

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

This statement details our school's use of pupil 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	19 Pupil Premium 2 Service PP
Proportion (%) of pupil premium eligible pupils	84%
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> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	First publication
Statement authorised by	Carmela Puccio – Headteacher
Pupil premium lead	Amy Schofield
Governor / Trustee lead	Hayley Merry – PP governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>Total: £29,283.60</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£29,283.60

## Part A: Pupil premium strategy plan

### Statement of intent

- *Our school is ambitious for every child. 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 encourage a positive sense of self as a learner, wider than just the core subjects, though we have invested heavily and continue to promote a love of reading.*
- *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 who, with their siblings, have 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>Number of PP children working below age-related, including some children with SEND.</i>
2	<i>Anxiety – presenting as upset and attachment issues, social isolation, lower attendance, lack of motivation for challenge or disengagement or lower self-esteem</i>
3	<i>Language gap and lower vocabulary for children with Pupil Premium</i>
4	<i>Large group of children from families that were Pupil Premium for previous children but are now not eligible for funding support.</i>

## 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
Children share more of their ideas in their work.	Children's oracy increases. Longer utterances and exchanges heard.
Children build their vocabulary.	Children have a measurable and obvious increase in vocabulary, seen in their work and in assessments
Children having a sense of self as an influencer in their own life (self-efficacy) and able to talk about themselves positively. Children actively understand their importance in our community and school.	Children are able to talk positively about themselves. Children have a sense of identity through their RE work.
Children have strategies and opportunities to talk openly about their identity within our school and the wider world.	Children can talk about their well-being and positive mental health. Children are fully involved in PSHE lessons and have learnt key language of mental health support.
Children have a wealth of experiences from our school that provide positive and lasting memories.	Children talk about feeling part of our school community and have a broad range of experiences to pull from when reflecting on positive experiences through school.

## 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: £ 8216

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Investment in outside learning development, in preparation to access OPAL later in the strategy.</i></p> <p><a href="#">How We Help Schools - Outdoor Play And Learning</a></p> <p>Staff training and mentoring support</p>	<p>Jean Gross: Self-efficacy</p> <p>Andrian Bethune: Well-being in the classroom</p>	3, 4
<p><i>Oracy work</i></p> <p><i>Communicating the curriculum</i></p>	<p>Jean Gross:</p> <p>Tiered Vocabulary:</p> <p>Essex Way:</p>	1, 2,
<p><i>Investment in RE and PSHE work</i></p>	<p>Andrian Bethune 'Tribe' work</p> <p>Mental Health gov.uk document about protective factors</p>	3,4
<p><i>PSHE lessons and target 'weeks'</i></p> <p><i>'anti-bullying'</i></p> <p><i>'5 ways to well-being' and 'mental health awareness'</i></p>	<p>Mental Health guidance documents and Keeping children in safe in education.</p> <p>Ofsted: Research and Analysis 'Strong Foundations in the first years of school' October 24</p>	2
<p><i>Music teaching</i></p>	<p>Recent research (Nnenna, 2023) talks about the impact of music to support cognition.</p>	1, 2
<p><i>Additional support in classes with high numbers of Pupil Premium to increase teacher / child interactions</i></p>	<p>Effective Use of TAs (EEF)</p> <p>'The best start in life' Ofsted October 2024</p>	1, 3
<p><i>RE staff training and resources support</i></p>	<p>Mental Health protective factors from gov.uk</p>	2

<i>PSHE staff training and resources support</i>	Mental Health and Wellbeing Mark (Herts)	2
<i>Staff training and implementation of 'cover sheets' to support vocabulary retention in topics to support immediate 'feedback'. (Coversheets integrated with learning objectives, used for marking).</i>	EEF: Feedback	1, 3

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

Budgeted cost: £ 19,825

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Extra curricula work and support in a range of areas: *Sports lessons *Executive Functioning (example games) *Music interventions e.g. nurture *Typing (to support cognition and learning needs) *Regulation strategies e.g. sensory circuits</i>	EEF: Arts Participation  Harvard Center for Child Development: Executive Functioning ideas  EEF: Self-regulation	1, 2
<i>Tutoring support and Family Support Worker</i>	EEF: Individual tutoring	1, 3
<i>Investment in outside learning and play opportunities</i>	EEF: Physical activity (careful to note NOT 'outdoor adventure learning')	1, 2

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

Budgeted cost: £ 1,243

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Investment in raising awareness of mental health e.g. 'theme weeks'</i>	EEF: raising awareness of Metacognition and Self-regulation strategies Using Dr Stuart Shankar work Using Dr Dan Siegel work	2
<i>Theme weeks and activities that encourage 'identity' work</i>	Character Education (Ofsted, 2019) encouraging high self-efficacy, internally motivated, coping strategies. Ofsted Handbook for Personal Development 'promotes inclusivity'. Counselling as available.	1,2
<i>Investment in wellbeing strategies</i>	Adrian Bethune's Wellbeing in the Primary Classroom	2
<i>Financial support for activities that might impact on attendance e.g. voluntary contributions paid for by school</i>	HfL Eliminating Economic Exclusion Newsletter	4

**Total budgeted cost: £ 29,284.14**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*In discussion with a group of children that included children who are eligible for Pupil Premium, children talked about their experiences of the last ambitions within the strategy. One aim had been to increase a sense of representation of all groups, as White British had become a minority ethnicity within our school and our Pupil Premium cohorts. Children talked about feeling that they had books with characters that resonated with them, and all were able to talk about a favourite book or book series, a topic that really had resonated or an experience of celebration of their culture that they felt was positive and relevant (ie, not an add on).*

*Talking about children's experiences as writers – as a large investment in our phonic and writing schemes had been made through our last strategy cycle – the children talked about the work feeling like it was really building on previous years and that children could see that there were lots of skills that are building to become excellent writers. They were able to explain complex grammatical language as well as know how to use the resources, that the scheme recommends, from around the room to build on their learning.*

*The children had lots of ideas about how to share their growing confidence in the different foundation subjects – as we had started to move over to consistent schemes in many of the foundation subjects. Children felt that there was a range of expertise across their class in a range of subjects and they were keen to share this with other year groups if there was opportunity. It has been lovely to see the older children support younger ones through physical games at lunch times, library monitors or those teaching the Rosary. It has helped to build a community which is supporting an inclusive ethos, and we hope to build on this to support those who are struggling with attendance.*

## Externally provided programmes

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

<b>Programme</b>	<b>Provider</b>
Phonics	Little Wandle
Foundation Subjects	Kapow
PSHE	Ten-Ten
Times table Practice	TT Rockstars
Maths activities	White Rose Maths
History information and training	Historical Association