# Pupil premium strategy statement 2023-24

## 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

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| Detail | Data |
| School name | St Clements C of E Primary |
| Number of pupils in school  | 217 with 26 Nsy expected  |
| **Proportion (%) of pupil premium eligible pupils** | 54.4% no Nsy |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-20242024-2025 |
| Date this statement was published | 19th September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Eleanor Ward- Chair of Governors |
| Pupil premium lead | Jane Parker- Head Teacher |
| Governor lead | Tony Daly- PPG link governor |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | **£3,711.00** EYFS (01/09 – 31/03)**£2,099.00** EYFS (01/04 - 31/08)**£101,850.00** R - Yr6 (01/09 – 31/03)**£74,000.00** R - Yr6 (01/04 31/08) |
| Recovery premium funding allocation this academic year | **£8,773.00** (01/09 – 31/03) **£7,368.00 -** (01/04 - 31/08) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | **£8,787.00** – this was due to receiving additional grants  |
| **Total budget for this academic year** | **£5,810.00** EYFS (01/09-31/08)**£175,850.00** R – Yr6 (01/09- 31/08)**£16,141.00** Recovery01/09 – 31/08)**£8,787.00** bought forward**TOTAL £206,588.00** |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 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
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## Challenges

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

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| 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 | In some classes and subjects, the gap between disadvantaged and non disadvantaged pupils is wide. If this continues, it will impact on their outcomes at the end of Key Stage 1 & 2 and into Key Stage 2 & 3.  |
| 4 | Lack of awareness of some parent/carers regarding the importance of working in partnership with school and how to support their child’s learning.  |
| 5 | 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. |
| 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.  |

## 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.

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| 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 & progress from initial to exit screening.
* 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.
 | -In Sept 23, 5/24 Nursery pupils scored at their age related expectation (ARE) on the baseline WELLCOMM screening. Focusses were identified by the Nursery staff who implemented these into group sessions and continuous provision. By the time of the exit screening in June 24, a further 4 pupils had reached (ARE) with a further 5 pupils catching up to be just one band below there are.-In Reception, new pupils were also WELLCOMM screened and by July 24 only one of these 10 were at ARE-More pupils have been discharged from the caseload of the SALT we commission via PPG funding during 23-24. This is due to an increase in speaking and listening opportunities across the curriculum as part of quality first teaching and an increase in SALT input from class staff. -During lesson observations and monitoring of books, the vocabulary used by pupils continues to be strong. This has also been strengthened by the introduction of learning organisers in most foundation subjects where they are being exposed to words that extend their understanding and use in their communication across the curriculum. |
| Improved writing attainment among disadvantaged pupils | * Teacher’s skills will be improved in teaching and assessing 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.
 | -At the end of Key Stages, outcomes were as follows:-Reception: **More** **non** **disadvantaged pupils achieved at the expected standard in Writing than disadvantaged pupils**-Year 2: **More** **Disadvantage pupils achieved the expected standard in writing in comparison to non-disadvantaged pupils.** -Year 6: **More** **disadvantaged pupils achieved at the expected standard in Writing than non-disadvantaged pupils**-In the interim year groups, non disadvantaged pupils are achieving higher in writing than their disadvantaged peers.-During 23-24, as well as regular, in school moderation, teachers attended cluster moderation and also received external advisor moderation support too. Writing in Year 6 was moderated by the LA in June 24. Although improvements in handwriting and spelling have been evident as a result of the training, writing still remains the subject that we need to focus on as it was the subject with fewest pupils at age related expectations in comparison to reading & maths. |
| Attainment gap between disadvantaged and non-disadvantaged pupils narrows in certain subjects and classes | * As the academic year goes on, termly data and pupil progress meetings, show that the gap is narrowing in the classes and subjects identified.
* By the end of the academic year, the attainment in the focus subject in those classes has increased so that the gap between disadvantaged and non-disadvantaged pupils has narrowed or it has surpassed the attainment of non-disadvantaged pupils.
 | -Diminishing the difference reports show that in every class except Year 2, Y3 reading & Y6 writing, the attainment gap has widened between disadvantaged and non-disadvantaged pupils. This will still have to remain a focus in the next academic year. |
| 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)
 | -Over 23-24 academic year, there has been a substantial increase in parent/carers being involved in school sessions about their child’s learning. As a result, this has supported more pupils to write their name correctly in Nursery, more pupils pass the phonics screening check in Y1 for example.Parent/carers who have attended events in school or used packs & resources sent home, have spoken positively about the experience and have requested further opportunities in 24-25 |
| 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 10% and the figure among disadvantaged pupils being no more than 12%
 | -Fischer Family Trust (FFT) data showed that by the end of 23-24, the attendance of our disadvantaged pupils was 93.5% (21-22=90.5%; 22-23=93%) in comparison to 95.3% for non-disadvantaged pupils (21-22=94.9%;22-23=95.4%). -PA pupils inc Nursery= 18%= 45 children out of 247 PA not including Nsy= 16%= 37 children out of 22133 of these were disadvantaged pupils. Work to reduce persistent absence amongst disadvantaged pupils has to continue in 24-25. |
| 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.
 | -There have been no fixed term or permanent suspensions in school during 23-24 and generally, emotional outbursts in school have not increased and impacted on learning. -A number of families have had intensive support from the Family Support team (this also includes the Head/SENDCO & SENDTA) to talk through presenting behaviours, routines and strategies to reduce confrontation and outbursts. Although incidents still occur, the frequency has reduced and parent/carers report to feeling more confident in dealing with incidents, and most importantly, recognising successes too. -During 23-24, there has also been an increase in school working more alongside other agencies such as Kickstarter Outreach, Family Hub & Early Help support workers when our capacity has been reduced or we have felt the support required for a family is beyond our expertise.  |

