Pupil premium strategy statement

***St. Clare’s Catholic Primary School***

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**

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| **Detail** | **Data** |
| School name | St. Clare’s Catholic Primary  School |
| Number of pupils in school | 196 |
| Proportion (%) of pupil premium eligible pupils | 60% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2023-2026 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Elizabeth MacKenzie |
| Pupil premium lead | Elizabeth MacKenzie |
| Governor / Trustee lead | Mr K Woodward |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £106,170 |
| Recovery premium funding allocation this academic year | 0 |
| 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 | n/a |

**Part A: Pupil premium strategy plan**

**Statement of intent**

At St Clare’s Catholic Primary School, our mission is to ensure that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all areas of the curriculum. Guided by our Catholic values, we are committed to nurturing every child’s potential, ensuring that they grow academically, emotionally, and socially into well-rounded, aspirational citizens prepared to thrive in their future lives.

Our carefully constructed curriculum is designed to be fully inclusive, addressing the diverse needs of our pupils and helping to overcome the barriers they may encounter. We are passionate about providing a supportive and purposeful environment that raises aspirations and equips every child with the skills, knowledge, and experiences needed to succeed.

Central to our strategy is a strong focus on supporting disadvantaged pupils, including those with a social worker or responsibilities as young carers. We aim to close the disadvantage attainment gap while also ensuring that all pupils, regardless of their circumstances, benefit from our targeted approaches.

High-quality teaching lies at the heart of our efforts, with an emphasis on areas where disadvantaged pupils require the most support. Evidence shows this has the greatest impact on closing attainment gaps while also benefiting non-disadvantaged pupils. Our approach is embedded within wider school plans for educational recovery, including the use of targeted interventions through initiatives such as School-Led Tutoring and the National Tutoring Programme to support those whose education has been most affected.

To ensure that our actions are effective, our approach is built on the following principles:

* **Challenge and High Expectations:** Disadvantaged pupils are consistently challenged in the work they are set, with staff raising expectations of what all pupils can achieve.
* **Early Intervention:** We act promptly to address needs as soon as they are identified through robust assessment and monitoring.
* **Whole-School Responsibility:** All staff share accountability for the outcomes of disadvantaged pupils, creating a cohesive, school-wide effort to ensure success.
* **Sustainability and Evidence-Based Actions:** Our strategies are underpinned by research, with clear success criteria to measure impact and ensure long-term sustainability.
* **Flexibility and Responsiveness:** Plans are adaptable to meet evolving local and national needs, ensuring our pupils receive the best possible support.

In addition to academic progress, we are deeply committed to enriching the lives of our pupils. Through a broad and balanced curriculum, we aim to build cultural capital, providing experiences that inspire curiosity and ambition. We prioritize the physical and mental wellbeing of our pupils, ensuring that they thrive in a nurturing environment.

At St Clare’s, we recognize that educational excellence requires a proactive and responsive approach. By carefully identifying challenges through evidence-based analysis and close monitoring of individual progress, we implement targeted interventions to meet the needs of our pupils. Our focus this year includes enhancing staff expertise in language development and reading, areas essential for unlocking every child’s potential.

Together, as a school community, we remain steadfast in our commitment to ensuring that every child at St Clare’s Catholic Primary School achieves their best and becomes a light for others, regardless of the challenges they face.

# Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | At St Clare’s, our assessments and observations show that partial school closures have had a greater impact on the education and wellbeing of many disadvantaged pupils compared to their peers. National studies support these findings, highlighting significant knowledge gaps, particularly in reading and writing, which have caused some pupils to fall further behind age-related expectations. |
| 2 | At St Clare’s, assessments, observations, and discussions with pupils indicate that disadvantaged children often face greater challenges with phonics and communication compared to their peers. This has a detrimental effect on their progress as readers and writers. |
| 3 | At St Clare’s, many of our disadvantaged pupils, including those with English as an Additional Language (EAL), face significant challenges in developing oral language skills and vocabulary. For pupils new to the country, limited or no English language skills create further barriers to accessing the curriculum and fully engaging in school life. Through assessments, observations, and discussions with families, we have identified that these language barriers are particularly pronounced in developing communication, comprehension, and vocabulary. These challenges are more prevalent among disadvantaged pupils than their peers and are evident from Reception through to KS2, affecting their overall achievement. |
| 4 | Our attendance data over the past two years (since the pandemic) indicates that attendance among disadvantaged pupils has been lower than non- disadvantaged. |
| 5 | At St Clare’s, we have identified through conversations with families and pupils, as well as through our assessments and observations, that many disadvantaged children faced significant social and emotional challenges during school closures. The lack of access to enrichment opportunities during this time further compounded these barriers, adversely affecting their learning and overall attainment. |

# 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.

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| **Intended outcome** | **Success criteria** |
| Reduction in barriers to learning and improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained levels of wellbeing will be  demonstrated through:  Qualitive data from pupil voice, parents’  surveys, learning mentor feedback and teacher  observations.  Reduction in behavioural incidents  Increase in enrichment opportunities  Increase in attendance of groups/whole school. |
| Improved reading attainment for disadvantaged pupils | KS2 reading outcomes show an increase in disadvantaged pupils meeting the expected standard. |
| Improved writing attainment for disadvantaged pupils at the end of KS2 | KS2 writing outcomes show an increase in disadvantaged pupils meeting the expected standard. |
| Improved oral language skills and vocabulary among disadvantaged pupils | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This evidence includes engagement in lessons, books scrutiny and ongoing formative assessment. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance will be demonstrated by:  Reduction in overall absence rate for all pupils and the attendance gap between disadvantaged pupils and non-disadvantaged pupils being reduced.  The percentage of all pupils who are persistently absent and groups has significantly reduced. |
| Children have high expectations of themselves and realise that they can be aspirational about their futures | Ensure disadvantaged pupils receive enrichment opportunities to develop Cultural Capital and ensure our learners are equipped with the social, emotional and academic tools to thrive in their current and future lives |
| Assess gaps in learning to effectively and efficiently meet the children’s individual learning needs to recover from the lost learning time, following the pandemic enforced ‘closure’ of the school | Ensure each subject has prior learning tasks/quizzes to assess gaps and uses retrieval strategies to build connections for learners to aid long term memory development  All teaching staff skilled in giving effective and regular feedback to assess and target gaps in learning. Delivery of targeted interventions based on identification of knowledge and skills gaps  Disadvantaged pupils in line with National |

# 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: £49,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Deployment of Wellcom Lead to develop early communication skills along with additional time for our SENDCO to support individual children and class teaching.  Targeted support to enhance provision for children across the school for language and communication, with focus on independence and ‘have a go’ first before intervention. | 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 (educationendow-](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) [mentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand |](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) [Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1,2,3 |
| Develop more effective reading comprehension skills and strategies for all pupils  Training for all teaching staff for guided reading through consultant | Research from EEF evidences that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.  It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.  Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. | 3,4 |
| Provide more targeted and effective feedback to address gaps in learning | Research from EEF evidences that feedback strategies are high impact on average (+5 months).  Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). It is important to give feedback when things are correct – not just when they are incorrect. Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science  Low attaining pupils tend to benefit more from explicit feedback than high attainers. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have  a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work. | 3,4,5 |
| Purchase of additional Fresh Start resources and schemes of work to provide high quality teaching and learning for all.  Purchase of additional writing/communication resources to enhance and develop independent writing.  Purchase of Arc Mathematics scheme for whole school including enhanced resources e.g.  manipulatives to promote  mastery approach across whole school.  Development of our communication curriculum- one that is language rich and promotes communication across subject areas. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publish-](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf) [ing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  [Improving Mathematics in Key Stages 2 and](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) [3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 1,2,3 |

