

# Pupil premium strategy statement – St Margaret Clitherow RC Primary School, Stevenage

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils (Including Service Premium)	8%* (9%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	September 2021-July 2024
Date this statement was published	December 2023
Date on which it will be reviewed	May 2024
Statement authorised by	Carmela Puccio
Pupil premium lead	Amy Schofield
Governor / Trustee lead	Hayley Merry

\*This figure does not include a small cohort of children in Reception who were classed as EYPP last year but this year have not been classed as PP / Ever6. Our overspending reflects increased financial support for these children.

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,799
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1,378
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£30,177</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our school is ambitious for every child<sup>1</sup>. We want to give every child receiving Pupil Premium the opportunity to fulfil their potential and access all the opportunities that are within the gift of our school. We are a small, loving, Christian community with dedicated staff who want all to flourish.

Our strategy plan is to support all children in having the opportunities within our school curriculum, underpinned by resilience and positive well-being. We are working to make every child a reader and lover of reading, we are keen to provide a breadth of experiences that reflect the cohort of pupils we have and we strive to provide a safe and happy community where children can explore ideas.

Our key principles are that disadvantage can have a long shadow, but that disadvantage does not mean children are less able, less valuable or less heard. We aim to create a strategy that gives every child the chance to flourish in the areas which they need, not assuming anything from the title of Pupil Premium.

## Challenges

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

Challenge number	Detail of challenge
1	Changes to the diverse nature of our community. 9/19 PP eligible pupils are from BAME backgrounds
2	Attainment and Progress for PP pupils is below non-PP pupils in Writing, with a focus on Phonics.
3	Attainment and Progress for PP pupils is below non-PP pupils in Mathematics, with a focus on questioning.
4	Low levels of attendance among some PP pupils, with targeted support for key children whose attendance is a concern.

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<sup>1</sup> [Research for education inspection framework \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812222/research-for-education-inspection-framework.pdf) (OfStEd, 2019) Research supporting that if teachers believe all children will achieve they make better progress.

## 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>Ensure the diverse community is reflected in the curriculum and provision for all.</p>	<p>The curriculum has been reviewed to ensure all communities are reflected in the curriculum offered. Resources are available which reflect the diverse nature of the school community.</p> <p>Previous parent /student voice indicates that they feel represented in our school.</p> <p>Provision of curricular and extra curricular activities reflects the needs of all communities.</p> <p>PP children are supported to engage in extra-curricular activities.</p>
<p>Improve attainment and progress data for all pupils in Writing including those pupils from disadvantaged groups and high prior attainers.</p> <p>For a cohort of children with PP this will include Phonics.</p>	<p>Progress scores in Writing at the end of KS2 are above national and in line with Herts.</p> <p>Disadvantaged pupils achieve academically in line with their peers by the end of KS2.</p> <p>High prior attaining pupils achieve Greater depth at the end of KS2.</p> <p>Progress is accelerated particularly for boys.</p>
<p>Improve attainment and progress data for all pupils in Mathematics including those pupils from disadvantaged groups and high prior attainers.</p>	<p>Progress scores in Mathematics at the end of KS2 are above national and in line with Herts.</p> <p>Disadvantaged pupils achieve academically in line with their peers by the end of KS2.</p> <p>High prior attaining pupils achieve Greater Depth at the end of KS2.</p> <p>Progress is accelerated particularly for girls.</p>
<p>Low levels of attendance among some PP pupils</p>	<p>Large majority (89%) of PP pupils have attendance record of 90% or above.</p> <p>Cases of lateness are reduced.</p> <p>Families with challenging circumstances are proactively supported by the Headteacher.</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: £ 12,584

