Pupil Premium Strategy Statement 2022-23

St Clement's C of E Primary School and Pre-school

3 year plan 2022-2025

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available on the pupil premium page.

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 CofE
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	18.98%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	
Pupil premium lead	Rebecca Mclean
Governor / Trustee lead	Alan Gaunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,835
Recovery premium funding allocation this academic year	£7,105
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	£60, 940

Part A: Pupil premium strategy plan

Statement of intent

MAT INTENT:

All schools within The Rivers C of E MAT have prioritised provision and outcomes for all vulnerable pupils (disadvantaged and SEND) during 2022-23.

Aims:

To improve outcomes for all disadvantaged pupils ***so that:***

- ✓ the proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- ✓ The increased gap between disadvantaged and non-disadvantaged pupil in reading, writing and mathematics significantly closes.

To improve attendance for all disadvantaged pupils across the MAT ***so that:***

- ✓ Overall attendance improves and is, at least, in line with the national figure for all pupils.
- ✓ Persistent absence reduces significantly.

To ensure all disadvantaged pupils receive the appropriate mental health and well-being support so that:

- They engage in their learning and as a result attainment improves and they make at least good progress.
- To ensure any language barriers faced by disadvantaged pupils are addressed with urgency from the start.

ST CLEMENT'S C of E PRIMARY SCHOOL INTENT:

At St Clement's C of E Primary School, we are committed to all pupils making good or better progress from their relative starting points and to most pupils attaining age-related standards or greater, whether they are categorised as disadvantaged or non-disadvantaged pupils.

At St Clement's, there is a number of disadvantaged pupils in each cohort. Due to their individual learning needs, progress and attainment is variable across the school. As a result of this variability, all of the additional interventions are often personalised.

Aims:

To ensure that a higher proportion:

- ✓ 73% of Children achieve expected in reading at the end of EY.
- ✓ 73% of children attain GLD at the end of EY.
- ✓ 65% of year 4 pupils attain expected in writing at the end of Year 4 (currently 50%).
- ✓ 90% of Year 5 pupils know all of their multiplication facts (currently 14%).
- ✓ of year 6 pupils attain expected in writing at the end of Year 6 (last year's was 50%)
- ✓ 73% of year 6 pupils attain expected in reading at the end of Year 6 (last year's was 67%)
- ✓

To ensure gaps between disadvantaged and non-disadvantaged pupils close in:

- ✓ writing in KS1 by at least 10%
- ✓ writing in KS2 by at least 20%
- ✓ maths in KS2 by at least 15%

To ensure all disadvantaged pupils receive well targeted support linked to their emotional needs through:

- ✓ using motional to identify disadvantaged pupils' barriers.
- ✓ Ensuring all additional support/nurture is well organised and monitored for impact.
- ✓ Staff are well trained in ACES and the use of motional to support classroom practice.
- ✓ Staff have Trauma Informed Schools training
- ✓ Onside Education

Key principles of our strategy plan:

We will:

- ✓ Promote our whole school ethos of "Love, Learn, Live" with all pupils.
- ✓ Continually assess the needs of all disadvantaged pupils
- ✓ Recognise when assessing needs that not all pupils in receipt of FSM/pupil premium will be socially disadvantaged and planning for pupils and the extension and support packages on offer will reflect this.
- ✓ Ensure that the most vulnerable are our priority.
- ✓ Endeavour to close the gap between the disadvantaged and non-disadvantaged pupils.

- ✓ Design and implement individually-tailored extension and support programmes that accelerate academic progress e.g. we will ensure that our plan meets the needs of our PP pupils and, as a result, the PPG funding is spent appropriately
- ✓ Build in pastoral packages that ensures that all basic needs are met and that all disadvantaged pupils thrive and enjoy good health and mental well-being; pupils with the greatest need will be prioritised.
- ✓ Provide mentoring support for all pupils to help them develop strong life-long learning behaviours.
- ✓ Enrich their educational and life experiences through educational visits that are fully funded through the PPG.
- ✓ Utilise staff strengths so that planned action has the biggest impact.
- ✓ Rigorously and frequently track their progress and attainment.
- ✓ Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	**Academic** ✓ Some pupils have specific gaps particularly in writing and mathematics due to the previous inconsistency of schooling linked to COVID. ✓ A higher proportion of pupils have poor transcriptional skills and, as a result, writing is a key weakness.
2	**Speech, Language and Communication Needs** Only 43% of FSM children left the EY last year achieving GLD. This was due to the following challenges: ✓ Lack of time in a nursery (due to COVID) ✓ Poor language and communication skills on entry which significantly impacted upon the pre skills and knowledge needed to access the curriculum. ✓ Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from reception through to KS2 and are more prevalent among our disadvantaged pupils than their peers. **Listening and attention:**

