

## Pupil Premium Strategy Statement 2021-2022

1.Summary information					
School	Saint Clare's Primary School,Coalville				
Academic Year	2021/2022	Total PP budget	£40,427	Date of most recent PP Review	Sept 2021
Total number of pupils	201	Number of pupils eligible for PP	In the whole school- 32 children-15.9% 18/139 children in KS2- 12.9 %	Date for next internal review of this strategy	Dec 2021
		Number of pupils eligible for FSM	In the whole school- 32children=15.9 % 16 children= 11.5% in key stage 2		
2.Current attainment					
2018/2019 (last national figures available)	Pupils eligible for PP at St Clare's		Pupils not eligible for PP nationally		
% achieving ARE in reading,writing and maths	13%		65%		
% making expected progress score in reading	77.8%		73%		
% making expected progress score in writing	88.9%		88%		
% making expected progress score in maths	55.6%		88%		
<u>Budget description</u>					
<u>Year-2021-2022</u>					
<u>Description</u>	<u>Focus area</u>	<u>Amount</u>	<u>Comment</u>		
Breakfast club	Improving levels of attendance. Making access to school as easy as possible.	£10,000	If COVID restricts this area this will be relocated to Quality First Teaching and interventions.		
Afterschool Clubs		£7000			
Walk to school		£500			
Provision of a school EWO		£900			
White Rose maths scheme	Improving academic outcomes in areas where progress has not been in the expected band. Using targeted interventions and booster sessions to close gaps in learning through 1:1 and small groups.	£400			
Intervention programmes and Quality first teaching		£29,940			
ELSA	Improving children's confidence				
Year 6 SATs books	Reinforcing reading,SPAG and maths learning	£40			
Extra- curricular activities including school trips, swimming lessons,music lessons and sports/polish clubs	Building self -esteem, relationships and resilience whilst accessing new life experiences	£11,100			
3.Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
<b>A.</b>	Not making accelerated progress				

<b>B.</b>	Poor language skills and vocabulary acquisition
<b>C.</b>	Low self-esteem and lack of confidence and resilience
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance and punctuality
<b>E.</b>	Lack of opportunities for the children to read and be read to
<b>F.</b>	Pupils have limited life experiences
<b>4.Desired outcomes</b>	
<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<p>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.</p>	<p>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.</p>
<p>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 prioritised across the whole school (book corners, library, reading in planning and on the timetable, tracking of progress).</p>	<p>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. 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-</p> <p>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>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>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 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 &amp; emotional issues to get them to develop, interact and succeed both academically and socially.</p> <p>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.</p> <p>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.</p> <p>Wrap around care will be provided for children as a safeguarding measure.</p> <p>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>

**5.Planned expenditure**

<b>Academic year</b>	<b>2021-2022</b>
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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?
<p><b>To improve outcomes for all pupils in receipt of pupil premium in reading, writing and maths across all year groups.</b></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>Ofsted Inspection Framework 2019 (deep dives into reading in every inspection)</p>	<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.</p> <p>The school office to provide an overview of trips and opportunities for the year including costs and links to curriculum areas for PP children.</p>	<p>SLT/DHT</p>	<p>Termly</p>

	Use of White Rose resources to supplement and stretch the more-able.  Provide DfE laptops for PP children who don't have access to computers at home.	The last Ofsted report- January 2018			
<b>Total budgeted cost</b>					See above
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	Targeted intervention for children who are not on track running across all year groups in KS1 and KS2  Additional booster sessions and dedicated time for one to one support in reading writing and maths.  SEN children to be read with at least once weekly	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.	Regular assessment of the children.  Intervention provision will be mapped termly by the Inclusion manager and class teachers. Pupil attainment and progress will be monitored termly at pupil progress meetings.  SEN reviews with pupil and parents to discuss progress and targets.	SENDCO /DHT	This will be reviewed termly by the class teacher  Ongoing throughout the year  Termly

Ensure targeted children achieve age expectation in reading, writing and mathematics. Ensure targeted children achieve expected progress in writing	Analysis of termly data: Set & review actions. 1:1 pupil writing conference meetings with class teacher. 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	Additional teaching and learning opportunities from teachers and teaching assistants to demonstrate impact particularly if planned to compliment quality first teaching.	Pupil attainment and progress will be monitored termly at pupil progress meetings and termly tracking procedures.	HT/DHT and class teachers	Termly
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.	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.	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. SEMH - A student's emotional wellbeing significantly impacts their ability to make progress and reach full potential at school.	Behaviour on CPOMS will be monitored to ensure that positive behaviour is enhanced and improved across school. ML and TG to meet half-termly to discuss children's progress. Target parent attendance at workshops- within guidance & capacity- to improve support to enable them to support their child at home. Teachers will report increased engagement and confidence in parents of disadvantaged pupils in working with their children at home.		
<b>Total budgeted cost</b>					See above
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Provide opportunities for PP children to	To engage PP students, including those who are	Pupils have limited life experiences. Raise	PP lead and Sport premium lead to keep a register of all children that take part in any	DHT/	Half termly

<p>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>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>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>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>Class teachers/G&amp;T leader</p>	
<b>Total budgeted cost</b>					See above