



St Clare's Catholic Primary School

Following in the footsteps of Jesus

Pupil Premium Strategy Statement 2019 – 20

Summary Information					
School: St Clare's Catholic Primary					
Academic Year	2019 - 20	Total PP Budget	£74,807	Date of most recent PP review (internal / external)	
Total number of pupils	166	Number of pupils eligible for PP	39	Date for next PP review (internal / external)	

	PP	SEN	EAL	PP + SEN	PP + EAL	PP + SEN + EAL
R	5	1	4	0	1	0
Y1	6	3	6	3	2	0
Y2	5	4	6	5	0	0
Y3	8	7	6	3	0	0
Y4	4	2	5	1	0	0
Y5	4	7	5	2	1	0
Y6	7	6	4	0	0	0
Total	39	30	36	14	4	0

Barriers to future attainment	
In – school barriers	
A	Low levels on entry- particularly in communication, literacy and language
B	Reading and comprehension skills
C	Confidence in own ability
D	SEMH needs (emotional health and wellbeing)
External barriers (issues which also require action outside school, such as low attendance rates)	
E	Poor oral language skills

F	Attendance percentages
G	Parental engagement

Desired Outcomes		Success Criteria
A	PP children to make the same progress as their peers in Reading and Writing	All PP children, who are not on the SEN register, will make the same amount of progress as their peers (PP children with SEN will make progress as appropriate to their ability).
B	PP children to have confidence in own ability	Children will feel confident and have high aspirations
C	All PP children will make progress in line with their peers	All children will make the same level of progress as their peers in Reading, Writing and Maths.

<u>Action Plan</u>			
Desired outcome	Chosen action/approach	Evidence and rationale for this choice	How school will ensure that it is implemented well and measure impact
That pupils in EYFS will have the best start in their education and early intervention will help accelerate progress	TA support to provide early reading and writing interventions e.g. RWI and peg to board (£16,000)	Early Year Intervention- to ensure children have a good start by providing a greater amount of adult support	Through termly pupil progress reports
The majority of disadvantaged children in Year 1-6 to be on track to achieve age related expectations.	Additional teaching assistant support to provide disadvantaged children in each class with more targeted intervention to ensure that they are on track to achieve their potential and, where possible, meet ARE (£5,183)	Teaching Assistants- to have a positive impact in lessons, providing 1:1 and small group support. To ensure disadvantaged pupils can make at least good progress and reach ARE. Reducing the ratio of pupils to adults within the classrooms ensures individual needs of pupils can be met.	Termly pupil progress meetings and tracking documents
Ensure that the majority of PP children are emotionally resilient	Role of ELSA within school to work with targeted pupils to support individual needs within mental health and well being (£4,527)	Emotional literacy support is important in helping pupils to be in a positive mindset, so that they can learn effectively and access lessons confidently.	Barriers to learning caused by a child's mental health and wellbeing will be reduced. Monitored

