

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	192
Proportion (%) of pupil premium eligible pupils	19%
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 2023
Date on which it will be reviewed	July 2024
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	£53,166
Recovery premium funding allocation this academic year	£4894
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00

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	£58,060
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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	Ensure phonics is embedded to sustain strong reading skills.
3	Assessments indicate that reading and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Particular focus on boys & girls reading comprehension & ability to respond to comprehension questions and being able to apply this to mathematical concepts.
4	To provide a knowledge- rich curriculum which increases the confidence, aspirations and cultural capital of our pupils.
5	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.)
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
1. Pupils' vocabulary and language skills are improved in a way that increases their confidence, improves their reading and writing, attainment and progress, whilst helping to develop their oracy. Measured by:	Number of PP pupils making expected progress will be at least in line with Non-PP pupils. Reduce the gap in attainment between PP pupils and Non-PP pupils. Improved teacher confidence in developing vocabulary skills. Opportunities provided in class to develop oracy

<p>Attainment and progress data</p> <p>Lesson monitoring and book scrutiny</p> <p>Tracking data from baseline</p>	
<p>2.Ensure the phonics scheme 'Little Wandle' is embedded to sustain strong reading skills.</p> <p>For our pupils 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 for new staff will ensure consistency in delivery of phonics for each pupil.</p> <p>Scheme to ensure repetition to ensure embedding of sounds.</p> <p>All children underperforming in phonics will show progress from their last assessment after keep ups and individual phonics intervention every 3 weeks.</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 at least in line or higher than National.</p>
<p>3.Improved reading and maths attainment among disadvantaged pupils.</p>	<p>Improved reading and maths attainment among PP pupils. KS2 reading and maths outcomes in 2023-2024 show that disadvantaged pupils attainment are in line with Non-PP pupils and other PP pupils nationally.</p> <p>Rigorous monitoring by SLT and subject leaders will highlight an improvement in the teaching of maths through the adaptation of the White Rose scheme.</p> <p>Through tightening up current processes, drop ins will show an improvement in the teaching of reading. With greater consistency in reading and maths, outcomes for pupils will improve.</p>
<p>4.Pupils can confidently talk about their learning and the experiences that they have had. The gap between the number of Pupil Premium pupils achieving ARE and the number on non-PP pupils achieving ARE is narrowed.</p>	<p>Pupils will be able to speak about what they have learned and what they are currently learning and link these to experiences that they have had. The gap between the number of PP pupils achieving ARE and the number on Non-PP pupils ARE will be narrowed.</p> <p>Regular monitoring by subject leaders (drop ins, book lifts plus pupil surveys) will show that pupils are being provided with experiences and opportunities to widen their horizons.</p> <p>Pupil progress meetings will highlight how the gaps are closing in reading, writing and maths.</p>

<p>Continue to develop and embed medium term curriculum planning that focuses on a knowledge-led curriculum.</p> <p>Subject leaders carry out evaluations of their curriculum areas through drop ins, pupil voice and book lifts.</p> <p>Subject leaders will see wider opportunities planned into their curriculum areas.</p>	<p>Opportunities for PP pupils to attend trips, residential and extra-curricular activities through PP funding.</p> <p>Pupils will have further success in both academic and social situations.</p> <p>A greater number of PP pupils will be represent the school e.g. school band, school choir, school council, eco-champions, chaplaincy team and sports events which will improve their confidence and resilience.</p> <p>PP pupils will be supported during Pentecost 2 with their transition to new classes and transition days within school – this may include meeting with their teacher to build a relationship prior to transition/passports for SEN pupils.</p>
<p>5.To provide support for families with childcare through our breakfast club and after school clubs.</p>	<p>Wrap around care will be provided for pupils so some single /low-income parents can access work. Attendance at breakfast club will mean that children arrive at school and on time which will mean their outcomes will improve.</p> <p>Pupils can have the opportunity to read with a school adult which will help their reading outcomes to improve..</p>
<p>6.Two newly trained ELSA's will support PP pupils with their emotional needs.</p>	<p>Pupils will be able to talk about their feelings,regulate their emotions, help them build friendships, be ready for learning and succeed both academically and socially.</p> <p>Sustained high levels of well-being demonstrated by:a significant reduction in low level disruptions</p> <p>-lesson observations, drop ins demonstrate strong behaviours for learning.</p> <p>-a significant increase in participation in enrichment activities among PP pupils.</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: **£27,784**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. 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><u>EEF-Develop pupils' speaking and listening skills and wider understanding of language</u></p> <p><u>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</u></p>	1-5
<p>Continue to embed phonics scheme (Little Wandle) to secure strong phonics teaching for all pupils. All new members of staff to receive phonic training.</p> <p>Phonics packs for all EYFS children to be sent home.</p>	<p>Phonics approaches have a strong evidence base that indicates accurate word reading count for pupils, particularly disadvantaged pupils.</p> <p>This has been very effective and has received positive feedback from parents previously who have found the phonic packs and the videos very helpful in them supporting their child.</p> <p><u>EEF-Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</u></p>	2
<p>To improve the attainment outcomes of all pupils in reading and maths with a strong focus on pupil premium pupils.</p>	<p>Early identification and robust tracking of pupil premium children enables targets to be set and targeted actions to be implemented, monitored and evaluated.</p>	1-5