	Baseline assessments have indicated that a higher proportion of pupils are entering school with poor listening and attention skills. **Reading:** Disadvantaged pupils may enter school with little language experience. This is because they may not own as many books or families may not have an adult who is able to support reading at home. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This can negatively impact on their development as readers. Reading outcomes at the end of KS1 and KS2 are a strength of the school and a success to how we spend PP funding to support developing pupils reading skills.
3	**Parental engagement:** Some of the parents of our Pupil Premium pupils are harder to engage in their child's learning and these pupils lack the support the majority of pupils receive at home.
4	**Attendance** Some of our Pupil Premium pupils attendance has declined and the number of persistent absences have increased.
5	**Resilience and anxiety** ✓ A small minority of our disadvantaged pupils experience domestic violence. ✓ A small minority of our disadvantaged pupils have parents with mental health problems. As a result: Some of our pupils have lower resilience and struggle to bounce back, and struggle to develop a positive mindset to persevere with their work. Due to their home lives some of our disadvantaged pupils suffer high anxiety poor mental health and well-being. Due to current climate and rising costs of living, some of our disadvantaged pupils suffer high anxiety and poor mental health and well-being.

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
Continue to ensure reading outcomes are strong.	✓ 72% of DA pupils achieve expected in reading at the end of EY. ✓ 70% of FSM children attain GLD at the end of EY. ✓ Attainment for DA pupils in reading at the end of KS1 and KS2 remains above the national picture.
Improved outcomes in writing particularly in Year 3 and Year 6.	✓ At least 65% of disadvantaged pupils achieve expected in writing at the end of Year 3. ✓ At least 70% of DA pupils attain expected in writing at the end of KS2. ✓ Ensure gaps between disadvantaged and non-disadvantaged pupils across KS1 close by 10% and in KS2 by 20% in writing.
Improved outcomes in maths.	✓ The proportion of DA Year 5 pupils who know all their times tables rises from 14% to at least 50%. ✓ The proportion of pupils attaining expected at the end of Year 6 in mathematics rises from 62% to 80%. ✓ Ensure gaps between disadvantaged and non-disadvantaged pupils across KS2 by 15% in maths.
Attendance	✓ Attendance of disadvantaged pupils is above 96%. ✓ Persistent absences reduces by 9%.

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: £ *40,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed oral language interventions across EY and KS1. Train staff on delivering high quality phonics and reading comprehension, inference and prosody strategies.	EEF: Very high impact for very low cost based on extensive evidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics and early reading are a key skill for children and are a foundation to all future learning across the curriculum. Many of our disadvantaged children have not had early reading support at home and require the regular and systematic teaching of phonics. EEF Phonics The confidence in reading is paramount for children to be able to enjoy and read fluently. This in turn will allow them to access the curriculum. The teaching of reading and comprehension strategies will develop our reading provision and provide support for disadvantaged children. Pedagogy for Reading for pleasure Part of the enjoyment of reading is having the opportunity to read to someone. We will implement 'Reading Pets' and all children will be provided with a book and a reading pet they can read to at home. Pedagogy for Comprehension Strategies	2

To deliver CPD to all staff within school on the Evergreen project (ipads facilitating and supporting learning with1:1 devices)	Evidence suggests better outcomes for all pupils and ensuring learning is accessible to all. Making the unreachable, reachable through the use of technology. iPadandMacinEducation_Results_US_061322_final (apple.com) Education - Schools - Success Stories - Apple (UK) Realising the potential of technology in education: A strategy for education providers and the technology industry (publishing.service.gov.uk)	
Developing an Oracy Skills Framework, which sets out the physical, linguistic, cognitive, and social-emotional oracy skills required by pupils for education and life.	Appropriate and effective structures to support the deign, review and refinement of an oracy focused curriculum. Staff and pupils utilise a shared language for oracy and are familiar with a range of approaches for organising, promoting and reviewing talk. Students have opportunities to use talk within a diverse range of motivating contexts and for different purposes. Why oracy matters | Oracy APPG (inparliament.uk) Why Oracy Matters - Voice 21	1,2
Place a high focus on writing and transcription by: Ensuring all staff receive CPD on delivering high quality writing lessons. Ensuring handwriting is a focus every day for all pupils. Struggling pupils receive tailored one to one tutoring on transcription.	Professional development should be focused on improvement and the evaluation of pupil outcomes. Overtime we endeavour this to be sustained through challenge and evidence. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. One to One tuition EEF: High impact for moderate cost based on moderate evidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1

