

Pupil premium strategy statement

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

Detail	Data
School name	St Clement's CE PRIMARY ACADEMY
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	131
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Jane Nizamis
Governor / Trustee lead	Huda Hassan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,121
Recovery premium funding allocation this academic year	£17,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,000 2019-2020 £20,000 2020-2021 £6000 covid recovery 2020-21
Total budget for this academic year	£222,038

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 (2021-2022) primary schools will receive a sum of £1345 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 £2345. 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 of 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>131 pupils – 63% of whole school are disadvantaged</i>
2	55% of our school vulnerable list are PP Boys and 25% are PP girls – 24% of the whole school
3	59% of all disadvantaged pupils are vulnerable with 41% having 3+ ACES

4	Almost a quarter of all disadvantaged pupils' vulnerabilities are Domestic abuse related
5	Disadvantaged boys writing is below ARE with engagement in writing low.
6	Disadvantaged pupils do not perform as well as non-disadvantaged when working at greater depth.
7	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
Pupil premium children will make good or better progress in reading PP children attain in line with their peers nationally by the end of year 6	PP children will develop a love of reading and expand their Tier 2 and Tier 3 vocabulary. 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.
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.	High quality first teaching and a range of CPD that focuses on improving outcomes for disadvantaged pupils Improved access to the curriculum through effective targeted intervention. Working with families and outside agencies to remove barriers and close gaps in learning.
Pupil premium children will make good or better progress in maths at the end of each key stage.	High quality Teaching for mastery lessons Children demonstrate mastery in their work reasoning and problem solving.
Pupil premium children will make better progress towards greater depth attainment targets.	Pupil premium children will be able to reason and explain their thinking and demonstrate depth and mastery of skills and learning across the curriculum.
Pupil premium pupils will feel happy and safe at school in order to engage better with learning. Removal of social and emotional barriers to learning allowing pupils to flourish in school	Pupil premium children will have the opportunity to join after school clubs to enrich their school experiences. They will have the opportunity for a variety of social and emotional well being groups, 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	A wide range of extracurricular experiences offered from our 50 things to do list.

Pupil and teacher well-being is high across all year groups	Financial assistance with trips, visits, residential etc...
Early speech and language intervention to narrow vocabulary gap on entry to school	<p>All pupils screened using WELCOM on entry for S and L deficit so that interventions can be put in place without delay</p> <p>SALT intervention – most vulnerable children priority (SEND)</p> <p>TA led S and L intervention programs (focused in EYFS initially)- records kept on CPOMS of actions and impact</p>

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: £ £4709 + £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI training £160</i> <i>RWI home reading books £999</i> <i>Online subscriptions- £200</i>	<p>EEF research suggests 5+ months progress can be made by pupils having effective phonics teaching and emphasises the importance of high-quality training.</p> <p>EEF research suggests 5+ months progress can be made by pupils having effective phonics teaching. In 2021 all phonics programmes must be validated according to core criteria produced by the government</p>	1,2,3,5,6,7
<i>PP Boys – 55% of boys are on the Vulnerable list with mental and emotional health – staff training Attachment and trauma £900</i> <i>Braveheart training</i> <i>Thrive training £1200</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.	2,3,4,5
<i>Mastery learning – whole school approach. No ability groupings</i> <i>Makaton training £600</i> <i>Other inclusive Literacy Training £150</i> <i>Purchase Research based texts bought to support staff self-study CPD-£500</i>	<p>EEF research indicates primary pupils can make up to 8months progress if same day interventions are taking place</p> <p>EEF research toolkit suggests an additional 6+ months progress can be achieved by pupils where oral language interventions are applied.</p> <p>EEF-The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science</p>	<p>1,2,3,6,7</p> <p>1,2,3,5,6,7,</p>

<p><i>Supply staff (x2): approx. 18 weeks-5 days to support quality first teaching in class with targeted PP children (Y2, Y6) and specific intervention during PM sessions (Y1,2,5 &6- thus allowing other adults to focus interventions in Y3&4 and Reception)</i></p> <p><i>Supply with also cover for a layered approach to CPD/ coaching so that key staff can support the development of quality first teaching across school</i></p> <p><i>1 other agency staff to cover Sendco 1 day per week so that she can develop CPD with all staff with a focus on PP-SEN pupils</i></p>	<p>EEF research indicates primary pupils can make up to 8months progress if same day interventions are taking place</p>	<p>1,2,3,6,7</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 125,611.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted interventions</i> £115,812 <i>50%- support staff wages</i></p>	<p>EEF toolkit suggests targeted small group and 1:1 interventions can impact pupil progress by up to 4+ months</p>	<p>1,5,6</p>
<p><i>Mentoring sessions</i></p>	<p>The EEF suggest mentoring can have a 2+ months impact on learning promoting pupils self confidence and building relationships, build resilience and raise aspirations</p>	<p>2,3,4</p>
<p><i>Academic after school tutoring</i> TBC</p>	<p>EEF research suggests tutoring improves pupil outcomes and have a moderate impact of 5+months</p>	<p>1,5,6</p>