<p>PP teaching assistant to pre-teach mathematical concepts/strategies to support the children in classes in KS2 and support lessons taught in class.</p> <p>Year 6 class teacher/ The headteacher to teach additional maths and reading booster lessons during/outside of the school day during the year.</p>	<p>Year 6 staff will teach additional lessons to pupils 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.</p> <p><u>EEF- Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</u></p> <p><u>EEF- 1. Small group tuition has an average impact of four months' additional progress over the course of a year.</u></p> <p><u>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</u></p>	
<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 -Whiterose maths <p>Use standardised testing to track pupil progress, attainment and hold staff to account.</p> <p>Phonics/ Reading intervention. -Phonics 'Little Wandle' training to be provided for all staff and coaching and mentoring time given to ensure</p>	<p>Quality first teaching has proven to have the greatest impact on closing the disadvantage attainment gap.</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>	<p>1,5</p> <p>2,5</p>

<p>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><u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u></p>	6

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

Budgeted cost: **£8384**

Targeted academic support	Cost
Teaching assistant interventions in reading, writing and maths	£8234
Year 6 SATS books	£150

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.</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 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>	1,2,4,5 and 6

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

Budgeted cost: **£17,048**

Wider strategies	Cost
Breakfast club	£7000
After school club	£4100
Sports clubs	£1300
Swimming	£700
Trips	£1048

Residentials	£2000
Music lessons	£750
School badges	£150

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)	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>EEF- Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	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	<p>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.</p> <p><u>Research by NatCen shows that wrap around care has a positive impact on children's outcomes, with those who participate in organised sports and join after school clubs displaying improved academic performance and social skills.</u></p>	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

<p>To take part in music tuition and perform as part of a band.</p>	<p><u>EEF- The overall impact of enrichment activities on academic achievement tends to be positive, but small.</u></p> <p><u>Of course, the activities may have intrinsic or other related benefits. There is moderate evidence that outdoor adventure learning can have a positive impact on attainment.</u></p> <p>EEF- Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><u>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</u></p>	
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Total budgeted cost: £53,166

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 2023 to 2024 academic year.

Challenge	Impact																						
1 -On entry, the pupils have poor oral language skills and vocabulary among disadvantaged pupils.	Pupil progress meetings indicated that there was a high proportion of children who were EAL on entry to EYFS and who had poor oral language skills and comprehension skills. Having this high on the agenda in staff meetings in addition to staff rewriting their knowledge organisers for a range of subjects, revisiting prior knowledge in lessons etc meant that the children became more confident in understanding and building upon prior vocabulary. This has also been addressed through pre-teach interventions ongoing throughout the year and observed during drop ins.																						
2- Ensure phonics is embedded to sustain strong reading skills.	Learning walks throughout the year showed that progress had been made in EYFS and Year 1 using the Little Wandle scheme. Rigorous assessment every 6 weeks highlighted the children who needed additional phonic interventions. These were monitored regularly and the % increased from 77.4% pass rate (2023) to 79.3% (2024) in the Year one phonics check. (National for 2023 was 79%) The % of children who reached the expected reading level in EYFS increased from 73% (2023) to 81% (2024)																						
3- Assessments indicate that reading and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Particular focus on boys & girls reading comprehension & ability to respond to comprehension questions and being able to apply this to mathematical concepts.	Staff training was led by the maths leader based on her drop ins. Gaps were identified and misconceptions addressed and shared with teachers. End of EYFS-All children <table><tr><th>Subject</th><th>Attainment</th></tr><tr><td>Reading-% at expected</td><td>81.8%</td></tr><tr><td>Writing-% at expected</td><td>81.8%</td></tr><tr><td>Number-% at expected</td><td>81.8%</td></tr></table> End of EYFS results for PP vs Non-PP children <table><tr><th rowspan="2">Subject</th><th colspan="2">Attainment</th></tr><tr><th>PP children</th><th>Non-PP children</th></tr><tr><td>Reading-% at expected</td><td>66.7%</td><td>84.2%</td></tr><tr><td>Writing-% at expected</td><td>66.7%</td><td>84.2%</td></tr><tr><td>Number-% at expected</td><td>66.7%</td><td>84.2%</td></tr></table>	Subject	Attainment	Reading-% at expected	81.8%	Writing-% at expected	81.8%	Number-% at expected	81.8%	Subject	Attainment		PP children	Non-PP children	Reading-% at expected	66.7%	84.2%	Writing-% at expected	66.7%	84.2%	Number-% at expected	66.7%	84.2%
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End of EYFS results for boys vs girls.

