

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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. DE11 0PE
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Judy Beer, Headteacher
Pupil premium lead	Maria Liddle, Deputy Headteacher
Governor / Trustee lead	John Whiteside, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,269
Recovery premium funding allocation this academic year	£5220
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	£55,489
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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 and have equal access to opportunities that enhance well-being and education. The focus of our pupil premium strategy is to close the gap between these pupils and their peers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. We use the Education Endowment Foundation guide to pupil premium, based high-quality teaching, targeted academic support and wider strategies to develop social and emotional skills. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including disadvantaged pupils. We acknowledge the disruption and impact of covid-19 and disadvantaged pupils are a regular key focus in leadership team discussions and in termly pupil progress meetings. We implement our strategy by ensuring that targeted supported is effective and we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Strategy plan for all disadvantaged children:

- Ensure that more able disadvantaged pupils are supported to reach the higher standard.
- Ensure pupils who lack confidence or self-esteem have a variety of support in place to build up resilience, therefore improving their access to learning.
- Enable pupils to have access to a broad offer of academic and enriching opportunities to ensure they develop high aspirations.
- Ensure pupils have good attendance and punctuality so that gaps in learning are not widened.
- Ensure that parents are supported to engage and confidently support their children to achieve their full potential.
- Ensure that pupils' social and emotional needs are met.

Challenges

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

Challenge number	Detail of challenge
1	On entry, the pupils have poor oral language skills and vocabulary among disadvantaged pupils.
2	Phonics-pupils have low baseline on entry which makes it more difficult for them to read and transfer these skills to other subjects.
3	Support for families with childcare and educational trips and experiences. (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.)
4	Pupils have limited life experiences
5	The quality of teaching and learning is not consistently good yet across all year groups and all subjects.(Evidence of this is from Teacher voice which indicates that some teachers are less confident in teaching some subjects due to their own subject knowledge and subject-specific pedagogy. This is also evident from internal and external data)
6	SEMH A student's emotional wellbeing majorly impacts their ability to do well at school. Pupils have low perceived learning capability, self-regard as a learner and ambivalent feelings about school.

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
Children's vocabulary and language skills are improved in a way that increases their confidence, improves their reading and writing, attainment and progress, whilst helping	<p>Number of PP children making expected progress will be at least in line with non PP children.</p> <p>Reduce the gap in attainment between PP children and non-PP children.</p> <p>Improved teacher confidence in developing vocabulary skills.</p>

<p>to develop their oracy. Measured by: Attainment and progress data</p> <p>Lesson monitoring and book scrutiny (if applicable)</p> <p>Tracking data from baseline</p>	<p>Opportunities provided in class to develop oracy</p>
<p>Ensure the new phonics scheme 'Little Wandle' is embedded to sustain strong reading skills.</p> <p>For our children with Pupil Premium, to show distinctive progress in their phonic skills. To push for reaching the expected level in the Year 1 phonic test. If not achieved, to have specialist target group work for Year 2 to ensure they have the correct reading ability to ensure progression of learning in Year 3.</p>	<p>Staff training will ensure consistency in delivery of phonics for each child.</p> <p>New scheme to ensure repetition to ensure embedding of sounds.</p> <p>Reading books are provided in line with their current phonic sound and matching scheme of work.</p> <p>Designated Teachers/TA's to deliver targeted work if not at expected level. Year 1 phonics results will be higher than National.</p>
<p>Provide opportunities for PP pupils to access additional activities, fund transport and equipment where needed. (Eg.school trips)</p>	<p>Pupils will access and experience residential trips and educational visits through funding.</p>
<p>To provide support for families with childcare.</p>	<p>Wrap around care will be provided for pupils so some single /low- income parents can access work.</p>
<p>Provide opportunities for PP pupils to take on roles in school and to try new experiences that we can help fund if required. Improving confidence and resilience</p>	<p>PP pupils will access enrichment/aspirational opportunities, participate in in activities; improving their level of engagement. Pupils will be more positive in their involvement of the extra curriculum Eg.School Council/School shows/Sports teams and trips etc.</p>
<p>To work with PP pupils on their emotional</p>	<p>Pupils will be able to regulate their emotions.</p>

<p>needs and how we can support them.</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.</p> <p>Ensure that children have access to ELSA if necessary.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> -a significant reduction in low level disruptions -lesson observations, learning walks demonstrate strong behaviours for learning.(Drop ins) - a significant increase in participation in enrichment activities, particularly among PP pupils
<p>Targeted academic support for pupils who have fallen behind in and moved from expected to working towards in reading, writing and maths.</p>	<p>Summative and formative diagnostic assessments in maths to set teaching groups.</p> <p>Pupils have daily teaching sessions with a Teacher/TA.</p> <p>TA will liaise with teacher to ensure progression of skills to continue into the classroom.</p> <p>Termly assessments & pupil progress meetings will track progress.</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: **£26,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,5 and 6
<p>Address the low starting points pupils enter the school in Reading, Writing and Maths by ensuring consistency of quality first teaching. Ensure ALL staff are trained in:</p> <ul style="list-style-type: none"> -systematic phonics programme (Little Wandle) -Guided reading teaching 	<p>Quality first teaching has proven to have the greatest impact on closing the disadvantage attainment gap.</p>	1,5
<p>Use standardised testing to track pupil progress, attainment and hold staff to account.</p> <p>Phonics/ Reading intervention. -Phonics 'Little Wandle' purchased, training provided for all staff and</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>	2,5

<p>coaching and mentoring time given to ensure systematic phonic scheme is taught consistently.</p> <p>Ensure Phonics tracker identifies gaps and target</p> <p>Standardised tests can provide reliable insights into the specific strengths and areas for development of each pupil to help ensure they receive the correct additional support through interventions.</p>		
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6

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

Budgeted cost: **£11,624**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional booster sessions for Year 6.</p> <p>Targeted TA support for PP pupils in Key Stage 2 for reading, writing and maths.</p>	<p>Year 6 staff/the Headteacher, will teach additional lessons to pupils during and outside of the school day. Evidence suggests that if additional teaching is carried out by class teachers who know the children that pupils will benefit more. Year 6 pupils have the opportunity to catch up with gaps due to interrupted schooling. (covid)</p> <p>Quality first teaching has proven to have the greatest impact on closing the disadvantage attainment gap. Lesson observations and data analysis show that</p>	1,2,4,5 and 6

	<p>there is inconsistency of teaching and learning.</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition.(EEF)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£17,865**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve emotional well-being and social integration in the life of the school so that pupils are uninhibited in their learning. (ELSA 1:1 sessions)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.	3 and 4
Hardship fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	3 and 4
Wrap around care facilities for targeted families	The benefits of quality care for children and living with working parents is proven to enhance life chances and opportunities. Provision of care, enables parents to work and have consistent employment. Wrap around care safeguards children. Provide space in After school club for children to undertake homework tasks.	3 and 4
For all children to be able to access trips and visits.	School trips and educational visits are powerful, positive teaching tools that help enhance the social, personal and emotional development of all pupils.	3 and 4

Total budgeted cost: £50,269

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 2022 to 2022 academic year.

See attached outcomes from last year.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We paid for the child to go swimming and for her school trips.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing with this child.

