

# 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	St Clement's CE PRIMARY ACADEMY
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	133
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Jane Nizamis
Governor / Trustee lead	Hudda Hassan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173125
Recovery premium funding allocation this academic year	£18,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Unknown at present
<b>Total budget for this academic year</b>	<b>£191,250</b>

# Part A: Pupil premium strategy plan

## Statement of intent

In 2011-2012 the Government introduced the Pupil Premium Grant (PPG), which is additional to the main school funding. Schools are held accountable for how they spend the PPG to support pupils who receive this extra funding. For the current academic year (2022-2023) primary schools will receive a sum of £1385 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who have been in care (LAC) are supported by a grant of £2410. Numbers eligible for support may change through the year but funding does not necessarily change. The Department for Education states that: "schools, head teachers and teachers will decide how to use the pupil premium allocation, as they are best placed to assess what additional provision should be made for individual pupils."

We have used data comparisons and our extensive knowledge of our school community and need alongside existing research and publications including advice from the OFSTED good practice series to support and enable us to make decisions about expenditure and the effective use of our pupil premium funding.

We ensure that teaching and learning opportunities meet the needs of all the pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognize that not all pupils who receive free school meals will be socially disadvantaged.

We also recognize that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We 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.

The overall aims of our pupil premium strategy are:

- To reduce attainment gap at Key Stage Two greater depth, between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To ensure disadvantaged pupils make good or better progress from their starting points
- To meet the needs of the whole child, with a focus on their social and emotional, mental health issues given the high number of vulnerable pupils in our school with 4+ ACES

## Challenges

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

Challenge number	Detail of challenge
1	<i>133 pupils – 64% of whole school are disadvantaged</i>
2	51% of our school vulnerable list are PP Boys and 27% are PP girls – 36% of the whole school
3	56% of all disadvantaged pupils are vulnerable with 25% having 3+ ACES

4	Almost a quarter of all disadvantaged pupils' vulnerabilities are Domestic abuse related
5	Disadvantaged boys underperform in reading, writing and maths compared to non-pupil premium.
6	Disadvantaged pupils do not perform as well as non-disadvantaged when working at greater depth.
7	Disadvantaged girls do less well in maths and writing than non-disadvantaged girls in most year groups.
8	25% of our disadvantaged pupils who are also on our vulnerable list are pupils with SEND

## 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
<p>Pupil premium children will make good or better progress in reading and comprehension strategies</p> <p>PP children attain in line with their peers nationally by the end of year 6</p>	<p>PP children will develop a love of reading and expand their Tier 2 and Tier 3 vocabulary, using extensive strategies tailored to individual need for comprehension skills.</p> <p>They will engage with a variety of genres of books and be able to talk fluently about why they enjoyed a book and make comparisons with other books they have read.</p>
<p>Pupil premium children will make accelerated progress in order to increase percentages working at or above the expected standard at the end of each year in writing.</p>	<p>High quality first teaching.</p> <p>Improved access to the curriculum through effective targeted intervention.</p> <p>Working with families and outside agencies to remove barriers and close gaps in learning.</p>
<p>Pupil premium children will make good or better progress in maths at the end of each key stage using metacognitive approach to understand how they learn.</p>	<p>High quality Teaching for mastery lessons</p> <p>Children demonstrate mastery in their work reasoning and problem solving.</p> <p>Children can explain strategies they use and work efficiently to solve problems.</p>
<p>Pupil premium children will make better progress towards greater depth attainment targets where barriers may have impacted their ability to achieve above age-related expectations.</p>	<p>Pupil premium children will be able to reason and explain their thinking and demonstrate depth and mastery of skills and learning across the curriculum.</p>
<p>Pupil premium pupils will feel happy and safe at school in order to engage better with learning.</p> <p>Removal of social and emotional barriers to learning allowing pupils to flourish in school</p>	<p>Pupil premium children will have the opportunity to join after school clubs to enrich their school experiences.</p> <p>They will have the opportunity for a variety of social and emotional well being groups,</p>

	such as Forest school, 1:1 mentoring and 6s and 7s.
For Pupil Premium children to have opportunities to all curriculum enrichment activities to broaden their life experiences Pupil and teacher well-being is high across all year groups	A wide range of extracurricular experiences offered from our 50 things to do list. Financial assistance with trips, visits, residential etc...
Early speech and language intervention to narrow vocabulary gap on entry to school in order to ensure good level of development by the end of the Foundation stage from children's starting points.	All pupils screened using WELCOM on entry for S and L deficit so that interventions can be put in place without delay SALT intervention – most vulnerable children priority (SEND) TA led S and L intervention programs (focused in EYFS initially)- records kept on CPOMS of actions and impact
Pupil premium pupils will develop oracy skills to enable them to develop high quality talk for learning and deepen knowledge and understanding across all subjects.	Pupil premium pupils will have good verbal communication skills where they use classroom talk skillfully to develop thinking and understanding. Pupils can express views, reason and communicate successfully. Self confidence is raised as pupils recognize they have a voice.
Pupil premium pupils will develop effective fine and gross motor skills in order to prepare them for writing, mark making and symbolic representations. Handwriting will be improved as well as stamina so pupils can achieve better levels of development.	Pupils can communicate through writing and drawing effectively raising the standard of work produced. Pupils will have a greater stamina for writing. Pupils self-esteem will be raised.
Parental engagement – support given to parents and families of pupil premium pupils to raise attainment through specific targeted high-quality homework that parents can support pupils with.	Parents feel empowered and skilled to support their children at home with homework tasks. Pupils make better progress across the curriculum because they are well supported at home.