			through termly pupil progress meetings.
The majority of disadvantaged pupils have social and emotional skills to enable them to succeed	Passion for Learning Club (£1,200)	Enrichment club to target social and emotional support through giving pupils access to a wide range of fun experiences in social situations.	Termly pupil progress meetings.
The majority of disadvantaged pupils' attendance is in line with that of their peers.	Appointment of Family Support Worker to target the attendance and punctuality of identified pupils and to work closely with families to make improvements (£6,800)	To ensure PP children are attending school regularly so that attendance doesn't become a barrier to pupils making at least the same progress as their peers and reaching the same level of attainment	Attendance meetings with EWO Attendance reports to governors
To engage parents/carers in pupils' education	Family Support worker to work closely with targeted families in helping to reduce barriers to pupils making at least good progress	For families to feel that they are supported in helping their children achieve in all aspects of school life. For parents/carers to understand and feel empowered about the importance of their role in supporting pupils' learning journey.	Pupil progress meetings
The majority of disadvantaged children to have a wide range of learning opportunities and experiences to increase aspiration and self-confidence.	Through: <ul style="list-style-type: none"> • Musical instrument tuition Yr 5/6 brass, woodwind and percussion • Sports participation- a wide range of after school clubs promoting health and wellbeing • Arts intervention- resident artist working with small groups of pupils • Education visits and visitors throughout the school year • Residential visits to Delamere, Tattenhall and Conway Centre. (£7,900) 	To increase pupils' life experiences which in turn increase pupil confidence and self-esteem. Ensuring pupils become aware of how to keep themselves healthy and participate in a wide range of school events including: <ul style="list-style-type: none"> • Participation in sports • Art programmes and events • Performances • Collaborative projects 	All children taking part in a wide range of learning opportunities which support development of talent and skills.
Children start the school day in a mindset ready to learn	Breakfast/after school clubs (£10,210)	Children will start and end the day in a safe environment, where they have the opportunity to play/learn in a range of fun activities. Children will be provided with	Monitoring access to the clubs for targeted pupils.

		breakfast at the start of the day and a snack after school.	
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Impact of Pupil Premium expenditure 2018 – 19

a. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated Impact	Impact	Cost
Ensure all cohorts to have extra TA support to help accelerate progress of PP children through 1:1 and small group support.	Additional Teaching and Learning support	Targeted and small group interventions ensured that pupil attainment at the end of EYFS in 2019 increased. Progress of PP pupils', with no additional needs, was good	Pupils received personalised support which identified gaps and supported progress	£15,736
Exciting life experiences, which gives pupils a broad range of opportunities	Curriculum enrichment- including Passion for learning, Theatre trip, Chester Zoo project, Storyhouse performance, West Kirby Beach trip.	Pupils' self-esteem has increased through experiencing a wide range of enrichment activities. This has had a positive impact on pupil aspiration.	Children were able to experience a wide range of learning opportunities which they enjoyed. These help raise aspirations.	£3,780
Ensure pupils access all aspects of school life	To give all the children the opportunity to attend day/residential trips	All disadvantaged pupils had the opportunity to attend a wide range of learning opportunities out of school, including experiencing residential trips.	All families were offered support to ensure pupils could access visits and residential trips.	£5,000
Children having a quality opportunity to relax, be artistic and feel proud of work achieved. Creates a special nurturing opportunity where children can be creative and use art as a medium for expression	Children to develop artistic skills through working closely with artists for different projects	Pupil aspirations have been developed through their involvement in a wide range of school and community based projects where pupils' work is celebrated.	Pupils were able to work closely with an artist and develop a wide range of art skills. These lessons also helped children to relax, unwind and enjoy being creative.	£3,900
Music tuition for all to raise life experiences and develop skills and talents	Music teachers to teach brass, woodwind and percussion instruments. Plan and organise	Pupils have been given opportunity to learn a musical instrument and perform in a range of events.	Pupils have experienced learning a musical instrument, work with musicians and perform as part of a band in music	£2,400

	participation in a range of performances		concerts- all these experiences help to raise aspirations.	
b. Targeted support				
Desired outcome	Strategy / intervention	Impact		Cost
Reduce barriers to pupils not making progress	Through the family Support worker there is early identification of families requiring additional help and providing support quickly	Parents of PP pupils have been supported in understanding the important role they have in their children's education and more empowered about ways to support.		£4,527
Raising self-esteem through providing additional support for children with a range of needs-emotional, social, behavioural.	ELSA support	Pupils who are in challenging positions or have additional concerns or worries have been supported individually and as a result have been able to overcome difficult situations.		£5,500
Provide care for children before and after school so that pupils are able to access breakfast before school and have care after school.	Breakfast and after school clubs	Children who might not have breakfast before school are targeted and invited to 'before school club' which provides an opportunity for pupils to start the school day in a healthy, calm manner. Through the provision of these clubs parents are given support in accessing work.		£10,210