



# St Clare's Catholic Primary School

## Pupil Premium, 2020-2021

### Background: what is the pupil premium?

The Pupil Premium funding was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils.

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals.

The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- pupils who have been eligible for free school meals at any point in the last six years
- children who have been looked after continuously for more than six months
- children where a parent serves in the armed forces

Whilst pupil premium funds are used to benefit these pupils, the activities and resources can benefit a wider group depending on need identification. At St Clare's we recognise the importance of ensuring that all children have the opportunity to learn and therefore creating sustainable systems which enable all to flourish and become lifelong learners is central to any spending planned.

As we plan our strategy to make additional provision made for pupils who belong to vulnerable groups, the Governors and staff of St Clare's strive to ensure that the needs of socially disadvantaged pupils are adequately assessed and clarified at termly pupil progress meetings. In making provision for socially disadvantaged pupils, the Governors and staff of St Clare's recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. This is done to ensure inclusion and equality and to ensure that all children have the opportunity to succeed.

### Pupil Premium Funding 2020-2021

In 2020-2021 St Clare's was allocated

total number of pupils eligible for pupil premium (deprivation):	11 x £1320
total number of pupils eligible for Service premium	0 x £300
total number of pupils eligible for pupil premium plus:	1 x £300
Total pupil premium allocation:	£14795

## Pupil Premium Strategy 2020-2021 – breakdown of costs

### How will we allocate funding to make sure pupils have the best possible outcomes?

Strategy/Resource	Rationale/Description (intent)	Proportion paid for of actual cost	Amount of PP funding used
Teaching Assistants	Targeted, structured support can have a positive impact. When used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment. Teaching and learning time across the week totals approximately 24 hours. Across the week, 15% (minimum) of teaching assistant time is to support and challenge disadvantaged pupils. This allocation equates to about 3.5 – 4.0 hours a week of dedicated additional one to one support from a teaching assistant. This is in addition to other times when TAs work with a group. Without this contribution to staffing costs from the pupil premium budget, we would not be able to employ as many TAs as we do – one full-time per class on average. In some classes depending on need, further TA time is provided.	10%	£11365
Speech and Language support	Over the past eight years more children have entered school with weaker language and communication skills. This impacts on their ability to access learning across the curriculum and is a barrier to developing trusting relationships, developing confidence and taking risks. Often, this is particularly the case with our more vulnerable families where there is a great need to work closely with families to support the development of the child. A speech and language therapist works alongside staff and a designated TA to meet individual needs. Following initial assessments work is then carried out with the child alongside the family.	50%	£480
Counselling	Linked to the area above, more and more families are reaching out for social and emotional support as parenting challenges and family circumstances are presenting barriers. We have now established 'A Confident Me' program targeted for children and their families. This enables families to access the support which can impact on their family situations, individual mental health and learning opportunities.	50%	£540

Strategy/Resource	Rationale/Description	Proportion paid for of actual cost	Total amount
Continuing Professional Development	<p>Alongside using the funding to employ specialist staff to meet particular needs which have been identified, at St Clare's we recognise the importance of sustainability and therefore invest heavily in all staff in terms of time and training. This ensures good practice can continue despite possible reductions in funding.</p> <ul style="list-style-type: none"> <li>• During 2019-202 staff development in Talk Boost has continued to ensure high speech and language.</li> </ul>	100%	£860
	<ul style="list-style-type: none"> <li>• Working alongside the speech and language therapist a TA has continued to develop her skills and has led sessions for parents. She has completed her own weekly sessions with children and worked closely with all class teachers</li> </ul>	50%	£1,100
Activities and tuition	<p>Due to the increasing pressures of money some of our vulnerable families struggle to meet the costs of trips or tuition which are provided as part of and an extension of the daily curriculum. Such trips/tuition may include theatre visits, residentials, music lessons etc... The impact of these may not be as significant as other investments (above), but we believe they can have a substantial (possibly indirect) benefit, such as improving social and emotional aspects of learning, with a relatively low cost..</p>	100%	£450
<b>Total</b>			<b>£14,795</b>

