# Pupil premium strategy statement 2021/22

## 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 effect that last year’s spending of pupil premium had within our school.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | St Clements C of E Primary |
| Number of pupils in school | 236 |
| Proportion (%) of pupil premium eligible pupils | 52.9% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2022-  2024-2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Eleanor Ward- Chair of Governors |
| Pupil premium lead | Jane Parker- Head Teacher |
| Governor lead | Tony Daly- PPG link governor |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | **£2,574.00** EYFS (01 Sept - 31 March)  **£2,423.00** EYFS (01 Apr -  31 Aug)  **£86,304.00** R - Yr6 (01 Sept - 31 March)  **£67,519.00** R - Yr6 (01 Apr -  31 Aug) |
| Recovery premium funding allocation this academic year | **£16,600.00** |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | **£43,237.00** – this was due to receiving additional grants in relation to COVID or not carrying out what we had proposed due to school closure. |
| **Total budget for this academic year** | **£88,878.00** (01.09.21-31.03.22)  **£69,942.00** (01.04.22 - 31.08.22)  **£16,600.00** academic year 21/22  **£43,237.00** bought forward from 20/21 |
|  | **£218,657.00** |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and the majority achieve age related or higher attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, diminishing the difference between their non-disadvantaged peers, including progress for those who are already high attainers.  We are aware of the challenges faced by vulnerable pupils and their families, such as those who have a social worker or are living in deprivation. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in findings from assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re 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 | The majority of pupils enter our nursery with communication and language needs, impacting on their ability to speak and understand which in turn delays their ability to read and write. |
| 2 | The ability to write to a standard similar to other pupils of the same age, is difficult for the vast majority of our pupils. |
| 3 | Lack of awareness of some parent/carers regarding the importance of working in partnership with school and how to support their child’s learning. |
| 4 | Persistent absence for some disadvantaged pupils has increased compared to their non-disadvantaged peers during the last academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 5 | The majority of our pupils have limited access to extra-curricular activities and places of interest outside of school. |
| 6 | Pupils with specific social and emotional needs which affect their learning due to a lack of focus, low self esteem and minimal coping strategies. This is likely to be more of an issue in 21-22 due to the negative experiences that most of our families faced in the lockdowns |

## 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.

RAG rating (Red, Yellow & Green) denotes if the outcome was not met (Red), partially met (Yellow) & fully met (Green).

|  |  |  |
| --- | --- | --- |
| Intended outcome | Success criteria | Actual Outcome |
| Improved oral language skills and vocabulary among disadvantaged pupils. | * Improved understanding of pupils SALT needs * Improvement in SALT outcomes- e.g. increased levels in key word understanding, speech sound articulation * Impact on pupil’s abilities to read and write- if they can articulate sounds, they will then be able to say words to support their reading and writing skills. | -More pupils were discharged from the caseload of the SALT we buy in than ever before. This is due to a number of pupils receiving that ongoing support/work on their targets & plans within class and therefore, a greater understanding by class staff of SALT needs than before. |
| Improved writing attainment among disadvantaged pupils | * Teacher’s skills will be improved in teaching writing * Through the use of quality written feedback by adults at the point of learning or after a lesson that pupils are expected to respond to. * Increased progress and % of pupils at age related expectations in writing increases. | -The opportunity for teachers to participate in coaching trios during Summer 22, did lead to an improvement in the teaching of writing- for eg: editing was stronger in KS1 and provision for more able pupils in lower KS2 as a result of the focusses.  -There is further work to be done in relation to writing outcomes, as it was the subject with fewest pupils at age related expectations in comparison to reading & maths. We have identified a focus on handwriting & spelling is needed in 22-23 to see if this will make a difference |
| Increase in parent/carer involvement in their child’s learning and their own understanding of how to support their child/ren | * Parent/carers are more able to support their child’s learning at home * Increased rates of progress & % of pupils at age related expectations (ARE) | -Due to ongoing COVID restrictions that school had to implement in Spring 1 due to high numbers of cases, parent/carers didn’t come into school as much as we would have liked to take part in learning alongside their child.  -School was re-awarded the LPPA accreditation in June 22. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | * The percentage of all pupils who are persistently absent is no more than 8% and the figure among disadvantaged pupils being no more than 10% | -15% of all pupils were PA. Although higher than we have ever had, this was lower than local and national averages.  -23% of disadvantaged pupils in school were PA in comparison to 28% of disadvantaged pupils nationally. |
| Increase in attendance at extra curricular activities and increase in new experiences and skills | * Social skills are developed through participation in a range of clubs provided by the school or external providers * Improved outcomes in weight screening- fewer pupils in the obese & over weight ranges. * Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities. Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence | -When extra-curricular activities resumed, uptake was low due to children & parent/carers being out of the habit of attending these. We were unable to run some activities due to numbers being too low.  -The ones that did go ahead- eg Forest School, drama club, ukulele, dance & boxercise provided pupils not only with the opportunity to socialise but to raise their self-esteem by them realising the new skills they had achieved. |
| Pupils and families are applying strategies learnt during 1:1 or group sessions to result in a reduction in emotional outbursts both at home and school | * To provide dedicated time and support to pupils (1:1 and group) * To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom (use of Boxall Profile as a measure as well as attainment & progress data) * To provide support to parent/carers in understanding their child’s needs and to improve relationships and routines at home. | -The family support team began to meet with some pupils and their parent/carers on a 1:1 basis to unpick long-standing issues in relation to their behaviour at home and school. This has led to a number of pupils being more understood by adults in school and at home, reduction in incidents, improved relationships, increased attendance and referrals to other agencies if necessary. |