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Review the curriculum to ensure the diverse community is reflected.</i></p> <p><i>Early Years change in curriculum, including training</i></p> <p><i>Purchase resources that reflect the diversity of the community including stories.</i></p>	<p><a href="#">Curriculum: Stereotypes limit our ideas of pupils' success (schoolsweek.co.uk)</a></p> <p>Broadening the role-models across the curriculum, including through stories that the children access, to make sure that diversity is celebrated, not a 'bolt-on' and shows diversity is not a means to stereotype.</p> <p>Supporting resources for subjects are supplemented by PP spend.</p> <p><a href="#">Using stories in the curriculum — Mary Myatt Learning</a></p> <p><a href="#">Diversity in the Curriculum Toolkit   Diverse Educators</a></p> <p><a href="#">Early Years Development - Education Policy Institute (epi.org.uk)</a></p> <p>(Main restructuring of curriculum led by SLT, especially AP leading curriculum experiences; redesigning of EY curriculum led by EYLead CC and ensuring the diversity and children's perceptions of 'locality' are represented through identity of 'home' in Geography, led by EM).</p>	<p>1, 2</p>
<p><i>Develop a strong writing strategy, underpinned by a consistent approach in teaching phonics.</i></p> <p><i>Develop vocabulary across the curriculum to support language for writing.</i></p>	<p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Investing in a holistic scheme to support every child a reader. (Led by Reading Lead: EN) Whole school training and resources to map onto teaching.</p> <p><a href="#">EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Ensuring writing strategy is consistent across school, securing the expectations of each year group. (Led by Writing lead: CM). Whole school training. Moderation and shared work e.g. through the work on 'The invisible'. New writing scheme invested in Oct 2023.</p> <p>Subject leaders are implementing key vocabulary in their curriculum planning. (Especially vocabulary in</p>	<p>2</p>

	History- Substantive Concepts in History led by TS; in Science led by LM; in Geography led by EM).	
<i>Develop oracy through fluency and questioning, and mastery in maths.</i>	<a href="#">Research and innovation thriving in the Maths Hubs Programme   NCETM</a> (Led by Maths Lead: AC)  Teachers are accessing training.	3
<i>Phonics programme -Little Wandle – and all associated books</i>	Systematic phonics approach <a href="https://www.littlewandlelettersandsounds.org.uk/about-us/">https://www.littlewandlelettersandsounds.org.uk/about-us/</a> (Led by Reading lead: EN)	2
<i>Focus on language and interactions across school.</i>	‘The Essex Way’ by Marc Rowland, information shared through training. (Led by Pupil Premium lead: AS).  ‘Serve and Return’ from the Harvard Center for the Developing Child and EEF ShREC approach. <a href="#">Serve and Return (harvard.edu)</a>  (Led by AS)	2, 3
<i>Therapeutic support for Trauma Informed Practice</i>	STEPS training through school (Led by STEPS lead: CP) Trauma informed practice from Virtual school (Led by Mental Health Lead: AS)	4
<i>PSED, Mental Health, Bereavement support Including PSHE association membership and resources</i>	Well-being in the classroom (Adrian Bethune) Strategies to support positive classrooms for teachers and pupils. (PSED: led BH; Mental health: AS).	2, 3, 4
<i>RE</i>	Religion and Faith as a protective factors for wellbeing and promote resilience <a href="#">Religion and Well-being: Assessing the evidence - bethinking.org</a> <a href="#">Mental health and behaviour in schools (publishing.service.gov.uk)</a>	2, 3, 4

	(Led by CC as RE Lead).	
<p><i>Fluency: Maths (timestables) and English (spelling)</i></p> <p><i>Including TT Rock Stars, White Rose Maths, Spelling Shed, Phonics Play</i></p>	<p>Retrieval practice</p> <p><a href="#">Retrieval Practice — The Learning Scientists</a></p> <p>(Led by maths lead: AC; and English writing lead: CM)</p>	2, 3