Nature of investment	Aims (intent)	Impact	Reviews and outcomes
<p>In 2020-2021, we plan to invest pupil premium money in the following:</p>	<p>The aim of the intervention is:</p>	<p>We will measure the impact of the investment through:</p>	<p>What were the outcomes? What conclusions can we make? Will we repeat this support?</p>
<p>Teaching Assistants within classes working closely alongside class teacher.</p>	<p>Provide targeted support for individuals and groups to make sure that needs are being met; to raise attainment and give confidence for more independence. TAs also used to support children during lunchtimes, developing social and emotional skills. Structured activities planned to pinpoint specific needs.</p>	<p>Observation of how children are accessing learning. Discussion with teachers and TAs and measuring progress made at the end of each term. Evaluate end of year progress.</p> <p>Children's confidence during unstructured play.</p>	
<p>An experienced teacher to provide reading support weekly in Year1 &amp; 2.</p> <p>Extra teacher time 0.6 in Y6 to provide more intense reading/writing support - opportunities for greater depth thinking.</p>	<p>To improve childrens reading skills eg inference and deduction. To give them the confidence to analyse text and use text reference to explain thoughts and answers.</p> <p>To support writing development from reading - pinpointing GD writers who attained L3 in Y2.</p>	<p>Attainment and progress: all children at the end of KS1/KS2 reaching the expected standard in Reading. With at least 30% reaching greater depth.</p> <p>All children to achieve the expected standard in writing (Y6) with at least 6 children writing at Greater Depth</p>	
<p>Embed AR reading scheme across the school.</p> <p>Continue to monitor library stock to ensure book choice is challenging and supports the development of key skills</p>	<p>To develop a love of reading, with increased confidence and ability, ultimately leading to longer-term improvement in attainment and progress.</p> <p>To provide teachers with analytical data which they can use to plan teaching and intervention.</p>	<p>Analysis of reading attainment and progress of children with pupil premium, compared to class and national averages; pupil feedback and teacher feedback.</p> <p>All children making at least expected progress. With a growing number reading at Greater Depth.</p>	

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In 2018-19, we plan to invest pupil premium money in the following:	The aim of the intervention is:	We will measure the impact of the investment through:	What were the outcomes? What conclusions can we make? Will we repeat this support?
Employing a speech and language therapist to work alongside a TA.	To ensure that all speech and language needs are identified quickly and assessed. Plans are implemented, monitored and reviewed termly with staff and families. Expertise shared with TA and other staff to support in class learning. Time used to pinpoint specific needs. Work with families to develop home support.	Observation of children within class. How are they developing and using their skills to communicate effectively? Progress reports from therapist. TA updates via CPOMS. Class teacher's observations. Discussions with families.	
Developing TA specialism in speech and language.	To ensure that the implementation of speech and language support for our children can be sustainable.  The TA can implement plans and provide advice for teachers.	Progress being made within class. Progress in reading. Observation of children. Progress reports from therapist. Discussions and reports from TA. TA reports termly to SLT and to Governors in spring.	
Developing TA understanding of mastery in maths.  TAs attending training alongside teachers.	To ensure TA's understand how the teaching of maths is changing to enable them to support learning effectively alongside the teacher.	Daily practice, observing how children are being supported during maths lessons.  Children's progress.	

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In 2020-2021, we plan to invest pupil premium money in the following:	The aim of the intervention is:	We will measure the impact of the investment through:	What were the outcomes? What conclusions can we make? Will we repeat this support?
Accessing counselling services for individuals, groups and families.	<p>To provide social and emotional support for children and families. To enable families to access the support which can impact on their family situations, individual mental health and learning opportunities.</p> <p>This will be increased to weekly time (3 hours) pinpointed to meet termly needs.</p>	<p>Monitoring children's attendance and lateness.</p> <p>Reports from counsellors and feedback from pupils and parents.</p>	
Our pupils enjoy a residential in Year 6. Disadvantaged pupils have this subsidised.	To develop life skills, including social skills through teamwork, as well as to increase physical activity in ways other than sport; to broaden what might be limited life experiences (therefore having a positive effect on pupils' social development).	Feedback from staff and pupils.	

## Pupil Premium Strategy 2021-22 and beyond – ideas

### How might we invest in the future to make sure pupils continue to have the best possible outcomes?

Moving forward	Aims
To continue to develop the use of Talk Boos and ensure data is being used to comprehensively to support teachers as they plan lessons and interventions.	To continue to develop a love of reading, with increased confidence and ability, ultimately leading to longer-term improvement and sustaining of attainment and progress. To provide teachers with analytical data.
To embed the talk to writing process providing training for all teachers over the next three years.	All children are writers, using their reading understanding and knowledge to produce technically sound and entertaining writing– meeting purpose. Using the 3-outcome model children are able to write in different genres across the curriculum.
To continue to invest in TA support and develop specialisms further. Targeted Talk Boost support in Foundation/KS1.  Developing maths mastery understanding.  Speech and language, behaviour support, core subject support.	To be able to identify need quickly and efficiently so that targeted support can be given.  In developing TA understanding of maths mastery, they will be able to support learning effectively in class ensuring consistency of understanding and approach.  A group of TAs to develop specific specialism to enable them to provide quality intervention and support within specific classes.
Speech and language developed further as all work continues to be co-ordinated through TA and liaison with therapist.	Speech, language to be coordinated effectively, and plans implemented so that children can make progress. Work can continue on a daily basis.
Develop TA role at lunchtimes further to support other welfare staff. Creating more structured activities, which target specific skills and engage children in problem solving and play.	To ensure lunchtimes are an extension of learning within class. Providing opportunities for children to develop emotional and social skills in a safe environment, which provides consistency of approach.
To develop SEAL individual intervention and support further to use with families.	To improve emotional wellbeing so that, with increased confidence and feelings of security, they achieve more.
To continue to develop a range of strategies to support ‘healthy minds’. Consider use of technology as part of this to explore how children perceive themselves as they interact with others.	To develop children’s self-perception and mindset to create various opportunities for children to celebrate self and reflect on gifts.