## 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: £9,500.00 / Actual £9,500.00**

SALT meetings - £1,500.00

Coaching - £3,000.00

Implementation of our Presentation, Marking & Feedback Policy- £2,000.00

Zones of Regulations Training - £3,000.00

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Increase knwldg and undstg of Speech & language issues with all staff & parent/carers via training sessions & meetings | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 2, 3 & 6 |
| Implementation of a coaching approach with teachers and teaching assistants to further develop the Write Stuff Approach (our Writing curriculum) in school | Sharing good practice across a school that uses the same teaching approach in a curriculum area, has been proven to develop knowledge, skills and approaches  Effective Professional Development EEF  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 2 |
| Embedding our Presentation, Marking & Feedback policy to ensure written comments and marking are acted upon by supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils’ motivation to improve. | There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.  Teacher Feedback to Improve Pupil Learning EEF  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback | 2 |
| Continuation of half termly whole staff training on behaviour management and anti-bullying approaches via the Zones of Regulation materials with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 6 |

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

**Budgeted cost: £40,320.00 / Actual £39,043.00**

SALT (1yr) - £8,541.00

SALT TA (½ salary for 1yr) – £11,502.00

Other SALT interventions - £3,000.00

Writing Tutoring - £7,500.00

Parent’s meetings & Resources - £3,500.00

Computing Subscriptions - £5,000.00

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Commissioning of a qualified Speech and Language therapist (SALT) for 1 day per week to assess pupils, implement SALT programmes (weekly meetings with SALT TA who implements below) | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 2, 3 & 6 |
| Implementation of programmes and individual communication plans to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1, 2 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 2 |
| Delivery of 1:1 or group meetings/sessions with parent/carers to increase their awareness of where their child/ren are at in their learning and providing them with additional support & activities to progress their child/ren further | Parents play a crucial role in supporting their children’s learning, and levels of  parental engagement are consistently  associated with better academic outcomes.  Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.  Working with Parents to Support their  Children’s Learning  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | 3 |
| Use of technology to provide targeted educational support to supplement quality first teaching- eg subscription to Splingo, IDL literacy, Oxford Reading Buddy, Times Tables Rockstars | Using technology in ways which support improved teaching or improved pupil learning (e.g. by increasing the quality and quantity of pupil practice).  Using Digital Technology to Improve  Learning  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital | 1, 2, 3 |

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

**Budgeted cost: £82,155.00 / Actual £87,416.00**

Parental Support £16,590.00

Attendance Officer £18,011.00

Learning Mentor & Parental Support £22,161.00

Social Worker £13,554.00

Educational Visits - £12,000.00

Visiting Tutors - £1,500.00

After School Clubs - £3,200.00

Attendance Rewards - £400.00

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Commissioning of a social worker based in school for 3 days per week & 6 days out of term time Nov21-Aug 22 | This is a new initiative in school and we are hoping that by employing a school based social worker, it will increase capacity not only for our families who will be signposted to agencies that can support them but also, increase capacity for the 5 other designated persons for child protection in school who also have other roles. | 3, 4 & 6 |
| Release time for the attendance support officer and social worker to develop and implement new procedures to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. | 4 |
| Dedicated time and support to pupils (1:1 and group) to improve the self esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. Also, to provide support to parent/carers in understanding their child’s needs and to improve relationships and routines at home. | By Improving Social and Emotional Learning in Primary Schools it increases the resilience and independence of pupils and families. It is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their non-disadvantaged classmates.  Improving Social & Emotional Learning in Primary Schools EEF  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | 3, 6 |
| Increase in attendance at extra curricular activities and increase in new experiences and skills | Our pupils benefit from experiencing learning first hand by going on educational visits or having visitors into school. We have observed that the quality of their knowledge recall and writing are greater if they have experienced something first hand.  A lot of our pupils will only experience a sporting activity or other extra curricular activity such as Art and Drama, if they attend it in school as they are less likely to attend such activities at other venues in the community. | 5 |

Total budgeted cost: **£131,975.00**

Actual cost: **£135,959.00**

The difference in income and actual cost is £82,698.00 for 21/22, which includes £43,237.00 brought forward from 20/21, which was not spent as predicted due to additional grants received and school closure in relation to COVID.