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

Budgeted cost: £31,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| WellComm, Chatta, and EYFS Communication  Project – speech,  language and communication focused to deliver specific support to targeted children. | 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:  [Oral language interventions | Toolkit](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) [Strand | Education Endowment Foundation](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/)  [| EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 1,2,3,4 |
| Music teachers in Year 3 and 4  Weekly lessons across the school to enhance and enrich learning experiences. | Assessments and observations in schools similar to ours indicate that curriculum enrichments add to engagement in lessons and recall related to the children knowing and remembering more. | 2, 3 |
| Additional time for Phonics lead to support the teaching of phonics across EYFS/KS1 and Y3 and 4.  Early reading development lead, including monitoring reading program and libraries, parent workshops  To develop reading at home initiative to promote love of reading at home. | 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:  [Phonics | Toolkit Strand | Education](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) [Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1,2,3,4 |

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

Budgeted cost: £30,000

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Planned curriculum which allows for enriched learning opportunities outside of the classroom  Resources needed for extra-curricular clubs purchased and extra hours for TA’s to support delivery of clubs. | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) [(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions)  Assessments and observations in schools similar to ours indicate that curriculum enrichments add to engagement in lessons and recall related to the children knowing and remembering more. | 3, 5 |
| Transport and associated costs to attend events, trips, visits and curriculum/competition opportunities.  To deliver inter-personal activities to small groups and individual pupils e.g. play therapy, seedlings, counselling sessions.  Interpreters support parents, staff and pupils in understanding the importance of school attendance, curriculum and school practice.  Learning Mentor: Work  with individuals and small groups of pupils to develop social and emotional skills and gain confidence. Help overcome social and emotional barriers  Attendance Initiatives/Attendance team/EWO service  Effective breakfast provision in place supporting a healthy lifestyle.  Providing a hot school meal for some families who are not eligible for benefit related support  Uniform Costs and Food bank resources to support families in need on a weekly basis. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  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.  Evidence shows that children eating a breakfast daily improves their engagement in school learning and lessons.  The Social Mobility Commission report ‘An Unequal Playing Field’ uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks. | 1,2,3,4,5 |
| Ensure all PP pupils have a wide range of educational and enriching experiences as non-PP to enhance  their cultural capital |  |  |
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Additional funding from allocation to be further disseminated during Autumn term, dependent on additional needs/monitoring.

* unforeseen circumstances e.g. uniform/shoes
* to support activities of PP children outside of the school day as and when appropriate to their specific need
* contingency for actions from pupil data meetings and case reviews
* Residentials, clothes and items
* Further curriculum enhancements e.g. additional resources for phonics/reading

# Please not that any additional spending will come from alternative budget lines

**\*Due to the changing levels of mobility within the school context, exact percentages will fluctuate throughout the year.**

