

## Pupil Premium Strategy Statement 2019-20

At St.Clare's our aim is to provide our pupil premium children with the same opportunities as those of non-pupil premium children. We endeavour to raise children's aspirations so they want to be the best that they can possibly be.

1. Summary information					
School	Saint Clare's Primary School, Coalville				
Academic Year	2019-2020	Total PP budget	£33,195	Date of most recent PP Review	N/A
Total number of pupils	191	Number of pupils eligible for PP FSM	21 13.1% 16 8.37%	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	29%	64%
% making progress in reading	57%	74%
% making progress in writing	57%	78%
% making progress in maths	29%	76%

<u>Budget description</u>		
	<u>2019-2020</u>	<u>Comment</u>
Breakfast Club	£14,332	Up until school closure in March 2020
After School Club until 4.30pm	£28,665	Up until school closure in March 2020
SATs booklets	£20	
Trips including residentials	£1850	Up until school closure in March 2020
ELSA / School counsellor	£200	
Quality First Teaching		
Catch Up	£2000	
Swimming-Year 3 and non-swimmers	£448	Up until school closure in March 2020
		Total-£47,514.5 should every child avail of the breakfast/after school club.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Poor language skills and vocabulary acquisition	
B.	Low self-esteem and lack of confidence and resilience	
C.	Making accelerated progress	
External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Home support – Language barriers and parental confidence to support learning resulting in disengagement with homework due to lack parental support	
E.	Lack of opportunities for the children to read and be read to	
F.	Pupils have limited life experiences	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve reading fluency and comprehension skills for pupils eligible for pupil premium in all year groups through targeted reading support and quality first teaching and vocabulary development.	Staff training will have taken place on comprehension strategies. Lesson visits will show that guided reading and shared reading is taking place and is effective. Measure through termly assessments, pupil interviews, phonics screening scores, and teacher reading assessments. It is explicit that reading is prioritised across the whole school (book corners, library, reading in planning and on the timetable, tracking of progress). Improved vocabulary in spoken and written form. Children using a range of strategies to help them with their reading, showing resilience. Confidence levels showing improvement. Progress and attainment happening and this being transferred to writing and maths.
B.	Improve writing skills throughout the school, for all pupils, ensuring that there is a clear progression of skills from EYFS to Y6. This will be measured through regular in school and external moderation, lesson observations, pupil discussions and book scrutiny.	All pupils, including those eligible for pupil premium, will make accelerated progress in writing, resulting in a higher percentage of children working at at least age related expectation across the school.
C.	Increase the percentage of children achieving at expected and at higher standard, particularly in Maths, ensuring all children who have the potential to achieve greater depth are supported and stay on track.	Increased numbers of children with Pupil Premium achieve expected or higher standards in national tests and in-school data shows more children exceeding ARE. Progress to be tracked at termly and reviewed at pupil progress meetings.

D.	Improved attendance and punctuality of specific children eligible for pupil premium.	All children eligible for pupil premium funding to have at least 97% attendance and 100% punctuality. Children access the Breakfast Club which means they are fed and in school on time.
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5. Planned expenditure

Academic year	2019-2020
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To continue to improve outcomes for all pupils in receipt of pupil premium in reading, writing and maths across all year groups.	<p>Introduction of reading comprehension strategies for whole class and shared reading.</p> <p>Development of vocabulary through Language for thinking intervention to support reading and writing.</p> <p>Booster sessions in Year 6 led by experienced teacher within school time and extended time (before and after school).</p> <p>Pre-teach quality first teaching for reading and maths concepts.</p> <p>Use of White Rose resources to supplement and stretch the more able.</p>	<p>EEF – Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.</p> <p>Ofsted Inspection Framework 2019 (deep dives into reading in every inspection)</p>	Termly lesson visits, focussing on quality first teaching and engagement and progress of PP children within the lesson in addition to book trawls, pupil interviews and termly tracking.	DHT/English team, Maths team and SENDCO	February 2020

	<p>Quality first teaching for all pupils with rapid catch up for any pupils not making expected progress in lessons day to day.</p> <p>Setting aspirational targets at start of academic year so class teachers are aware of children who have the potential to achieve highly.</p> <p>After school homework club to target and support children who need support and don't have access to computers/parental support at home.</p>				
Total budgeted cost					See above
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils with SEN to meet expected progress targets in reading, writing and mathematics.	Provide additional teaching time/ provision for children with SEN eg.pre-teaching. Additional booster sessions and dedicated time for one to one support in reading writing and maths.	Additional teaching and learning opportunities from teachers and teaching assistants demonstrate moderate impact, particularly if planned to complement quality first teaching and when a structured, time-limited programme is used.	<p>Pupil attainment and progress will be monitored termly and reviewed at pupil progress meetings.</p> <p>SEN reviews with pupil and parents to discuss progress and targets.</p> <p>LM</p>	SENDCO /DHT	<p>This will be reviewed termly by SENCO/Class teacher during their IEP meetings.</p> <p>February 2020</p>
Parents to become more involved in their child's education regarding phonics and reading etc	Provide phonics workshops for EYFS/Key Stage 1 parents to go through strategies, expectations and ideas for supporting at home	EEF-suggests increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.	<p>Meet with parents termly to discuss their child's attainment and progress.</p> <p>Invite targeted parents to a Parent workshop to enable them to support their child with reading/writing and maths</p>	DHT/class teachers	Termly

<p>Pupils with emotional/social/behavioural difficulties to make expected progress.</p>	<p>Catch up intervention with experienced teacher/TAs in the afternoons.</p> <p>Use of Target Tracker to accurately track pupils with complex SEN.</p> <p>TAs to deliver targeted interventions eg.Language for thinking, I.E.P support, test technique, ELSA and school counsellor etc</p> <p>Opportunities for children to start school at 8.30/stay behind after lessons for additional booster sessions</p>	<p>SEMH - A student's emotional wellbeing significantly impacts their ability to make progress and reach full potential at school.</p>	<p>Look at data from start to end, ensure staff fully trained and apply all professional development.Eg.Boxall profile</p>		
Total budgeted cost					See above
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Provide opportunities for PP children to access extra activities, fund transport and equipment where needed. Encourage PP children to take on roles in school and to try new experiences that we can help fund if required.</p> <p>Improving confidence and resilience</p>	<p>To engage PP students, including those who are higher attaining, in academic and enrichment/aspirational opportunities Participation in activities; improved levels of engagement; positive pupil voice in extra curriculum e.g.: School Council/School shows/Sports teams and trips, Gifted and talented events</p>	<p>Pupils have limited life experiences. Raise aspirations and provide opportunities for them to fulfil potential.</p> <p>EEF - Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning</p>	<p>PP lead and Sport premium lead to keep a register of all children that take part in any activity, ensuring that 100% of PP children are provided with the opportunity to take part in as many activities and extra-curricular and enrichment activities as possible.</p>	<p>DHT/ Class teachers/G&amp;T leader</p>	<p>Half termly</p>

		interventions make approximately four additional months' progress.			

				Total budgeted cost	See above
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6. Additional detail

In this section you can annex or refer to additional information which you have used to inform the statement above.