

## Pupil Premium Strategy Statement 2020-21

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	2020-2021	Total PP budget	£35,270	Date of most recent PP Review	N/A
Total number of pupils	184	Number of pupils eligible for PP Number of pupils eligible for FSM	27=15% 24=13%	Date for next internal review of this strategy	

2. Current attainment		
2018/19 (last national figures available)	<i>Pupils eligible for PP at St Clare's</i>	<i>Pupils not eligible for PP nationally</i>
% achieving ARE in reading, writing and maths	13%	71%
Progress score in reading	-3.94	0.32
Progress score in writing	1.18	0.27
Progress score in maths	-6.20	0.37

<u>Budget Description</u>		
	<u>2020-2021</u>	<u>Comment</u>
Breakfast Club	£5,100	
After School Club until 4.30pm	£4,500	
SATs revision booklets	£60	
Trips including residential	£1700	If Covid prevents this taking place, budget will be reallocated to QFT
ELSA / School counsellor	£200	
Quality First Teaching	£22,942	
Swimming-Year 3 and non-swimmers	£448	If Covid prevents this taking place, budget will be reallocated to QFT
Food Hampers	£320	

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.	<p>All staff will be aware who the PP children are in their class, what their attainment is and what intervention needs to be put in place to ensure progress is made.</p> <p>Measured by-Staff performance management target</p>	<p>Progress and attainment happening and this being transferred to writing and maths.</p>
B.	<p>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.</p> <p>Measured by-PM benchmark (to be purchased to assess reading ages and gaps in reading)</p>	<p>Volunteers to read with PP children weekly.</p> <p>Staff training will have taken place on comprehension strategies.</p> <p>Children’s language development will be in line with age-related expectations in reading as this will ensure that children will be reading at the appropriate level.</p> <p>Lesson visits will show that guided reading and shared reading is taking place and is effective.</p> <p>Measure through termly assessments (gaps identified and addressed), 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).</p> <p>Improved vocabulary in spoken and written form.</p>

		Children using a range of strategies to help them with their reading, showing resilience.  Confidence levels showing improvement.
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 line with national 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.
E.	To provide opportunities for children to develop, interact and succeed both academically and socially.	All PP children have the opportunity to attend trips, residential and extra-curricular activities.
F.	To ensure that children's basic needs are met should there be another lockdown.	All PP children will have sufficient food.
G.	To provide CPD for staff to enable them to improve their teaching and provide a readiness to learn.	Staff will feel equipped with the correct knowledge to provide challenge for the children they teach which will result in them being confident in what they teach.

## 5. Planned expenditure

Academic year

2020-2021

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 improve outcomes for all pupils in receipt of pupil premium in reading, writing and maths across all year groups.	Setting aspirational targets at start of academic year so class teachers are aware of children who have the potential to achieve highly.  Quality first teaching for all pupils with rapid catch up for any pupils not making	Children to be identified through PP meetings in line with PM and interventions put in place.  EEF –'Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising	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.  The school office to provide an overview of trips and opportunities for	SLT/DHT	Termly

	<p>expected progress in lessons day to day.</p> <p>Booster sessions in Year 6 led by the headteacher within school time and extended time.</p> <p>Catch up curriculum in place for reading, writing and maths.</p> <p>Introduction of reading comprehension strategies for whole class and shared reading. Reading books to be purchased that will challenge the more able readers.</p> <p>Use of White Rose resources to supplement and stretch the more-able.</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>	<p>the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities'</p> <p>Ofsted Inspection Framework 2019 (deep dives into reading in every inspection)</p> <p>Evidence has shown that those PP children that have attended homework club have made progress in reading, writing and maths as they have received 1:1 support which has resulted in them having increased confidence in their learning.</p>	<p>the year including costs and links to curriculum areas for PP children.</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.	<p>Targeted intervention for children who are not on track running across all year groups in KS1 and KS2</p> <p>Additional booster sessions and dedicated time for one to one support in reading writing and maths.</p> <p>SEN children to be read with at least once weekly</p>	<p>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> <p>DFE research suggests that, by the age of seven, the gap in the vocabulary is 4,000 words compared with written comments in Reading Records.</p>	<p>Regular assessment of the children.</p> <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>	SENDCO /DHT	<p>This will be reviewed termly by the class teacher</p> <p>Ongoing throughout the year</p> <p>Termly</p>
Pupils with emotional/social/ behavioural difficulties to make expected progress.	<p>TAs to deliver targeted interventions eg. 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>	SEMH - A student's emotional wellbeing significantly impacts their ability to make progress and reach full potential at school.	Look at data from start to end, ensure staff fully trained and apply all professional development.Eg.Boxall profile	SENDCO/DHT	Termly
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.</p> <p>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 interventions make approximately four additional months' progress.</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>
<p>All PP children will have access to food in the event of a second lockdown</p>	<p>School to provide all PP children with a food hamper</p>	<p>Children will remain healthy if they are not present at school</p>	<p>PP lead to personally deliver this to the PP children's families.</p>	<p>DHT</p>	<p>Termly</p>
Total budgeted cost					See above

6. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To continue to improve outcomes for all pupils in receipt of Pupil Premium in reading, writing and maths across all year groups	White Rose resources implemented	Due to PP children attending breakfast and after school clubs, this has improved attendance and punctuality therefore maximising the progress that PP have made.	Due to school closure these strategies could not be implemented in full so more time is needed for this to happen	£6342
	Reading comprehension strategies were introduced	White Rose has improved the teaching and learning in school impacting on all those in receipt of pupil premium		£100.00
	After school homework club	There was varying amounts of success in terms of points progress in terms of pp pupils as a result of the introduction of White Rose.		£740.00
	Aspirational targets set at the beginning of the year	All PP children in all year groups except those in year 5 made more progress than all pupils in reading  The provision of SATs booklets have meant that all children were able to access extra year 6 learning provision		£33.00

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils with SEN to meet expected targets in reading, writing and maths	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.	In KS2 pupils with SEN made as much/more progress than all pupils.  SEN reviews with parents meant that parents were fully informed about their child's progress	Due to school closure these strategies could not be implemented in full so more time is needed for this to happen	£18,330
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.	Parents are aware about expectations and attainment to support their child  Year 1 and 2 phonics checks did not take place in 2020 due to school closures	Due to school closure these strategies could not be implemented in full so more time is needed for this to happen	
Pupils with emotional/social/behavioural difficulties to make expected progress.	Catch up intervention with experienced teacher/TAs in the afternoons.	ELSA/school councillor support has enabled pupils to access learning which they would not otherwise be able to do due to emotional needs	Due to school closure these strategies could not be implemented in full so more time is needed for this to happen	£7610



iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Provide opportunities for PP children to access extra activities, fund transport and equipment where needed.</p> <p>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</p> <p>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>Children receiving pp were able to access trips to Wollerton Hall and Grace Dieu.</p> <p>All PP children have been offered free after school club.</p>	<p>Due to school closure these strategies could not be implemented in full so more time is needed for this to happen</p>	<p>£40.00</p>

## 7. Additional detail

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