The under spend of £82,698.00 has been spent but is not listed in the specific challenges listed above but alongside to support achieving the required outcomes and are listed below.

* Private Maths Tutor - £18,010.00
* Additional Maths Resources - £3,520.00
* Tutor Trust group tuition- £2,200.00
* SpeechWise SALT - £7,534.00
* Writing Catch up Groups - £3,700.00
* Additional class support for pupils with SEND – £10,924.00
* TA additional hours – £6,790.00
* Subscriptions and licences for programmes to support Numeracy & Literacy - £4,534.00
* Educational Psychologist - £7,750.00

TOTAL - **£64,962.00**

**c/f £17,736.00**

# 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 internal assessments at the end of Autumn 2020/21 suggested that the performance of disadvantaged pupils was in line or higher than non-disadvantaged pupils. This was due to a number of staff moving up with their class from 2019-20, knowing where they were up to in the previous year’s curriculum and what the gaps were over lockdown in Summer 2020, allowing them to ‘hit the ground running’ in Autumn 2020.  The lockdown in January- March 2021, did disrupt all subject areas to varying degrees, but more so in writing. This was the most difficult subject to teach online or without face to face examples and support. 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.  Before returning to school in March, we had begun to identify the interventions that would be needed and on return began to deliver phonics interventions, speech and language programmes, writing interventions during and after school hours, maths tuition, booster teaching for the Year 5 class (now Year 6) and social and emotional intervention to name but a few.  By the end of the academic year, the % of PPG eligible pupils performing at age related or higher in combined subjects (reading, writing & maths) than their NPPG peers in school, the LA or nationally was in line or higher in 5/6 year groups.  Y1 Y2 Y3 Y4 Y5 Y6    (green=St Clements; aqua=LA schools using Juniper; pink= national schools using Juniper)  Although overall attendance in 2020/21 was lower than in the preceding 3 years at 92.5%, it was higher than the national average. At times when all pupils were expected to attend school, persistent absence among disadvantaged pupils was higher than their peers, which is why persistent absence is a focus of our current plan.  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan*.* |

## Externally provided programmes

|  |  |
| --- | --- |
| Programme | Provider |
| Lancashire Phonics Catch Up Intervention | Lancashire County Council |
| Oxford Reading Buddy (online reading) | Oxford Reading Tree |
| IDL Literacy (online reading and spelling intervention) | IDL Solutions |
| One to One or Small Group Tuition | Tutor Trust |

## Service pupil premium funding (optional) N/A

|  |  |
| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

|  |
| --- |
| -The success of the individual pupil premium interventions that lie beneath the activities noted above are described in detail on our Blue Hills Provision map. Staff who deliver the intervention/s are expected to set baseline and exit outcomes as well as completing evaluations after each session. This is overseen by the PPG lead, who regularly reviews the frequency of intervention delivery and the quality of the written evaluations. The provision map also costs each intervention so we can evaluate impact versus cost to determine if the intervention is worth repeating or a different approach is needed.  -Looked After or Previously Looked After Pupils also have their own funding cost centres (£2,300.00) and reports. Although many of them take part in the interventions listed in this statement, their parent/carers are contacted at least twice a year to inform them of what was spent and the impact of this expenditure in the previous academic year and to also ask them what they would like to purchase to support their child. Requests have included electronic devices to support home learning and payment for extra curricular activities such as swimming lessons.  -St Clements has been accepted onto the NELI (Early Language Intervention) programme for a second year. In Autumn 2020, all of our Reception pupils were screened for their Speech and Language skills and four pupils were identified as requiring more indepth intervention. The programme commenced after the lockdown in March 2021 and the pupils received small group and 1:1 therapy four times a week. These pupils have reached the end of the programme and all have made substantial improvements in their speech and language. We are now focussing on screening the current Reception pupils to see who would benefit from targeted intervention this year.  -St Clements have also been awarded £20,000 from the Forgotten Forty (F40) Foundation in 2021-22 (sponsored by INEOS). This is due to the high percentage of pupils in receipt of a FSM in school and the focus for the funding has been to increase pupil’s involvement and skills in the Arts. So far, we have used the funding to run a drama club for pupils in Years 5 & 6 that will culminate in a production of Matilda in March 2022 and pay for a visit for pupils in Years 1 & 2 to the Zion Arts Centre in Manchester where the children’s books ‘The Tiger Who Came to Tea’ & ‘Mog the Forgetful Cat’ were bought to life. In 2022, we have booked a concert at the Halle Orchestra for Year 4 and an artist will be in residence in school throughout Spring 2 2022.  -The PPG lead, Jane Parker (Head Teacher) is participating in ‘Making the Difference for Disadvantaged Learners’ CPD led by the Research Schools Programme and heavily subsidised by the Education Endowment Foundation from 7th January- 4th May 2022. The programme aims to provide participants with the latest evidence and support them in implementing change that will lead to school improvement. |