Develop indoor and outdoor opportunities for children to develop fine motor skills related to writing.	Evidence that learning which combines physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning. EEF Physical Development Opportunities	2, 5
Teachers and TAs are taught by speech and language therapists to target gaps in pupils' language identified by Welcomm with effective activities.	Specialists modelling and working alongside staff has a greater impact on student progress from staff surveys. Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum. Speech and language data shows that if gaps in language are targeted then progress is accelerated. Communication and Language approaches	2
Small group interventions	One teacher or trained teaching assistants to work with two to six pupils together in a group. Small group intensive tuition to support lower attainers who may be falling behind to ensure effective progress or to teach challenging topics. Small group tuition EEF	
To deliver staff CPD on importance of children acquiring and having opportunities for metacognition and gaining self regulation strategies. Teachers explicitly teaching strategies using a structured lesson design. Teachers giving children mindfulness strategies.	Explicit teaching of metacognitive and self-regulatory strategies can help to encourage pupils to practise and use these skills more frequently in their lives. Children having retrieval as part of each lesson, explicit strategy instruction, modelling of learned strategy, memorisation of strategy, guided practice and independent practise and reflection form part of the lesson (lesson design) structure to help children identify and develop their own strengths and weaknesses and to build on these. Children able to use mindfulness strategies and self-regulation strategies to help encourage their ability to persevere even when they are faced with challenges during the learning and daily lives. Metacognition and self regulation strategies	

To deliver training to all staff in teaching times tables strategies. Pupils receive daily tables sessions. Identified pupils receive one to one tutoring linked to tables. All adults receive training on effective feedback.	One to one tuition EEF: High impact for moderate cost based on moderate evidence. One to one tuition Best (2016) writes about teacher feedback and suggests that "there was a noticeable transition to a more partnership-based model to teaching and learning, where constructive feedback was seen as vital to learning, for the teacher as well as the pupil." Mastery Learning Teaching and Learning Toolkit – Metacognition and Self-Regulation - +7mths	2, 5

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

Budgeted cost: £ *8,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art Therapy/play therapy for identified Pupil Premium and Vulnerable children	Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties. There is no clear evidence whether play-based learning has a differential positive benefit on children from low-income families. EEF - Play Based Learning	1, 2, 4, 5
Onside Education - One to one support to help children and young people acquire skills and techniques to better manage their own emotional wellbeing, improve their self confidence and self-esteem.	Act_on_it_leaflet_final_WCC.pdf (onside-advocacy.org.uk)	

Adults to develop a love for reading across the school. Enhance opportunities for children to read in and out of school	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. DfE - Reading for Pleasure	2
WELCOMM Screening and Intervention Language link for Reception	Speech and language are one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum. Speech and language data shows that if gaps in language are targeted then progress is accelerated. EEF - Communication and Language Approaches	2
Daily reading interventions for pupils in EYFS and KS1.	EEF Teaching and Learning Toolkit. Phonics and reading comprehension strategies (+5 and +6 months' progress respectively) available here. EEF guidance reports on 1) 'Improving literacy in KS1' available here. 2) 'Preparing for Literacy' available here.	2
Daily timetable sessions.	One to one tutoring EEF: High impact for moderate cost based on moderate evidence.	1
Daily transcription for identified pupils.	One to one tutoring EEF: High impact for moderate cost based on moderate evidence.	1
Use phonics videos for parents to access at home and allow time for additional practise, where pupils require it. Develop videos for parents to help support their children with phonics at home.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF - Phonics	2, 3

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to: ✓ Develop pastoral support for families. ✓ Implement motional assessments for the most vulnerable pupils. ✓ Identify those pupils in need to counselling/nurture. ✓ Train all staff on ACES. ✓ Regularly review attendance and PA for DA pupils. ✓ Ensure all staff tackle and reward pupils attendance appropriately.	Previous evidence in years has shown a good relationship with families improves and strengthens engagement, which also improves attendance. Also, there is a clear link between poor attendance and lower academic achievement. DfE - Improving attendance at school 2012	3, 5
Enhance the school environment both in and outside to support pupils well-being by developing sensory/calming spaces.	The school environment can help children apply their social and emotional learning by providing areas in the playground where children can go to calm down, or spaces where they can use the problem-solving process to resolve conflicts. EEF guidance report - Improving social and emotional learning in schools	5
Role of the Pastoral Support Manager is focused on our disadvantaged pupils and families. All members of staff will plan and deliver parental inspire workshops across the academic year on reading, writing and maths.	Parental involvement is consistently associated with pupils' success at school. It has a positive impact on average of 4 months' additional progress. But it is crucial to consider how to engage with all parents to avoid widening attainment gaps.	3

	EEF - Parental Engagement	

Total budgeted cost: £ *10,000*

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 2021 to 2022 academic year.

