# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*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

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| Detail | Data |
| School name | St Margaret Clitherow Catholic primary School |
| Number of pupils in school | 72 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | 1.11.21 |
| Date on which it will be reviewed | February 2022 |
| Statement authorised by |  |
| Pupil premium lead | Hannah Maskell |
| Governor / Trustee lead | Jane Young |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 28,132 |
| Recovery premium funding allocation this academic year | £ 3,045 |
| 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 | £ 31,177 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Margaret Clitherow Catholic Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.  ***Our ultimate objectives are to:***   * *Remove barriers to learning created by poverty, family circumstance and background* * *Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally* * *Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum* * *Develop confidence in their ability to communicate effectively in a wide range of* * *contexts* * *Enable pupils to look after their social and emotional wellbeing and to develop* * *resilience.* * *Access a wide range of opportunities to develop their knowledge and understanding of the world*   ***Our Context:***   * Torbay is the most deprived local authority area in the South West region. Within Torbay, around **one-in-three of the population** live in areas in the top 20% most deprived in England. * 29% of pupils are eligible for Pupil Premium Funding in comparison to 23% nationally.   *Achieving our objectives:*  *In order to achieve our objectives and overcome identified barriers to learning we will:*   * *Provide all teachers with high quality CPD to ensure that pupils access effective* * *quality first teaching* * *Provide targeted intervention and support to quickly address identified gaps in* * *learning including the use of small group work, 1:1 tuition* * *Target funding to ensure that all pupils have access to trips, residentials, first* * *hand learning experiences* * *Provide opportunities for all pupils to participate in enrichment activities including sport and music* * *Provide appropriate nurture support to enable pupils to access learning within* * *and beyond the classroom.*   *3*  This is not an exhaustive list and strategies will change and develop based on the needs of individuals.  Key Principals:  We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan, specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. |

## 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 | Social, emotional and mental health |
| 2 | Attendance |
| 3 | Parental engagement |
| 4 | Gaps in reading, writing, maths and phonics |
| 5 | Speech, language and communication |

## 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 |
| Reading, Writing and Maths | Achieve outcomes in-line with, or above, national average by the end of KS2. |
| Attendance | Ensure attendance of disadvantaged pupils is at least 96% |
| Phonics | 90% of pupils achieve the Y1 phonics screening threshold. |

## 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

Budgeted cost: £ *5,000*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Incremental Coaching for teaching staff* | Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF Toolkit | 4,5 |
| *Further develop the whole school curriculum offer* | D**eveloping curriculum** expertise to **offer** the pupils in our schools an education of substance. | 1,2,4 |

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

Budgeted cost: £ 11,000

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *1:1 Tutoring* | Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally Gaps are filled | 1,3,4 |
| *1:1 Reading interventions* | Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally  Gaps are filled | 4 |
| *SEMH group interventions* | Improved SEMH of all pupils. Instances of poor behaviour reduced. | 1,2 |

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

Budgeted cost: £ 15,150

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Attendance Officer and Family Support Worker Employed* | Attendance improves  Pupils are safe and are confident in themselves and can manage their emotions effectively.  Strengthened partnership with parents/carers.  Parents/Carers regularly support pupils with home | 1,2 |
| *Further improve the*  *Trauma Informed Practice*  *to support the wellbeing*  *of children and adults* | Behaviour, including learning behaviour, is good.  Pupils make good progress in learning. | 1,2 |
| *Times Table Rockstars* | Pupils have access to engaging resources from the home which promotes greater engagement, | 3,4 |

**Total budgeted cost: £ 31,150**