<i>Homework CPG books</i> £2,299.50	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
<i>WELCOM assessment and intervention groups in KS1 and where needed in KS2</i> <i>SaLT therapy services-</i> £7500	EEF research toolkit suggests an additional 6+ months progress can be achieved by pupils where oral language interventions are applied.	1,2,5,6,7

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

Budgeted cost: £ 49,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest schools</i> £1000 resourcing	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
<i>Malachi trust</i> Approx. £5000	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>Brothers Keeper</i> Approx. £3000	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 & uniform</i> £2000	Financial support for travel costs ensures pupil attendance is at least in line with national averages.	1
<i>Extending the school day</i> £0	EEF suggest up to 3+ months progress can be made by extending the school day and increasing learning time.	1,2,5,6,7
<i>Before/after school clubs</i> £3717	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	1,2,3

	3+ months impact on pupil progress according to the EEF research.	
Pastoral Team to champion PP children in learning behaviours and encourage parental engagement £38000 Salaried	EEF research - Parental engagement has a positive impact on average of 4 months' additional progress	1,2,3,4,5

Total budgeted cost: £ 222,037.50

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 2020 to 2021 academic year.

The end of Key stage two Teacher Assessment and prior DFE test show that the Pupil premium children at St Clement's achieved generally in line with previous National (2019) in reading but lower in maths and writing. There were significant differences in all subjects with pupils eligible for Pupil Premium performing better than those who were not. The difference in eligible children reaching greater depth favoured non eligible pupils and therefore this has been considered in the allocation of funding for the academic year 2021-22. The focus in the funding allocation next year, will be specific targeting and intervention support by not only teaching assistants but tuition teachers for small group sessions and mastery approach to teaching will allow quality first teaching and input for those children targeted to achieve greater depth. Writing is a key focus for the school for 2021.22, with analysis highlighting aspects of writing where children do not make as much progress and funding has been allocated to address this. Due to Covid closures the impact of interventions has not been consistent. Funding spent on home learning resources have had some impact for the disadvantaged pupils but again, this has been difficult to measure and with the percentage of PP pupils also classed as vulnerable or SEND the data alone cannot reflect the progress made during the year. Well-being and Pastoral care is another focus for the allocation of funds for 2021.22.

There was a similar picture in end of Key stage One data, with pupils eligible for pupil premium performing better both at ARE and greater depth across all 3 core subjects.

Standards at the end of key stage one and two were significantly lower than in previous years especially in writing and maths. Funding for 2021.22 is focused in these areas as well as CPD for metacognition strategies for teaching. In years 3-5, standards were generally higher than at end of Key stage with pupils participating in NFER testing. Differences between pupils eligible for PP and those not varied across upper and lower key stage 2. Some of the actions planned for 2020.21 could not take place due to Covid restrictions and this has had to be taken into account when formulating focus for 2021.22 funding.

We believe that we are making effective use of our Pupil Premium funding and as time goes by, and more pupils move through the school who have benefitted from the funding, outcomes will continue to improve. It is our belief that there should be no barriers to pupils eligible for Pupil Premium achieving the same as all pupils nationally and it is our aim to ensure that any barriers are overcome and we improve year on year until all our pupils achieve their end of key stage targets in line with National or higher. Much of our funding goes into ensuring that the needs of our pupils are met through the pastoral care and support demonstrated by the staff at the Academy and reflected in our strong Christian ethos. This includes positive staff, pupil and community relationships. These factors impact on the wellbeing of our pupils, resulting in the positive learning behaviours that enable them to access the wider curriculum.

Externally provided programmes

Programme	Provider

Further information (optional)

TBC- small group Tutor 5 days per week for 2 terms to work between year 2 and Year 6 (TAs to support small group work Rec, Y1, Y3-5 PM sessions x2 week)