Intended Outcome	Impact	Next steps
The percentage of pupils who attain ARE RWM at the end of KS2 is above national disadvantaged and closer to national non-disadvantaged figures. The percentage of pupils who attain ARE+ (High Score/GD) RWM at the end of KS2 is above national disadvantaged and closer to national non-disadvantaged figures	7/8 disadvantaged children achieved ARE or above in reading. 2/8 disadvantaged children achieved GDS in reading. 3/8 disadvantaged children achieved ARE or above in writing. 1/8 disadvantaged children achieved GDS in writing. 4/8 disadvantaged children achieved ARE or above in maths. 2/8 disadvantaged children achieved GDS in maths. 2/8 disadvantaged children achieved ARE in RWM combined.	Focus on writing and maths outcomes at KS2. Focus on joint outcomes of RWM.
The percentage of disadvantaged pupils who make expected or better progress form the end of EYFS to the end of KS1 in **Reading** is above national Progress measures between KS1 and KS2 in **Reading** are above national for disadvantaged pupils	100% of disadvantaged children made expected or better progress from EYFS to Key Stage 1 (5 children) 7/8 disadvantaged children made expected or above progress between KS1 and KS2.	
The percentage of disadvantaged pupils who make expected or better progress form the end of EYFS to the end of KS1 in **Writing** is above national Progress measures between KS1 and KS2 in **Writing** are above national for disadvantaged pupils	100% of disadvantaged children made expected or better progress from EYFS to Key Stage 1 (5 children) 5/8 disadvantaged children made expected or above progress between KS1 and KS2.	Focus on writing progress between KS1 and KS2.
The percentage of disadvantaged pupils who make expected or better progress form the end of EYFS to the end of KS1 in **Mathematics** is above national Progress measures between KS1 and KS2 in **Mathematics** are above national for disadvantaged pupils	100% of disadvantaged children made expected or better progress from EYFS to Key Stage 1 (5 children) 60% of disadvantaged children made better than expected progress from EYFS to Key Stage 1 (3 children) 7/8 disadvantaged children made expected or above progress between KS1 and KS2.	
Disadvantaged pupils in EYFS achieve GLD	3/7 children achieved GLD Out of the 4 who didn't achieve this- 2 have significant safeguarding concerns which has affected their start to school. All 4 who haven't achieved will continue to have significant support moving into year 1.	Needs to be continued area of focus in 2022-23 and beyond.
The percentage of disadvantaged Year 1 pupils who pass the PSC is above	5 out of 6 disadvantaged children met the standards in the year 1 phonics check.	Identify children moving into year 1 who have not

national disadvantaged and closer to national non-disadvantaged figures		met GLD to target from beginning of year.
Attendance of disadvantaged pupils is greater than 96% and the gap between all pupils and disadvantaged pupils is no less than 1%	Attendance Whole Year- All- 94.14 PP- 92.77 Gap- 1.4% The attendance of disadvantaged pupils has improved over the year with close tracking and strong parental links and discussions. There has been a weekly attendance award in assembly which has greatly motivated learners.	Continue to have as focus and monitor weekly for groups.
The emotional wellbeing of all disadvantaged pupils demonstrates that they have a range of strategies which support this aspect of their development	A variety of tools have been used to support emotional wellbeing over the year. These include individual and group support tailored to the needs of individuals. The impact of this has been that children have been ready to learn and have a range of strategies to support themselves.	Continue to ensure this is a focus according to individual and family needs.
All disadvantaged pupils will access the wider curriculum in school eg clubs, visits	100% of disadvantaged pupils have taken part in multiple off site visits across the year including local and further afield. Financial support has been offered if needed to ensure this happens. The vast majority of disadvantaged pupils have accessed after school clubs in school. There have also been some lunchtime clubs which have been targeted at vulnerable learners. After school clubs have been free of charge to ensure cost is not a barrier to this. The impact has been a wider range of skills and interests being developed and has led to some children accessing similar interests during school holidays/out of school e.g. drama groups, sporting clubs. The percentage has been tracked closely over the year and personal encouragement given when appropriate. Some disadvantaged children have had wraparound care funded. The impact of this has been a smoother start to the school day, daily reading and wider opportunities to socialise with other children leading to higher levels of motivation in learning.	Continue to monitor uptake and encourage/direct according to individual passions, interests.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This refers to one child. We part funded individual music lessons for the year.
What was the impact of that spending on service pupil premium eligible pupils?	The child increased in confidence and started to develop musical skills and knowledge. The one to one support was beneficial and parents reported that this had a positive impact on him.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.