The Rivers C.of E. Academy Trust

Pupil Premium Strategy Statement 2021-22

St Clement's C of E Primary School



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
St Clement's C of E Primary School	
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-22
Date this statement was published	31.10.21
Date on which it will be reviewed	July 2022
Statement authorised by	Catherine Atkinson
Pupil premium lead	Catherine Atkinson
Governor / Trustee lead	Jane Long

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60, 835
Recovery premium funding allocation this academic year	£6,110
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	£66, 945

Part A: Pupil premium strategy plan

Statement of intent (MAT and school)

MAT INTENT:

All schools within The Rivers C of E MAT have prioritised provision and outcomes for all vulnerable pupils (disadvantaged and SEND) during 2021-22.

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
- ✓ To improve attendance for all disadvantaged pupils across the MAT ***so that*** attendance figures compare favourably to non-disadvantaged pupils

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.

As a result of small numbers of disadvantaged pupils in each cohort and the differences in their learning needs, progress and attainment is variable across the school and outcomes are very cohort dependent. All of the additional interventions are often personalised.

Aims:

- ✓ To consistently 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
- ✓ To improve attendance for all disadvantaged pupils ***so that*** attendance figures compare favourably to non-disadvantaged pupils both in-school and nationally
- ✓ To provide all disadvantaged pupils with the knowledge and cultural capital they need ***so that*** they succeed in life

Key principles of our strategy plan:

We will:

1. Promote our whole school ethos of "Love, Learn, Live" with all pupils, in particular disadvantaged pupils
2. Assess the needs of all disadvantaged pupils

3. Recognise when assessing needs that not all pupils in receipt of FSM will be socially disadvantaged and planning for pupils and the extension and support packages on offer will reflect this
4. Ensure that the most vulnerable are our priority
5. Endeavour to close the gap between the disadvantaged and non-disadvantaged pupils
6. 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 is spent appropriately
7. 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
8. Provide mentoring support for all pupils to help them develop strong life-long learning behaviours
9. Enrich their educational and life experiences through educational visits that are fully funded through the PPG
10. Utilise staff strengths so that planned action has the biggest impact
11. Rigorously and frequently track their progress
12. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils

Challenges and Barriers to learning

This details the key challenges to achievement that we have identified among our disadvantaged pupils at St Clement's C of E Primary School.

Challenge number	Detail of challenge
1	Some pupils have fallen behind in Reading, Writing and Mathematics as a result of Covid-19 and the enforced school closures.
2	A higher proportion of pupils entering school with poor listening and attention skills has been observed through baseline assessments. This is linked directly to Covid-19.
3	Often pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning.
4	Some of our 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.
5	Some of our Pupil Premium pupils have poor attendance.

6	Some of our pupils have lower expectations of themselves as learners; they lack the confidence to contribute in class and will not risk pushing themselves into their struggle zone with their learning; they often have poorer metacognitive skills than other pupils and don't understand how they learn best.
7	Some of our pupils have lower self-esteem and have a lower sense of self-worth and have low aspiration.
8	Some of our higher attaining disadvantaged pupils do not reach their true potential as a result of limited life experiences compared to other pupils in school.
9	Some of our disadvantaged pupils suffer high anxiety and come from families where there is a history of poor mental well-being that is impacting on their 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
Improved outcomes in RWM Combined	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
Improved outcomes in Reading	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
Improved outcomes in Writing	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
Improved outcomes in Mathematics	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
Improved outcomes in EYFS	Disadvantaged pupils in EYFS achieve GLD

Improved outcomes in the Year 1 Phonics Screening Test	The percentage of disadvantaged Year 1 pupils who pass the PSC is above national disadvantaged and closer to national non-disadvantaged figures
Improved attendance of disadvantaged pupils	Attendance of disadvantaged pupils is greater than 96% and the gap between all pupils and disadvantaged pupils is no less than 1%
Social and emotional needs are met	The emotional wellbeing of all disadvantaged pupils demonstrates that they have a range of strategies which support this aspect of their development
Increased opportunities leading to increased cultural capital	All disadvantaged pupils will access the wider curriculum in school eg clubs, visits

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
Employment of Apprentice SEND/ PP support assistant	**In-house evidence that supports the need for action:** Historic low attainment of dual coded (PP/ SEND) pupils in Reading, writing and maths. **Research evidence that supports approach:** **EEF –** Making best use of teaching assistants **EEF -** Teaching assistant interventions +4	1 3
Staff CPD to improve the quality of teaching, in particular for the most disadvantaged pupils with a focus on practice and retrieval	**In-house evidence that supports the need for action:** Success in their knowledge and skills base in the Foundation subjects will increase their confidence levels and impact positively on the core areas; we will also be providing these pupils with the knowledge and cultural capital to succeed in life **Research evidence that supports approach:** Tom Sherrington and Oliver Caviglioli – WalkThurs (PD toolkit for T & L) **EEF -** Feedback +6 **EEF –** Metacognition and self-regulation	1 6
Increased adult class support for vulnerable pupils	**In-house evidence that supports the need for action:** Evidence collected form baseline and observations of specific children/ groups across upon return in September 2021 **EEF –** Making best use of teaching assistants	1 6

