

Pupil premium strategy statement-This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Saint Clare's Primary School, Coalville.
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	In the whole school- 32 children-15.9% 18/139 children in KS2-12.9 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Judy Beer
Pupil premium lead	Maria Liddle
Governor / Trustee lead	John Whiteside

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,556
Recovery premium funding allocation this academic year	£4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,107
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	£56,303

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Not making accelerated progress
2	Poor language skills and vocabulary acquisition
3	Low self-esteem and lack of confidence and resilience
4	Attendance and punctuality
5	Lack of opportunities for the children to read and be read to
6	Pupils have limited life experiences

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
To ensure that all PP children make good or better progress in reading, writing and maths and that their attainment is in line with non-PP children. Measured by- Analysis of in-school data (based on tests and teacher judgements) will highlight where there are gaps in knowledge and understanding of children, particularly within reading, writing and maths. This will be an integral part of performance management meetings and pupil progress meetings.	Progress and attainment is happening and this being transferred to reading, writing and maths. Staff will know the gaps in children's learning. The use of Times tables rockstars will highlight and help address gaps in maths. Children are signposted to support aids. Teachers will make time each morning during morning work to re-teach gaps identified in previous learning.
To close the attainment gap by targeting poor language skills and vocabulary acquisition Measured by- Termly assessments (gaps identified and addressed), pupil interviews, phonics screening scores, and teacher reading assessments. It is explicit that reading is	All staff will model key vocabulary in all subject areas, especially topic. Ensure where possible, that each class has a TA during morning lessons to provide group and 1:1 support that enables the delivery of quality first teaching and vocabulary development in phonics, reading, writing and maths. This will focus on the lowest 20% of children in the class plus the PP children.

<p>prioritised across the whole school (book corners, library, reading in planning and on the timetable, tracking of progress).</p>	<p>The curriculum will enable the children to make 6 or more steps progress. Monitor the curriculum taught through observing class teachers teaching.</p> <p>Children will have accurate reading levels due to regular benchmarking being carried out.</p> <p>Access to quality first teaching of phonics twice a day in Key Stage 1 will support the children's confidence and understanding of what they read.</p> <p>Volunteers to read with PP children weekly</p> <p>Regular lesson visits will show that phonics, guided reading and shared reading and daily story time is taking place and is effective.</p> <p>Improved vocabulary in spoken and written form.</p> <p>Children using a range of strategies to help them with their reading, showing resilience.</p>
<p>All PP children to be in school regularly and on time.</p> <p>Managed by- Attendance data and reports from the EWO where intervention is required.</p>	<p>Children will not have any gaps in their learning due to absence. Children will have access to all in school support so that progress can be as good as possible. Children access the Breakfast Club which means they are fed and in school on time.</p>
<p>To ensure that all PP children read and are read to.</p> <p>Managed by- Weekly visits to the school library</p> <p>Volunteers hearing the children read on a weekly basis and making sure that they have changed their books.</p> <p>Teachers hearing the children read weekly and identifying gaps in reading (pure sounds) or comprehension.</p> <p>TA's reading with children weekly</p> <p>Children having the opportunity to do individual reading.</p>	<p>Children are hearing reading being modelled to them daily, by the class teacher/teaching assistant through dedicated story time.</p> <p>They are being given lots of opportunities to read eg.guided reading and individual reading which is promoting a love of reading and increasing their confidence in reading and their comprehension.</p> <p>Children enjoy the variety of books available and are eager to read. 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. Through questionnaires with the children, it will become apparent, those who are</p>

