having English as an additional language. This can slow the progress made in reading and impact on the understanding of and accurate use of phonics.

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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Progress and attainment in Reading	Achieve progress and attainment scores at the end of KS2 in Reading that are at least in line with national average
Progress and attainment in Writing	Achieve progress and attainment scores at the end of KS2 in Writing that are at least in line with national average
Progress and attainment in Mathematics	Achieve progress and attainment scores at the end of KS2 in Mathematics that are at least in line with national average
Phonics	Achieve at least national average expected standard in phonics screening check
EYFS	70% of pupils to achieve GLD in EYFS to be in line with national average
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Ensure the attendance of all pupils, including disadvantaged pupils, is at least 95% or above

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: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Non class based AHT to allow her to oversee interventions in place and to ensure that all teaching throughout the school is good or better.</p> <p>AHT wage for the year.</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium”</p> <p>EEF</p>	<p>1, 2, 3,5</p>
<p>Investment in appropriate CPD for all staff to ensure high quality teaching.</p> <p>This includes Catholic Primary Partnership CPD, Local Authority courses and Read, Write, Inc development days.</p> <p>Membership of the National College</p>	<p>There is a strong evidence base that suggests that teacher CPD can have a strong impact on pupil outcomes (Cordingley et al 2015)</p> <p>Oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>EEF</p>	<p>1,2,3,5</p>
<p><i>Collaborative working partnerships to exploit the expertise of partner schools and share good practice</i></p>	<p>Working in partnership with other schools from the Caritas Christi In Urbe working group to develop collaborative and supportive working parties. Develop staff working parties for different subject and responsibility areas eg: SENDCO leads, DSLs, English leads etc.</p>	<p>1 / 2 / 3 / 4 / 5 / 6</p>

<p>Curriculum Subject Leader Development to ensure that school offers a knowledge rich and skills based curriculum, that allows pupils to increase their experiences and make good progress.</p> <p>Supply Teacher x 1 day weekly</p>	<p>All subject leads have been supported by SLT with monitoring time to develop their knowledge, understanding and ownership of their particular curriculum area. Subject leads have mapped out the skills and knowledge for their subject so that teaching and learning progresses over time and pupils gain a broad knowledge of different subjects.</p>	<p>1,2,3,5</p>
<p><i>Catch-up boosters, which aim to close gaps in learning and increase progress and attainment</i></p>	<p>Through Recovery Funding, employ extra teaching staff to provide booster support and extra teaching of the core subject areas. Deploy these staff in priority year groups, which present the greatest needs: EYFS and Y6.</p>	

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

Budgeted cost: **£80,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle across EYFS, KS1 and KS2.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2,3,5
Wellcome – used in Reception class Delivered by an experienced teacher weekly	“The programme is designed to improve the language skills of Reception pupils with relatively poor spoken language, through scripted small group sessions delivered by a trained teaching assistant or early years practitioner. EEF	1,2,3,5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Additional TAs + agency cover	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,5
Early Years resources purchased to fully meet the requirements of the new EYFS framework	A well planned and carefully resourced environment supports the acquisition, development and progression of skills and competencies. The EYFS environment both indoors and outside is inextricably linked to how and what children learn.	1,2,3,5
Continue to provide links with phonics and oxford reading owl	This allows the parents to support their child at home and increases parental engagement.	1,2,3,5

which can be accessed at home		
Continue subscription to Reading Plus. Reward pupils who complete their reading records showing that they read at home every day.	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) Reading enjoyment has been reported as more important for children’s educational success than their family’s socio –economic status (OECD, Douglas 2011) Reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009)	1,2,3,5
Teaching Assistants to be allocated to work 1:1 and with small groups of children during the school day.	“Using classroom teachers and teaching assistants to provide targeted academic support, including how to link structured 1-1 or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy” EEF	1,2,3,5
Language support/interventions	Speech therapy –one day per week provided by the West Midland Speech Therapy Service. Assessment and individual plans for targeted pupils. Training for teaching assistants for follow up language support in class.	1,2,3,5
Small group teaching support Intervention teacher working across the school – 5 days weekly from NTP 15 sessions x 1 hr x 13 teachers + 2 TAs	Intervention teacher working across the school – 5 days weekly Small group “catch up“ teaching in phonics and reading (Across the school) TA support for SEND pupils throughout the school Afterschool hourly sessions with 1:4 focus with 15 members of staff.	1,2,3,4,5.

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

Budgeted cost: **£72.000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentors support pupils who are lacking in self-esteem or in need of emotional support</p> <p>Full time Learning mentor- A LM is available in school every day of the week.</p>	<p>EEF</p> <p>“Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning”</p> <p>Public Health England – “Effective social and emotional competencies are associated with greater health and well-being and better achievement”</p>	<p>1,2,3,4,5.</p>
<p>Attendance Officer continues to support identified pupils to improve attendance.</p> <p>Meetings with all PP families who had attendance below 95% last academic year to create a strategy together to improve attendance.</p>	<p>NCCP national data analysis found that chronic absence (attendance below 90%) in primary school is associated with lower academic performance for all children regardless of gender, ethnicity or socioeconomic status)</p> <p>School data shows that overall school attendance for the year 2021/2022 was 95%.</p> <p>In parent meeting a variety of reasons for absence are given including organisation at home, illness, family issues. The offer of a Bagel breakfast has supported a number of families.</p>	<p>4</p>
<p>Free access to extra-curricular clubs to support with physical, mental and emotional well-being of PP pupils</p>	<p>Public Health England reports that a “positive association exists between academic attainment and physical activity levels of pupils</p>	<p>1,2,3,4,5.</p>

<p>Support with the cost of off-site residential visits to ensure all PP pupils can access these experiences.</p>	<p>All PP pupils attend residential visits due to the cost being covered in full.</p> <p>Participation in school residential visits has a positive impact on the emotional health and well-being of the pupils involved</p>	<p>1,2,3,4,5.</p>
<p>Inspirational visitors into school and a schedule of educational visits to inspire children to want to learn more. This will help children to know more and remember more.</p>	<p>The EEF research identifies wider benefits such as more positive attitudes to learning and increased well-being.</p>	<p>1,2,3,4,5.</p>
<p>Vocational work with children to raise their aspirations.</p> <p>Introduction of careers week where role models to be invited into school to work with the children to encourage them to aim high with their future career goals.</p>	<p>High quality careers information can support students to raise their aspirations for the future and smooth the transition to further learning.</p>	<p>3,4,5</p>

Total budgeted cost: £232,500

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 2021 to 2022 academic year.

Targets from 2022/2023 Pupil Premium Report

Intended outcome	Success criteria	Outcome
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Internal observations and reports indicate an improvement in the oral language of pupils overall.
Progress and attainment in Reading	Achieve progress and attainment scores at the end of KS2 in Reading that are at least in line with national average	Progress at Expected 74% N 74%
Progress and attainment in Writing	Achieve progress and attainment scores at the end of KS2 in Writing that are at least in line with national average	Progress at Expected 68% N 69%
Phonics	Achieve above national average expected standard in phonics screening check	75% Year 1 pass rate
EYFS	70% of pupils to achieve GLD in EYFS to be in line with national average	57% achieved GLD
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Ensure the attendance of all pupils, including disadvantaged pupils, is at least 95% or above	Attendance was 95%

Externally provided programmes

Programme	Provider
Phonics	Little Wandle
Times Tables Rockstars	TT Rockstars
Online learning	Reading Plus
Reading	Oxford Owl
Mathematics	WhiteRose