



St Clare's Catholic Primary School

Following in the footsteps of Jesus

Pupil Premium Strategy Statement 2021 – 21

Summary Information					
School: St Clare's Catholic Primary					
Academic Year	2020 - 21	Total PP Budget	£79,630	Date of most recent PP review (internal / external)	September 2020
Total number of pupils	174	Number of pupils eligible for PP	66	Date for next PP review (internal / external)	January 2021

	PP	SEN	EAL	PP + SEN	PP + EAL	PP + SEN + EAL
R	12	1	7	1	1	0
Y1	7	2	7	1	1	0
Y2	13	2	7	2	3	0
Y3	8	5	5	2	1	0
Y4	14	8	5	4	1	1
Y5	6	3	3	2	1	0
Y6	9	7	5	3	2	0
Total	69	27	39	14	10	1

Barriers to future attainment	
In – school barriers	
A	Low levels on entry- particularly in communication, literacy and language
B	Reading and comprehension skills
C	SEMH needs (emotional health and wellbeing)
D	Poor Mathematical ability
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
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, Writing and Mathematics	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	Pupils with poor oral language skills will be identified and given appropriate support which in turn will promote improved progression in reading and writing attainment	Pupils will speak confidently, using a broad range of rich vocabulary
D	Attendance of pupils in receipt of PP to be at least in line with their peers	Attendance will not be a barrier to making good progress

<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 (£21,000)	Early Year Intervention- to ensure children have a good start by providing a greater amount of adult support Pupils will receive one to one top up support to help early reading skills	Through termly pupil progress reports Progression through the RWI programme
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 (£20,103)	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, especially with	Role of ELSA within school to work with targeted pupils to support individual needs within mental health and well-being (£7,000)	Emotional literacy support is important in helping pupils to be in a positive mind set, so	Barriers to learning caused by a child's mental health and

the challenges during the current pandemic.		that they can learn effectively and access lessons confidently.	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 (£7,202)	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 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 (£6,240) • Sports participation- a wide range of after school clubs promoting health and wellbeing • Arts projects • Education visits and visitors throughout the school year • Residential visits to Delamere, Tattenhall and Conway Centre. (£6,675) 	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	Monitoring access to the clubs for targeted pupils.

		activities. Children will be provided with breakfast at the start of the day and a snack after school.	
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Impact of Pupil Premium expenditure 2019 – 20

As school had to close to the majority of pupils from March 23rd 2020, tracking of pupils' progress was difficult and stopped at this point. The last set of termly assessments were carried out in December 2019. Therefore, it is not possible to fully assess the results of measures employed to achieve the outcomes. However, the progress of children across the school in receipt of Pupil Premium is tracked closely and generally was in line with their peers. Interventions had been implemented for any pupils who were identified as not on track. The impact of the lockdown upon children in receipt of Pupil Premium will be measured and analysed when pupils are assessed at the end of the autumn term 2020.

During the last academic year, before school closure, data showed how attendance across the whole school was 95.27%, whilst attendance for our vulnerable group was 93.47%, a gap of 1.8%. This data doesn't take account of the improved attendance during warmer months. Attendance for the whole school in the previous year had been 96.19% and for the vulnerable group was 93.89%, a gap of 2.3%. The role of a Family Support Worker within the school to focus upon working closely with parents to improve their children's attendance has been proving effective, especially with cases where there is persistent absenteeism.

Up to March 2020, all pupils took part in the educational visits, visitors to school and activities provided by the school, including residential visits to Conway and Tattenhall. The trip to Delamere was due to take place in May and therefore was cancelled. The trips which took place ensured that all pupils were able to access the curriculum fully and enhance their learning but, more importantly, boost their confidence and provide pupils with more life experiences, including adventurous ones.