<p>All PP children have access to a wide range of accurately levelled books (PM benchmark) and the Reading Planet for their ability level.</p> <p>Book corners to be inviting</p>	<p>enthusiastic about reading and show a good understanding of what they've read. This will be obvious from the vocabulary they use.</p>
<p>To provide opportunities for PP children who are affected by social & emotional issues to get them to develop, interact and succeed both academically and socially. Ensure that children have access to ELSA if necessary.</p> <p>Measured by- Baseline, mid-year and end of year boxall assessments. Close monitoring of progress and attainment will highlight gaps in learning and interventions put in place accordingly.</p>	<p>The PP families and children will be better equipped and have raised self -esteem through therapeutic services and enrichment activities during and after school. Children will have opportunities to experience a range of enrichment opportunities to enhance aspiration and raise expectations. This will result in enhanced outcomes for children.</p> <p>Children will access and experience residential trips and educational visits through funding.</p> <p>Wrap around care will be provided for children so some single parents can access work. Wrap around care will be provided for children as a safeguarding measure. All PP children will have the opportunity to attend trips, residential and extra-curricular activities.</p> <p>All PP children make expected levels of progress towards reaching the expected end of year level for their age group.</p>

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: £45,203

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve outcomes for all pupils in receipt of pupil premium in reading, writing and maths across all year groups.</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>Quality first teaching for all pupils with rapid catch up for any pupils not making expected progress in lessons day to day.</p> <p>Booster sessions in Year 6 led by the headteacher within school time.</p> <p>Pre-teach/Catch up curriculum in place for reading, writing and maths.</p> <p>Phonics booster sessions to be taught twice a day for those underperforming in Key Stage 1- to be taught by the class teacher</p> <p>Additional phonic intervention/toe by toe for gaps in phonological knowledge for KS2 children</p>	<p>Children to be identified through PP meetings in line with PM and interventions put in place.</p> <p>EEF –‘Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising 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>1,2</p>

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

Budgeted cost: See above

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all PP children and those with SEN/D meet expected progress targets in reading, writing and mathematics. Ensure children with additional needs meet targets in IEPs</p> <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>1,2,5</p>
<p>Ensure targeted children achieve age expectation in reading, writing and mathematics. Ensure targeted children achieve expected progress in writing</p> <p>Analysis of termly data: Set & review actions. 1:1 pupil writing conference meetings with class teacher.</p> <p>High level quality first teaching in English and maths lessons. Improve confidence and accuracy within writing so that pupils make substantial progress from starting points</p>	<p>Additional teaching and learning opportunities from teachers and teaching assistants to demonstrate impact particularly if planned to compliment quality first teaching.</p>	<p>1</p>

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

Budgeted cost: £11,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional and Social Ensure that PP children and families with Emotional and Social issues are fully supported. Ensure that the capacity of families to support their children will be increased through early intervention, close working with all agencies and additional in school support.</p> <p>All PP children have school trips paid for.</p> <p>Children to have access to a range of targeted therapeutic interventions including play therapist / ELSA. Continue to work with the family liaison officer in order to support families in an early intervention by providing parenting advice. Provision of second hand PE Kit/uniform when needed.</p>	<p>Therapeutic interventions support the social, emotional and mental health needs of a large number of children. It has been demonstrated that disruptive behaviour of children in the class room, caused by anxiety and stress, has significantly reduced capacity to promote a calm and meaningful environment for all children.</p> <p>SEMH - A student's emotional wellbeing significantly impacts their ability to make progress and reach full potential at school.</p>	<p>3,4</p>

Total budgeted cost: £ 56,303

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 2020 to 2021 academic year.

