

# Pupil premium strategy statement

## St Margaret Clitherow RC Primary School

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	238
Proportion (%) of pupil premium eligible pupils	25 (10.5%) <ul style="list-style-type: none"> <li>• FSM and Evers: 19</li> <li>• EYPP: 3</li> <li>• Service: 3</li> <li>• CLA: 1</li> </ul>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021-July 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Carmela Puccio
Pupil premium lead	Amy Schofield
Governor / Trustee lead	Hayley Merry

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,315 £1,026 £960 £2,410 <b>= £30,711 (2023)</b>
Recovery premium funding allocation this academic year	£2,900 (20*£145)
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£616.25
*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	

<b>Total budget for this academic year</b>	Budget April 2021-2022 PP (/2) + Last year remainder recover +this years Recovery premium +Census projection of funds 2022-2023 (/2)  <b>£27,496.75</b>
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# 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. 15/25 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) (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 (92%) of PP pupils have attendance record of 97% 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: £ 4,738

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="https://www.schoolsweek.co.uk/curriculum-stereotypes-limit-our-ideas-of-pupils-success/">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><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="https://www.epi.org.uk/early-years-development/">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 of school is 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="https://www.educationendowmentfoundation.org.uk/phonics-eeef/">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="https://www.educationendowmentfoundation.org.uk/wp-content/uploads/2019/03/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf">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'.</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; and in Science led by GVM).	
<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 <a href="#">Serve and Return (harvard.edu)</a>  (Led by AS)	2, 3
<i>Therapeutic support for Trauma Informed Practice</i>  <i>Use of CPOMS for quick intervention and objective collection of information</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: £ 21,419

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring</i>	Using experienced teachers <sup>2</sup> <a href="#">Independent review of tutoring in schools: phase 1 findings - GOV.UK (www.gov.uk)</a>	2, 3, 4
<i>Nurture groups</i>	<a href="#">Creative Music Nurture Groups (hertsmusicservice.org.uk)</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 group 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 sports: Rugby, Football, Multiskills.</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 health. (Led by PE lead: RM)</p> <p><a href="#">Alice Sullivan (ucl.ac.uk)</a></p> <p><a href="#">Five Ways to Well-being by New Economics Foundation - Issuu</a></p>	1, 2, 3, 4

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

	<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

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

Budgeted cost: £ 1,625

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<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 'good to be me' circus skills</i>	Adrian Bethune research (Led by AS)	2, 3
<i>Support for attendance</i>	<a href="#">Working together to improve school attendance (publishing.service.gov.uk)</a> (Led by HT)	4

**Total budgeted cost: £ 30,781**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*The key outcomes for children in 2022 showed:*

*(No children qualifying as PP left Year 6 this year.)*

*Attendance is improving for all, though for a few targeted children we are moving towards formalising their support. They continue to grow in confidence within school through their involvement in extra-curricula activities.*

*Older child mentions that they 'don't need anything else' from school, continuing to achieve well in class and accessing all the extra-curricula options provided.*

*Children accessing phonics are making good progress, though general attainment for key children is low where attendance impacts on access. Lessons have moved to accommodate this. Phonics in lower school is very successful with no child eligible for PP being a concern. Of the 5 children on the phonic screening check, all five scored higher than the pass mark.*

*In upper school, one child being targeted for support to maintain progress and meet KS2 EXS (having left KS1 at EXS in all areas). Through tutoring, targeted support and scrutinised curriculum, stamina for learning has been observed and improved.*

*Discussions with children in informal situations about their wider identity – family connections in other countries, home languages and traditions – show children's confidences in finding and talking about identity. This year, this will be recorded more formally.*

## 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>
PSHE curriculum	PSHE association
Fluency through Timestables	Timestable Rockstars
Fluency through spelling and English	Spelling Shed and Literacy Shed Plus
Phonics	Little Wandle
Maths training	NCTEM
Maths teaching resources	White Rose Maths