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

Language link – Reception children	**In-house evidence that supports the need for action:** Ongoing evidence from baseline and preschool transition information which highlights a lower entrance level in Language and communication **Research evidence that supports approach:** **Language Link** – *Evidence of pupil attainment and staff practice* (Lended.ord.uk) **EEF** – Small group tuition +4	2
Whole class listening skills intervention	**In-house evidence that supports the need for action:** Baseline observations show that listening and attention are low on entry, especially post covid **Research evidence that supports approach:** **EEF** – Oral Language interventions +6	2
Number stacks – Small group/ 1-1 additional maths support	**In-house evidence that supports the need for action:** Gaps in maths learning identified through ongoing teacher assessment demonstrate pupils need more access to regular and repetitive mathematical a support **Research evidence that supports approach:** **EEF** – Maths counts project **EEF –** Maths Guidance reports	1 6

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

Budgeted cost: £10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target parents of pupils whose attendance is below 95% and formulate action plans; school to agree to support level and parents to agree to plan. Monthly meetings to monitor	**In-house evidence that supports the need for action:** 2020-21 attendance for disadvantaged pupils 96.04%; all pupils 98.1%. 13/56 (41%) pupils attendance under 95%. **Research evidence that supports approach:** EEF: Parental engagement +4	5
Target pupils who are lacking in confidence and who have low self-esteem and limited life experience to take part in after school clubs as a priority	**In-house evidence that supports the need for action:** Historic monitoring of attendance at clubs for disadvantaged pupils has shown that there is a lower uptake than non-disadvantaged pupils. **Research evidence that supports approach:** **EEF:** Aspiration interventions; Arts participation +3	7 8

Target pupils who show an increased level of anxiety in school	**In-house evidence that supports the need for action:** Positive outcomes from previous intervention support using “Relax Kids” as a therapeutic intervention **Research evidence that supports approach:** **Relax kids -** *Mental Health and emotional Health document - 2000*	9
Target pupils/ families who may need additional financial (£50.00 per child) support in order to access the wider curriculum opportunities	**In-house evidence that supports the need for action:** Historic monitoring and knowledge of our families indicates that some struggle to fund the larger costings for trips and residentials **Research evidence that supports approach:**	4 6 7 8 9

Total budgeted cost: £ 58, 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Qualitative measures:

Activity planned 2020-21	Impact	Next steps
Following on from the support offered to families during lockdown, school will continue to build strong learning links through the use of remote opportunities and extended use of technology to develop parents' knowledge of the curriculum.	Strong engagement from the majority of disadvantaged pupils. This was closely monitored, and regular contact supported with any difficulties which may have been a barrier. The gaps in learning were clearly identified upon return and supported through a Recovery curriculum.	Continue to ensure all disadvantaged pupils are able to access technology to support learning opportunities, especially those are completed outside of school.
To close the gap in all areas of learning of the bottom 20% in each year group (SEND/ PP/ EAL) whose progress has been impaired due to covid-19.	Data demonstrates that children have made progress from their baseline, however attainment gap has not closed. Interventions are in place and have had a positive impact upon a number of children however this is not consistent across all disadvantaged pupils.	This is an ongoing target identified in the 2021 – 2022 SDP.
Further develop attendance documents and monitoring procedures in school. Work with families whose children have poor attendance to understand the barriers and also utilise home learning as a way to continue the learning if away from school.	Rigorous systems ensured support mechanisms were in place for the pupils who this was a barrier for and challenge was approached with supportive tone. Persistent absence decreased from the previous year. Overall %age of attendance for disadvantaged pupils was 96%.	Continue to address persistent absence for a small number of families to ensure regular attendance.
Increase parental awareness of the "Early Help" offer that is available and work alongside families to support them engaging with the most appropriate agency. Increase family learning opportunities onsite using the resources initially from the book trust. Explore the opportunity to provide English classes for newly arrived families outside of school time (for both children and adults)	Decrease in referrals to FFD during the year. Limited impact due to Covid-19. Limited impact due to Covid-19.	Continue to strengthen this offer and further develop the opportunities for parents to support their child's learning at home.

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?	Increased staffing
What was the impact of that spending on service pupil premium eligible pupils?	Greater opportunities to offer small group support and specific intervention support

Further information (optional)