

St Margaret Clitherow 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 Margaret Clitherow RC School
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	6.2% (13 pupils Y1-Y6) 9% (5 EYPP) 1 Service child
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
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	£22 865
Recovery premium funding allocation this academic year	£2 465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 25 330

Part A: Pupil premium strategy plan

Statement of intent

At Saint Margaret Clitherow School we strive for excellence and enjoyment, we encourage our children to be independent and resilient lifelong learners who are confident to reach their full potential. This vision relates to all pupils including those who are disadvantaged.

We have high expectations for all and aim to accelerate progress for disadvantaged pupils where there are differences between them and their non-disadvantaged peers. We believe that by improving high quality teaching we can improve outcomes for all including our disadvantaged pupils.

Our school plans include a tiered approach focused on high quality teaching, targeted academic support and wider strategies to address non-academic challenges.

Our approach will be responsive to common challenges and individual needs. We make no assumptions about the impact of disadvantage. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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. 10/19 PP eligible pupils are from BAME backgrounds
2	Attainment and Progress for PP pupils is below non-PP pupils in Writing
3	Attainment and Progress for PP pupils is below non-PP pupils in Mathematics
4	Low levels of attendance among some PP pupils

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
Ensure the diverse community is reflected in the curriculum and provision for all.	<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>Parent 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>
Improve attainment and progress data for all pupils in Writing including those pupils from disadvantaged groups and high prior attainers.	<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>
Improve attainment and progress data for all pupils in Mathematics including those pupils from disadvantaged groups and high prior attainers.	<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>
Low levels of attendance among some PP pupils	<p>All 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: £ 20,050.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review the curriculum to ensure the diverse community is reflected. Seek advice and support from HfL adviser. Purchase resources that reflect the diversity of the community.</p>	<p>Engagement and participation are key to good outcomes. Research suggests pupils do best when they see themselves reflected in the curriculum and environment. National studies showed that some pupils returned to school less focussed, more anxious and less ready to learn. £1073 spent on new books to reflect the diverse nature of our community</p>	1
<p>Review of the writing curriculum. CPD for teachers and TAs – Teaching and assessment of Writing. Additional TA support with reading and writing. Purchase of high-quality engaging texts with some specifically targeted at boys and reflecting ethnically diverse community. Resources purchased to support the teaching and assessment of writing.</p>	<p>EEF – Improving Literacy Toolkit. The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.</p>	2
<p>Purchase of Early Years Communication and language resources. Phonic resources that support children’s ability to rhyme and support early spelling.</p>	<p>EEF Early Years Toolkit. Communication and language approaches - High impact for very low cost, based on extensive evidence. Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p>	2

	Phonics Toolkit Strand Education Endowment Foundation EEF	
Continue to support TAs following training last year. Subject Leader to monitor their impact.	Mastery approach NCTEM. Additional trained TA support provided in class enables pupils to remain in class to access high quality teaching.	3
Mastering Number Programme for Reception and Key Stage 1 Staff	NCTEM. Focus on developing basic skills will enable pupils to get back on track and ensure pupils are fluent and confident.	3
Wellbeing resources and training. Bereavement training.	Training for SENCO will be disseminated to whole staff to enable pupils and staff to be supported and have the tools to ensure that wellbeing is a priority.	4

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

Budgeted cost: £ 8,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 phonic support for pupils in KS2 who did not meet the Phonic Screen standard by the end of KS1.	EEF – improving Literacy Toolkit. Individual and small group support will be provided in lower key stage 2. This will enable pupils to develop the phonic skills necessary for the next stage of their learning.	2
Maths Intervention for identified pupils. Gaps in learning are identified and addressed through 1:1 support.	NCTEM. Individual and small group support will be provided and will enable pupils to develop the phonic skills necessary for the next stage of their learning.	3
Pastoral and SEND TA interventions.	EEF Early Years Toolkit. EEF Teaching and Learning Toolkit.	1, 2, 3, 4
Subject leads, teachers and TAs given time to support small groups and individuals and to implement actions.	EEF Teaching and Learning Toolkit. Teaching staff will be clear about individuals who will need additional support to get back on track. SLT and	2, 3

	Pupil Premium Lead will be clear about where additional resources are needed.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 1753

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategies to support engagement of families, wellbeing of pupils.</p> <p>Monitor attendance and engagement with other agencies such as attendance officer.</p> <p>Attendance – Member of office staff to follow up all absences.</p>	<p>Monitor attendance and engagement with other agencies such as attendance officer.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	4
<p>Wellbeing page on Google Classroom available for parents to access.</p> <p>SENCO signposts resources for parents.</p>	<p>EEF Early Years Toolkit. EEF Teaching and Learning Toolkit.</p> <p>Parents are supported with resources and contact with the school where necessary.</p>	4
<p>Extra-curricular activities</p> <p>The positive impact of wider enrichment opportunities on pupil's cultural capital.</p> <p>Funded violin lessons.</p> <p>Funded onsite wraparound care.</p> <p>After school clubs.</p>	EEF Teaching and Learning Toolkit.	1, 4

Total budgeted cost: £ 30,155.44

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.

Our assessment of the reasons for these outcomes points primarily to COVID-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. We used Google Classroom, regular telephone calls, a dedicated well-being resource, Zoom assemblies and printed paper packs to maintain contact with all our families and in particular our disadvantaged pupils.

Phonic Screen Autumn 2021 - Due to COVID-19, pupils in current Year 2 completed the Year 1 phonic screen in the second half of Autumn 2021. The results were 70% of pupils met the standard.

Last year marked the end of our previous pupil premium strategy plan.

In planning our new pupil premium strategy, we evaluated what had gone well and what had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

Reading - Local and national data are not available for comparison due to COVID-19 but internal data indicates that attainment and progress for PP pupils is in line with non-PP pupils.

Writing – Progress and attainment is only slightly below non PP pupils – this will continue to be a priority.

Maths – Progress and attainment remains below non PP pupils – we will continue to embed the mastery approach to work towards this aim.

Phonics – targeted phonic support was given to those pupils who did not reach the expected standard at the end of Year 1. Additional phonic teaching time was allocated to Year 1 and Year 2 pupils.

Speaking and Listening was prioritised as the children transitioned into school following school closure. Internal monitoring indicates good impact.

Progress for pupils with high prior attainment – this continues to be an area for focus. It will be necessary to consider interventions to target high prior attainers who are not currently making the expected rate of progress.

Other – Social and emotional support was provided to PP pupils and their families. The children settled back into school successfully and for most attendance is good. We will continue to work with vulnerable families to provide support.

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

Programme	Provider
Maths Mastery TRG Project	NCETM
Mastering Number Programme	Maths Hub

Further information (optional)

We used the [EEF's implementation guidance](#) to help us develop our strategy. We will continue to use it through the implementation of activities.

All class-based staff know each PP pupil well and are aware of their needs. Staff provide bespoke support. Daily reading with an adult is in place for all PP pupils who need this intervention.

Case studies are completed for all PP pupils which outline all personal barriers to learning and individual support. They record the scope of provision. They will be used to facilitate and evidence our evaluation of impact.

We intend to review our extra-curricular offer in order to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.