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
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<p>To improve outcomes for all pupils in receipt of pupil premium in reading, writing and maths across all year groups.</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>Quality first teaching for all pupils with rapid catch up for any pupils not making expected progress in lessons day to day.</p>	<p>All teachers were given the target of setting aspirational targets of all children especially PP children in reading, writing and maths during Pupil Progress meetings. This was re-visited throughout the year and interventions put in place.</p> <p><u>Attainment</u> <u>EYFS</u> Reading-40% Writing-40% Maths-40% <u>Year 1</u> Reading-33% Writing-44% Maths-67% <u>Year 2</u> Reading-50% Writing-33% Maths-66% <u>Year 3</u> Reading-17% Writing-17% Maths-17% <u>Year 4</u> Reading-50% Writing-50% Maths-75% <u>Year 5</u> Reading-50% Writing-0% Maths-0% <u>Year 6</u> Reading-75% Writing-50% Maths-50%</p> <p>This has been identified through standardised and teacher assessments to close the gaps.. This has been evident through online zoom lessons, catch up interventions with our academic tutor and extra catch up interventions with a trained TA in order to close the gaps.</p>	<p>Lesson visits didn't take place due to mixing bubbles.</p> <p>The smaller teacher focussed groups were effective for the children making progress. This needs to continue on a regular basis for the PP children to make accelerated progress.</p>	<p>£18,330</p>
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	<p>Introduction of reading comprehension strategies for whole class and shared reading.</p> <p>Reading books to be purchased that will challenge the more able readers.</p>	<p>Year 6 children received extra writing, maths and reading sessions twice a week which worked reinforced the classroom learning and addressed gaps in learning. Guided/shared reading lessons and strategies were modelled to staff and put into practice by class teachers. visits indicate that this has also begun to improve the children's understanding of what they have read. This has encouraged the more able readers to read more challenging content which has improved their reading outcomes. We bought into an online reading scheme called the Reading Planet to enable those who didn't have access to books at home. This has allowed the children to access lots of different texts which has improved their vocabulary.</p> <p>These were based on the children's reading ability as measured through our PM Benchmark tool. Children's language has begun to develop more because the children have had access to more literature, however due to covid, the children were unable to attend weekly library sessions or have volunteers to hear them read weekly as in previous years.</p> <p>This has allowed the children to challenge themselves and use their knowledge and understanding of concepts by applying these to a range of problem- solving situations.</p> <p>This has not happened due to covid and the school not wanting to mix bubbles. Laptops were provided however for those who needed to access to online teaching and interventions.</p> <p>This supported the children in their learning</p>	<p>Due to covid, these strategies were carried out from the latter part of the year when school re-opened. In order for these strategies to be fully implemented, more time is needed to allow this to happen.</p> <p>Although this has been a brilliant purchase, monitoring of the scheme needs to take place to ensure that those reluctant PP readers have the opportunity to read and be listened to read by an adult.</p>	<p>£100.00</p>
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i.				
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
<p>Pupils with SEN to meet expected progress targets in reading, writing and mathematics.</p>	<p>Targeted intervention for children who are not on track</p> <p>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>EYFS Reading-100% Writing-50% Maths-50%</p> <p>Year 1 Reading-0% Writing-0% Maths-0%</p> <p>Year 2 Reading-25% Writing-0% Maths-50%</p> <p>Year 3 Reading-17% Writing-33% Maths-0%</p> <p>Year 4 Reading-0% Writing-0% Maths-0%</p> <p>Year 5 Reading-0% Writing-40%</p> <p>Maths-0%</p> <p>Year 6 Reading-100% Writing-100% Maths-100%</p>	<p>This happened where possible. SEN children were read with at least once weekly. Additional reading from volunteers has not happened due to covid.</p> <p>This will continue next academic year plus close monitoring of progress.</p>	

Pupils with emotional/social/behavioural difficulties to make expected progress	Tas to deliver targeted interventions eg.IEP support,test technique,ELSA and school counsellor etc Opportunities for children to start school at 8.30/stay behind after lessons for additional booster lessons.	Boxalls have not been carried out for start /end points in the year due to staffing being limited during covid.		
All PP children will have access to food in the event of a second lockdown	School to provide all PP children with a food hamper	School provided food hampers to all PP families and these were delivered to people's houses		£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
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. Improving confidence and resilience	To engage PP students, including those who are higher attaining, in academic and enrichment/aspiration 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	This was not very effective as some children were home schooled for most of the academic year therefore engagement in enrichment opportunities was not possible.	Due to school closure these strategies could not be implemented in full so more time is needed for this to happen	£40.00

1. Additional detail
<ul style="list-style-type: none"> In this section you can annex or refer to additional information which you have used to inform the statement above. Any monies not spent this academic year on extra -curricular opportunities etc have been spent on purchasing new books for the library, quality first teaching and ,interventions.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Breakfast and After school club provision Swimming Trips Quality first teaching
What was the impact of that spending on service pupil premium eligible pupils?	The child made some progress, however not what was expected for across the year.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.