## 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: £ 124,351

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI training £3550</i>	EEF research suggests 5+ months progress can be made by pupils having effective phonics teaching and emphasises the importance of high-quality training. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2,3,5,7,8
<i>PP Boys – 55% of boys are on the Vulnerable list with mental and emotional health – staff training Attachment and trauma £900 Braveheart training. Teacher identification of PP pupils needs demonstrated over 60% of PP pupils would benefit from social and emotional support.</i>	EEF research states that targeted whole class strategies directed towards social and emotional aspects of learning can have a 4+ months impact on pupils learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,2,3,4,8
<i>Mastery learning – whole school approach. No ability groupings £92,790.68 - support staff wages – 50% of 6 TA wages</i>	EEF research indicates primary pupils can make up to 8 months progress if same day interventions are taking place. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,3,6,7,8
<i>Cover for staff CPD to develop quality first teaching across the school. Pedagogical approaches- meta cognition &amp; mastery</i>  <i>Transport costs for staff to attend training when appropriate</i>	EEF research indicates the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>  The potential impact of metacognition and self regulation approaches is high (+7months) although it can be difficult to realise impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that	1,3,7,8

Costs of external CPD	explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	
£27,110.32		

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

Budgeted cost: £ 17,155

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mentoring sessions</i>	The EEF suggest mentoring can have a 2+ months impact on learning promoting pupils self confidence and building relationships, build resilience and raise aspirations. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	2,3,4,7
<i>Homework CPG books, resources</i> £2500	EEF suggests up to 5+ months progress can be made by pupils who have access to homework which aligns with learning in the classroom.	1,5,6,7
<i>WELCOM assessment and intervention groups in KS1 and where needed in KS2</i>	EEF research toolkit suggests an additional 6+ months progress can be achieved by pupils where oral language interventions are applied. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,2,5,6,7,8
<i>Two teaching assistants to be trained in BRFP</i> £655	EEF research suggests children can make up to 6months+ progress, 'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.' <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,5,6,7,8
<i>Voice oracy 21 training and scheme</i> £2500	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress according to the EEF. <a href="https://voice21.org/wp-content/uploads/2022/03/Voice21-Impact-Report-2022-v22-print.pdf">https://voice21.org/wp-content/uploads/2022/03/Voice21-Impact-Report-2022-v22-print.pdf</a>	1,2,3,5,6,7
<i>Provide a wider range of high quality texts for the</i>	This will support whole class individualized reading support as well as individual intervention support both in school and at home to develop reading fluency and comprehension skills.	1

library and classrooms to promote reading enjoyment and writing stimulus £1500		
<b>Introduce Reading plus-</b> Reading Plus produces 2.5 years of growth in just 60 hours of personalized instruction.  £10,000	This will support whole class individualized reading support as well as individual intervention support both in school and at home to develop reading fluency and comprehension skills. The range of text offered are cross curricular and high interest for different groups of pupils. PP boys will be particularly targeted and it can also therefore impact across the curriculum.	1

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

Budgeted cost: £ 49,744

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home reading books KS1/EYFS aligned with chosen phonics programme. £1000	EEF research suggests 5+ months progress can be made by pupils having effective phonics teaching.	1,2,3,6,7
Forest schools £1500	EEF suggests 4+months progress from interventions focusing on behaviour and self-management skills. and have a positive overall impact on learning.	2,3,4
Thrive subscription £1000	Mental health and well being is a high priority from our own research many PP pupils on the vulnerable pupils list have 4+ ACEs. Research and case studies suggest pupils are given emotional and mental resilience and helps schools meet the social and emotional needs of all pupils. <a href="https://www.thriveapproach.com/impact-and-research/research-behind-thrive">https://www.thriveapproach.com/impact-and-research/research-behind-thrive</a>	1,3,4,7,8
Aspire sports- active mentoring for targeted children £2,200	Impact on health and well being of pupils. Physical development and mentoring can add up to 5+ months of progress for pupils according to research carried out by EEF.	1,2,3,7,8