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

Budgeted cost: £ 32,454

<i>Tutoring</i>	<p>Using experienced teachers<sup>2</sup></p> <p><a href="http://www.gov.uk">Independent review of tutoring in schools: phase 1 findings - GOV.UK (www.gov.uk)</a></p>	2, 3, 4
<i>Nurture groups</i>	<a href="http://hertsmusicservice.org.uk">Creative Music Nurture Groups (hertsmusicservice.org.uk)</a>	4
<i>Family Support worker</i>	<a href="https://d2tic4wvo1iusb.cloudfront.net">EEF Parental Engagement Summary of recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	4
<p><i>Role-models in informal learning</i></p> <p><i>Small groups of Sports Ambassadors, Games club and Typing club to use a mix of role-models to access and support younger children having additional activities.</i></p>	<p>Role-models in learning (Social Learning theory).</p> <p>(PE lead plotting who are not accessing extra curricula activities out of school: RM)</p> <p>(Extra-curricula groups using children as role-models: led by AS)</p>	1
<p><i>Extra-curricula support and financial support for inclusion of trips etc.</i></p> <p><i>Children given opportunity to access</i></p>	<p>The role of cultural capital to include and encourage all, through increased vocabulary, sense of identity and inclusion.</p> <p>Sport as a way to well-being, academic achievement and general positive</p>	1, 2, 3, 4

<i>sports: Rugby, Football, Multiskills.</i>	health. (Led by PE lead: RM) <a href="#">Alice Sullivan (ucl.ac.uk)</a> <a href="#">Five Ways to Well-being by New Economics Foundation - Issue</a> <a href="#">Physical education, school physical activity, school sports and academic performance   International Journal of Behavioral Nutrition and Physical Activity   Full Text (biomedcentral.com)</a>	
<i>Additional adults to support key classrooms</i>	<a href="#">New EEF Guidance Report - Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a> (Training led by Head and AS)	2, 3

<sup>2</sup> [research basis for tutoring.pdf \(achievetesting.org\)](#)

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

Budgeted cost: £ 1,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of CPOMS for quick intervention and objective collection of information</i>	<a href="#">EEF Parental Engagement Summary of recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	4
<i>Celebration of Culture, including school mosaic, language festival</i>	See above for culture and role-models (Led by PSHE and languages lead: BH)	1
<i>Well-being week, including recording of our children for Stevenage Council 5-ways-to-wellbeing</i>	Adrian Bethune research (Led by AS and AC)	2, 3

<i>Support for attendance</i>	<a href="https://publishing.service.gov.uk">Working together to improve school attendance (publishing.service.gov.uk)</a> (Led by HT)	4
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**Total budgeted cost: £37,235.30**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*All children gained a 'pass mark' score for the Phonic Screening Check in Year 1, including the 4 children classed as Pupil Premium.*

*The children leaving Year 6 gained at least age-related expectations in all areas for their SATS.*

*For the children whom attendance is a barrier, research around how to support is always being looked at – FFS recently recognising that distance from school for this vulnerable group is a factor, and this is true for the families who are having intensive support for this area.*

[Are pupils who live further away from their school absent more often? - FFT Education Datalab](#)

*For 'feel good week' several of the children who receive PP funding spoke about how they are supported in managing and improving their well-being in school, reflecting on breaks, self-esteem, use of our setting, extra curricula groups and supportive relationships with staff and other children.*

*The school curriculum is representative of our school community. Subject leaders are able to speak confidently about the work they are doing and their ambitions for all children including monitoring, and these discussions were led by the Hertfordshire Improvement Partner earlier this year (Sept 2023).*

*Early Years Improvement Partner has helped to reflect and review on the teaching and learning for vulnerable children and how the curriculum reflects this (visits ongoing 2023-2024). PP children leaving Reception are inline with their peers.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
History Resources	Historical Association
PSHE curriculum and resources (including assemblies and supporting RE)	Ten:Ten Kapow Primary PSHE Association
English – writing	Pathways to Write
English - Phonics	Little Wandle
Maths fluency	TT Rock Stars White Rose Maths
English fluency	Spelling Shed Literacy Shed Plus Kapow Subscription