Subject	Attainment	
	Boys	Girls
Reading-% at expected	70%	91.7%
Writing-% at expected	70%	91.7%
Number-% at expected	80%	83.3%

End of Key Stage 1-All children

Subject	Attainment
Reading-% at expected	58%
Reading -% at greater depth	9.7%
Writing-% at expected	58.1%
Writing-% at greater depth	3.2%
Number-% at expected	58.1%
Number-% at greater depth	12.9%

End of Key Stage 1 results for PP vs Non-PP children

Subject	Attainment	
	PP children	Non-PP children
Reading-% at expected	55.6%	59.1%
Reading-% at greater depth	0%	13.6%
Writing-% at expected	55.6%	59.1%
Writing -% at greater depth	0%	4.5%
Number-% at expected	55.6%	59.1%
Number-% at greater depth	11.1%	13.6%

End of KS1 results for boys vs girls.

Subject	Attainment	
	Boys	Girls
Reading-% at expected	60%	54.5%
Reading-% at greater depth	0%	27.3%
Writing-% at expected	55%	63.6%
Writing-% at greater depth	0%	9.1%

Number-% at expected	65%	45.5%
Number-% at greater depth	10%	18.2%

End of KS2 results for the whole school

Subject	School Attainment 2024 ()=School attainment 2023	National 2024	National 2023
Reading-% at expected	64.3% (75%)	74%	73%
Reading -% at greater depth	21 % (25%)	28%	29%
Writing- % at expected	60.7% (70.8%)	72%	71%
Writing -% at greater depth	10.7 % (8.3%)	13%	13%
Maths-% at expected	64.3% (63%)	73%	73%
Maths-% at greater depth	7 % (17%)	24%	24%

End of KS2 results for PP and Non-PP children

Subject	School attainment
Reading-% at expected for PP	33.3%
Reading-% at expected for Non-PP	72.7%
Reading-% at greater depth for PP	20%
Reading-% at greater depth for Non-PP	80%
Writing- % at expected for PP	16.7%
Writing- % at expected for Non-PP	72.7%
Writing-% at greater depth for PP	16.7%
Writing-% at greater depth for Non-PP	9.1%
Maths-% at expected for PP	16.7%

	Maths-% at expected for Non-PP	77.3%
	Maths-% at greater depth for PP	20%
	Maths-% at greater depth for Non-PP	0%
4- To provide a knowledge- rich curriculum which increases the confidence, aspirations and cultural capital of our pupils.	All staff have been involved in planning a curriculum that is progressive across all subjects. All staff are now confident in knowing the learning that happens in previous years and future learning.	
5- Support for families with child-care 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.)	<p>All PP children have had access to wrap around care which has enabled some single /low-income parents to work. See below.</p> <p style="text-align: center;"><u>Breakfast Club</u></p> <ul style="list-style-type: none"> • Number of Pupil Premium pupils who accessed breakfast club=64 • % of those who attended breakfast who receive Pupil Premium=29.7% • % of total number of Pupil Premium pupils who attended provision=48% • % of female pupils who attend provision=59% • % of male pupils who attend provision=41% <p style="text-align: center;"><u>After School Club</u></p> <ul style="list-style-type: none"> • Number of Pupil Premium pupils accessing=42 • % of those attending ASC who receive Pupil Premium=31% • % of total number of Pupil Premium pupils who attend provision=33% • % of female pupils who attend provision=45% • % of male pupils who attend provision=55% <p style="text-align: center;"><u>After School Sports and Activity Clubs</u></p> <ul style="list-style-type: none"> • Number of Pupil Premium pupils accessing=85 • % of those attending ASC who receive Pupil Premium*=20% • % of total number of Pupil Premium pupils who attend provision=42.5% • % of female pupils who attend provision=42.4% • % of male pupils who attend provision=57.6% <p>Attending breakfast club has meant the children are able to receive breakfast, read their reading book to an adult, be supported with their homework and play games. Attending after school club has given the</p>	

	<p>children the chance to be sociable ,play games and increase experiences and opportunities.</p> <p>After school and lunchtime clubs have enabled the children to build on their experiences, be supported with home learning, attend swimming, trips, residentials, choir, pantomime and Memphys etc.</p> <p>The children have grown in confidence because they have been able to have opportunities to represent on the eco-council, school council, chaplaincy, minnie vinnies, choir etc.</p> <p><u>Attendance</u></p> <ul style="list-style-type: none"> • Whole school average-94.39% • PP children-91.96%
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.	<p>The ELSAs have supported the PP children weekly on zones of regulation, understanding feelings, regulating in class/playground, self confidence and self awareness, choices, personal hygiene and ensuring they had breakfast. This has been done through discussions, games and drawings and has had a positive impact on the children in classrooms and at lunchtimes.</p>

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 children to go swimming and trips.
What was the impact of that spending on service pupil premium eligible pupils?	The children had the same access to wider opportunities as their peers.