	Class teachers have gathered PP pupil voice and identified needs of individual pupils and access to sport came out of our own research.	
<i>Brothers Keeper</i> £1000	Targeted and specific interventions can make up to 4 months progress according to EEF. Less low level disruptions and school exclusions are a positive outcome of specific interventions	2,3,4
<i>Travel costs</i> £ 500	Financial support for travel costs ensures pupil attendance is at least in line with national averages.	1
<i>Uniform</i> £1000	Financial support for the cost of uniform where families are experiencing financial difficulties and poverty. Will raise self esteem of pupils.	1
<i>Before/after school clubs</i> £0	EEF suggest up to 3+ months progress can be made by extending the school day and increasing learning time. Small group focus on learning in the classroom have the greatest impact.	1,2,5,6,7
<i>Enrichment activities</i> £0	Non-academic enrichment activities linked to the arts and sport can have a 3+ months impact on pupil progress according to the EEF research.	1,2,3
<i>Pastoral Team to champion PP children in learning behaviours and encourage parental engagement</i> Salaried-41,274.27	EEF research - Parental engagement has a positive impact on average of 4 months' additional progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1,2,3,4,5,6,7
TA led homework clubs. £0	According to EEF homework can have up to 5+ months progress on primary pupils when it is high quality. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1,2,3,5
RWI Subscription £270	Support training and CPD for all staff in the teaching of Phonics across the school.	1,2,3,5,7

**Total budgeted cost: £ 191,250**



## 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 2021 to 2022 academic year.

Assessment data for 2021-22.

Year 6 disadvantaged pupils have outperformed non-disadvantaged peers and have achieved above national average in Reading, writing and maths.

Year 1 disadvantaged pupils have phonic screening data shows pupils have performed better than national average in phonics.

Year 2 disadvantaged pupils have low performance data in all areas of learning and data suggests pupil progress in Year 2 may have the highest impact from lost learning in 2019 and 2020.

Assessment	School 2019	National 2022		ARE	PP	NPP	B	G	SEN
End of KS tests				July 2022					
GLD	77%	Available Nov 22		67%					
Year 1 phonics	93%	75%		83%	78%	92%			0
Year 2 reading	73%	67%		60%	50%	73%			27%
Year 2 writing	80%	58%		30%	13%	50%			14%
Year 2 maths	72%	68%		60%	67%	53%			27%
Year 6 science (TA)		79%		77%					
Year 6 reading	72%	74%		83%	89	75	93	80	25%
Year 6 writing	76%	69%		73%	83	59	73	74	25%
Year 6 SPAG		72%		82%	78	75	87	67	25%
Year 6 maths	76%	71%		73%	72	75	87	67	0
Year 6 combined (R,W,M)	69%	Nat 59%	Bham 57%	67%	67	58			0

## Working above the standard

Assessment	National	GD July 2022	PP	NPP	B	G	SEN
End of KS tests	22						
Year 2 reading		0	0	0			0
Year 2 writing		0	0	0			0
Year 2 maths		0	0	0			0
Year 6 science (TA)		3%	0	8%			
Year 6 reading	28%	23%	22%	25%			0
Year 6 writing	13%	13%	11%	17%			0
Year 6 SPAG	28%	37%	33%	42%			0
Year 6 maths	22%	27%	22%	33%			0
Year 6 combined (R,W,M)	7%	10%					0

<b><u>Y6</u></b>
Progress measures-
Reading +2.0 (0.4-4.4)
Writing +1.7 ( 0.6-3.9)
Maths + 0.3 ( -1.9-2.6)

Whole school teacher assessments and NFER results by year group. In most year groups disadvantaged pupils continue to outperform non-disadvantaged pupils. This demonstrates strategies employed to support disadvantaged pupils has a positive impact on progress and attainment.

Assessment	TA	PP	NPP	B	G	SEN	TEST	PP	NPP	B	G	Sen
Y1 read	70	69	64	57	84		40	42	36	31	50	0
Y1 write	57	60	55	43	71							0

Y1 maths	57	58	55	44	71		30	37	18	25	36	0
Y2 read	60	50	73	17	59	27	60	50	73			27
Y2 write	30	13	50	11	58	14						14
Y2 maths	57	67	53	45	67	27	60	67	53			27
Y2 spag	40	33	50			27	47	40	53			14
Y2 Comb	30	13	47			14	30	13	47			14
Y3 Read	70	63	83	60	80		70	63	82	53	87	44
Y3 write	61	58	64	40	80							55
Y3 maths	60	63	55	47	74		63	69	55	53	74	65
Y3 spag							53	68	55			
Y4 Read	73	77	67	57	94		80	81	78	69	93	25
Y4 Write	64	62	67	56	71							0
Y4 maths	66	66	67	62	71		67	72	89	75	82	50
Y4 spag							66	67	56			
Y5 Read	74	70	85	78	67		83	83	86	83	83	38
Y5 write	50	48	57	56	42							38
Y5 maths	64	65	57	67	58		74	70	86	72	76	38
Y5 spag							74	74	71			
Y6 Read	80	83	75	87	73		83	89	75			25%
Y6 write	73	83	59	73	73							25%
Y6 maths	67	78	77	80	73		73	72	75			0
Y6 spag							77	78	75			25%
Y6 comb	67	72	58				67	67	58			0

## 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*

<b>Programme</b>	<b>Provider</b>
Attachment and Trauma in educational settings	Braveheart
RWI subscription	Ruth Miskin
WELLCOMM	GL assessment
Homework packs	CPG
Therapeutic family support interventions	Malachi Trust
Targeted interventions	Brother's keeper

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*