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £11,500.00 Actual Cost: £13,450.00**

SALT meetings - £1,500.00

Coaching - £2,000.00

Implementation of our Presentation, Marking & Feedback Policy - £2,750.00

Speaking & Listening Project Staff Meeting preparation & time for English Leads £3,200.00

Zones of Regulations Training - £2,000.00

Team Teach level 2 Refresher training for certain staff Feb 24 - £2,000.00

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| 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, 4 & 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 EEFhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 2 & 3 |
| 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 EEFhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback | 2 & 3 |
| Provide CPD to class based staff to refresh their knowledge on the importance of being good speaking & listening role models. Also, to introduce approaches that develop pupil’s speaking & listening skills.  | 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 EEFhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 1 & 2 |
| Continuation of whole or 1:1 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: £42,540.00 Actual Cost: £43,595.00**

SALT (1yr) - £9,541.00

SALT TA (½ salary for 1yr) – £16,704.00

Other SALT interventions - £3,600.00

Class based staff booster group/1:1 intervention - £6,250.00

Parent’s meetings & Resources - £3,500.00

Computing Subscriptions - £4,000.00

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| 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 |
| Use of class based staff to work with pupils in a group or on a 1:1 basis for a limited amount of time in a specific subject that data shows disadvantaged pupils are attaining lower than their non-disadvantaged peers in | 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/) | 3 |
| 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 Learninghttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | 4 |
| Use of technology to provide targeted educational support to supplement quality first teaching- eg subscription to Splingo, IDL literacy, 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 Learninghttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital | 1, 2, 3 & 4 |

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

**Budgeted cost: £91,047.00 Actual Cost: £93,772.00**

Parental Support £19,176.00

Attendance Officer £20,857.00

Learning Mentor & Parental Support £26,122.00

Social Worker £27,267.00

Attendance Rewards - £350.00

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| 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 Sept 23-March 24 | We are hoping that by continuing to employ 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.  | 4, 5 & 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 Working Together to Improve School Attendance Guidance | 5 |
| 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 EEFhttps://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | 4 & 6 |

**Total budgeted cost: £145,087**

Actual cost: **£150,817.00**

The difference in income and actual cost is £55,771.00 for 23/24, which includes £8,787.00 brought forward from 22/23, which was not spent as predicted due to additional grants received.

The under spend of £55,771.00 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.

* Additional Maths resources - **£3,132.00**
* Educational Psychologist - **£6,300.00**
* Educational Visits - **£3.309.00**
* Private Maths Tutor - **£14,725.00**
* TA additional hours - **£8,575.00 (1:1 Support / class support)**
* Writing Catch up Groups - **£2,387.00**
* Additional Support for identified families - **£5,253.00 (Pick up / drop off etc)**

TOTAL - **£43,681.00**

c/f **£12,090.00**

# 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 2023-24 academic year.

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| **DISADVANTAGED PUPIL DATA (JULY 24)****SCHOOL FSM ELIGIBLE: 152/247=61.5% (+19 pupils and 5% on July 23)****-More** **NFSM pupils achieved the Early Learning Goal in R, W & M than FSM pupils however, larger group (27 as opposed to 3 PPG eligible pupils)****Y1 PHONICS:** **6/13 PPG eligible pupils passed the phonics screening check. Their average score was 30 (pass mark 32) lower than their NPPG peers who performed better on the phonics screening check with an average score of nearly 33 and 12/17 passing the phonics screening check.****KS2: % ACHIEVING EXPECTED STANDARD** **-\*NB- large group of PPG eligible pupils in previous Y6 class 24 as opposed to 9 NPPG pupils.****-Looking at the Test Scaled Scores, more PPG pupils achieved at the expected or higher standard than NPPG pupils. Also, their average point score was higher except in Maths. i(NB Writing on the test scaled scores refers to the SPAG test). Writing was teacher assessed and again, more PPG pupils (13) achieved the expected standard in comparison to NPPG pupils (6).** **-More PPG pupils achieved the expected standard in the combined subjects- R, W & M (12) than NPPG pupils (6)** |

## Externally provided programmes

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| Programme | Provider |
| Lancashire Phonics Catch Up Intervention | Lancashire County Council |
| Unlocking Letters & Sounds | Ransom |
| IDL Literacy (online reading and spelling intervention) | IDL Solutions |

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

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| 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)

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| * 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.
* Children Looked After or Previously Looked After also have their own funding cost centres 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 identified to receive targeted support from the Local Authority due to having Good Level of Development outcomes that are below 50% for the last two years and being in an area that has high levels of deprivation. The Pathfinder Project (starting in September 23- July 24) aims to provide groups of schools with access to Educational Psychology, SALT, Early Help and Family Outreach worker services to develop staff skills and increase parental capacity. The project starts with a focus on the new Year 2 cohort due to the impact the COVID 19 pandemic had on their early experiences. The project can then focus on the new Year 1 and Reception classes if there is time and a need in the school.
* St Clements have been fortunate to again be awarded £20,000 from the Forgotten Forty (F40) Foundation in 2023-24 for a third year -sponsored by INEOS. This is due to the high percentage of pupils in receipt of a FSM in school. In 23-24, we intend to spend the award on financing educational visits and visitors to bring our curriculum to life and provide our pupils with experiences outside of their immediate locality that a number of them would not experience. Also, to develop our focus on the Arts through teaching pupils to play a different instrument and working with an artist to extend our pupil’s understanding of a different medium in Art.
* Three members of staff are about to complete their fully funded National Professional Qualifications (NPQs) in Autumn 23, one is continuing until Summer 24 and another member of staff is starting their NPQ in Autumn 23. This shows the dedication of staff to continue to professionally develop and keep abreast with current developments to impact on their practice in school.
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