**Total budgeted cost:** £110,000

# 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 2022-2023 academic year.

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| In support of the review of the Pupil Premium strategy, we can refer to the following key areas of evidence:  Wellcomm language screening  NFER termly assessments – using confidence bands to track progress and attainment  End of Key Stage Assessments (2024)  Throughout the year, we have consistently used NFER standardised assessments to monitor pupil progress and attainment. These assessments have not only provided a clear picture of pupils' progress but have also been instrumental in identifying specific gaps in knowledge and skills. As a result, we have been able to adjust curriculum planning and design effective, targeted interventions.  A detailed analysis of data from Wellcomm, NFER assessments is available and demonstrates the progress made by pupils in these key areas. We continue to monitor language development through Wellcomm, recognising the importance of addressing the Matthew Principle, where those who are behind continue to fall further behind without targeted support.  Impact Assessment of the Pupil Premium Strategic Plan  Intended Outcome: Equip pupils with effective "learning to learn" skills so they can fully access the curriculum, ensuring that disadvantaged pupils make expected or better progress across all areas.  A strong focus was placed on identifying gaps in metacognition and self-regulation through Wellcomm and NFER assessments. A detailed programme of staff training was introduced to improve knowledge around how pupils learn and to address areas of need. There is a shared understanding that narrowing the vocabulary gap is crucial for ensuring disadvantaged pupils can access the curriculum and achieve success.  Evidence of impact is available upon request, based on analysis of standardised assessment data.  Improved Self-Esteem and Motivation: National research highlights the continued negative impact of COVID-19 lockdowns on the motivation and learning confidence of disadvantaged pupils. To effectively target resources, we have used data to pinpoint areas where interventions are needed. This approach aligns with our whole-school focus on metacognition and strategies to build self-regulation, motivation, and resilience.  Evidence of progress in confidence and motivation is available through teacher reviews.  Access to High-Quality Texts: Ensuring all disadvantaged learners access high-quality texts both in school and at home, with staff trained in reading intervention strategies, RWInc Phonics, WellComm, Talk Boost, Fresh Start, Guided Reading).  A strong focus has been placed on using evidence-based approaches to ensure that disadvantaged pupils build vocabulary and literacy skills. This includes ensuring access to high-quality texts, which may not always be available at home. Our aim is to narrow and ultimately eliminate the vocabulary gap by consistently providing opportunities for disadvantaged pupils to engage with rich texts.  Evidence of impact is reflected in Wellcomm and NFER data.  Aspirational Goals and Expectations: Ensuring pupils have high expectations of themselves and are motivated to be aspirational about their futures.  By maintaining high expectations through quality first teaching, identifying learning gaps, and promoting self-regulation, we have worked to foster a culture of ambition among our pupils. Continued use of standardised assessments has played a role in reinforcing these expectations.  Evidence of impact is demonstrated through NFER assessments, learning walks, and external reviews.  Identifying and Addressing Learning Gaps: Assessing gaps in learning to ensure pupils recover from the lost learning time caused by the pandemic.  NFER assessments were used to identify gaps in learning and to make adjustments to the curriculum to enable all pupils to make progress. This process will continue into the 2024-2025 Pupil Premium Strategy.  Evidence of progress can be found in NFER assessment data.  Ongoing Monitoring and Evaluation: We have continued to closely monitor the impact of all key actions to ensure that we are delivering the best value and adapting as needed to meet evolving needs. Our well-planned curriculum and continued focus on reading have led to improvements in reading scores and comprehension skills. Pupils have benefitted from a range of enrichment opportunities, which have contributed to developing cultural capital. Additionally, our commitment to providing sporting opportunities has been well-received.  A key area of improvement this year has been attendance. Through a range of strategies, including individual rewards, class incentives, and dedicated support for families, we have seen a significant improvement in overall attendance rates. These measures have been effective in ensuring that pupils are present and engaged, which has had a direct impact on their learning and progress.  Furthermore, we have dedicated time within our curriculum for regular review sessions. This allows for ongoing reflection on pupil progress, identification of emerging needs, and timely adjustments to teaching methods or interventions. These review periods ensure that any gaps in learning are promptly addressed, and that each pupil receives the support they need to succeed. This process also allows us to assess the effectiveness of strategies in real time, making it easier to stay responsive and flexible in our approach.  We continue to focus on improving attendance through targeted interventions, family and pupil support, and maintaining a relentless focus on pupil wellbeing, ensuring that each child has the opportunity to fulfil their potential.  This review highlights the progress we’ve made in addressing the challenges faced by disadvantaged pupils, ensuring they have the support and opportunities needed to succeed academically, socially, and emotionally. Our ongoing commitment to improving outcomes for all pupils will remain a key focus as we move forward into the next academic year. |

# 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

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| **Programme** | **Provider** |

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| Read, Write Inc |  |
| Literacy Counts | Steps2Read and Read2Write, Spelling programs |
| Mathematics Mastery | Ark Curriculum |

# Service pupil premium funding (optional)

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

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| **Measure** | **Details** |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |