



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
School name	St Margaret Clitherow Catholic Voluntary Academy
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	F1 = 1 (4%) F2 = 2 (7%) Y1=5 (17%) Y2=3 (10%) Y3=7 (23%) Y4=5 (21%) Y5=2 (6%) Y6=2 (7%) Total = 27 (12%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	December 2021- December 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mrs S Sweeney-McGinty
Pupil premium lead	Mrs S Sweeney-McGinty
Governor / Trustee lead	Fr John Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,625
Recovery premium funding allocation this academic year	£3,770
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	£37,395

Part A: Pupil premium strategy plan

Statement of intent

At St Margaret Clitherow Academy, the pupil premium strategy is designed to ensure that all pupil premium children achieve their full personal and academic potential. We endeavour to put Christ at the centre of everything we do at St Margaret Clitherow and ensure that children are aspirational, resilient, respectful, and tolerant global citizens who have a life-long love of learning.

We are passionate about promoting ambition and equality for all our pupils and supporting their mental wellbeing, physical health, and social skill development. We understand and acknowledge the challenges faced by some of our families and recognise that a large proportion of our pupil premium children do not build their cultural capital outside of school. We strive to provide enrichment opportunities that inspire and motivate children to engage in their learning. These include providing support with funding residential trips; establishing a comprehensive extra-curricular programme for all children and ensuring high quality teaching for all.

A key lever within the pupil premium strategy is to increase the attendance of a few pupil premium children who are persistently absent. We intend to improve attendance by implementing a clear Attendance policy and Trust wide target of 97%; establishing a systematic monitoring system to identify persistent absence and offering targeted challenge and support to these families to improve attendance.

High-quality 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.

St Margaret Clitherow's aims for disadvantaged pupils are:

- To ensure disadvantaged children have access to high quality teaching and learning opportunities which meet their needs.
- To use diagnostic tests to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal data.
- To provide children and families access to an Attendance Officer.
- To provide children with access to trained Mental Health First Aiders.
- To ensure disadvantaged children have enrichment opportunities including music tuition and school trips.
- To 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	<u>Reading</u> 48% of disadvantaged pupils are currently working below the expected level in Reading compared to 30% non-disadvantaged children. This proportion has significantly increased since Covid closures.
2	<u>Phonics</u> Over the past three years, 25% of disadvantaged children did not pass the Year 1/2 phonics check.
3	<u>Maths and Writing</u> 48% of disadvantaged pupils are currently working below the expected level in Writing compared to 35% of non-disadvantaged children. 44% of disadvantaged pupils are currently working below the expected level in Maths compared to 28% non-disadvantaged children.
4	<u>Attendance</u> Attendance of disadvantaged pupils is approximately 3.88% lower than for non-disadvantaged pupils. 5/27 disadvantaged children's attendance is below 90% with a further 3 disadvantaged children's attendance being below 95%.
5	<u>Emotional and Mental Health</u> Disadvantaged pupils are disproportionately affected by external challenges which risk preventing or limiting access to school or broader learning, including social and emotional challenges (with approximately, 41% accessing Mental Health First Aider support in 2020-2021).
6	<u>Enrichment Opportunities</u> Pupils from disadvantaged families have greater difficulty in contributing voluntary funds to school trips, extra-curricular activities and residential visits.

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
Quality first teaching delivered by all teaching staff, tailored CPD in place to help staff plan and sequence the curriculum so that it builds on previous knowledge and to clearly defined end points.	<ul style="list-style-type: none"> Teachers able to identify the main learning (composite) and the component parts for each lesson. Children are clear on the sequence of learning and where it sits. Retrieval practise strategies are established for all pupils to ensure children learn more and remember more, irrespective of their starting points.
Improved Reading outcomes for disadvantaged children.	<ul style="list-style-type: none"> Proportion of disadvantaged children achieving EXP+ is increased and more in line with National.

	<ul style="list-style-type: none"> •Increased reading habits with disadvantaged children. •Each class to have a “Diversity Library” with high interest books that represent our children. •Children given the opportunity to request books to be purchased and added to the class library. •New staff are trained by SLT in the “8 Reading Inference Strategies”. •Reading Age on STAR Assessments is increased term on term.
Improved Phonics outcomes for disadvantaged children.	<p>Proportion of disadvantaged children achieving the PSC is broadly in line with the National Average. (SMC 3 year trend 75%) (Nat Non-Disad2018/19: 82%)</p> <p>Disadvantaged children will achieve in-line with non-disadvantaged children.</p> <ul style="list-style-type: none"> •Termly data will include analysis of PP children. •Data shared with Governors, will identify PP attainment and progress. •Half-termly monitoring by SLT through book looks and learning walks.
Gaps between disadvantaged children and non-disadvantaged children in RWM are significantly diminished.	<ul style="list-style-type: none"> •Proportion of disadvantaged children achieving EXP+ is increased and more in line with National. •STAR Assessments used effectively to identify gaps and support the planning of targeted interventions.
For the gap to narrow in attendance between the Pupil Premium and Non-Pupil Premium groups. The number of Pupil Premium children with attendance below 96% to decrease.	<ul style="list-style-type: none"> •Support from Attendance Officer to ensure all children are attending school. •Half Termly Attendance Reports are created and monitored at LGB meetings. •Parents of children who fall below our school attendance target engage with the Attendance Officer, and support given where needed. •Breakfast club and After School Clubs are offered free of charge for PP children to ensure children arrive on time and ready to learn.
For emotional health concerns to be identified at the earliest opportunity and strategies put in place to support recovery. For this practice to be established across the school.	<ul style="list-style-type: none"> •For children with identified emotional health concerns to show progress in sessions with Mental Health First Aider. •For all staff and parents to be aware of strategies to enhance and promote positive well-being. •Embed the Ten Ten (RSE) curriculum to help develop resilience and confidence to express their feelings. Introduce a well-being charter (based on the Dfe’s Charter), for it to be established in school.
Disadvantaged children to enjoy the wide range of enrichment activities that we offer at St Margaret Clitherow Academy.	<ul style="list-style-type: none"> •Equal access for all pupils including disadvantaged pupils to a knowledge and

	<p>vocabulary rich curriculum to include enrichment activities to increase their cultural capital.</p> <ul style="list-style-type: none">•An Enrichment Schedule is established to return enrichment activities, including school trips, sports trips, music concerts, residential trips and child led charity fundraising return to pre-pandemic levels.•A wide range of extra-curricular activities will be offered to develop our children's interests.•Discounts will apply for disadvantaged children for all enrichment opportunities to include; educational visits, music lessons, residential visits.•Pupils are able to access music tuition in order to learn a new skill or continue to play an instrument they have been learning.
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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: **£ 7150**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for subject leaders and teaching staff – effective quality first teaching</p> <p>£500</p>	<p>High Quality Teaching EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>EEF Using Pupil Premium effectively – https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>The Sutton Trust Report 2011</p>	<p>1, 2, 3</p>
<p>Purchase of STAR diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£3000</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme “Little Wandle” to secure stronger phonics teaching for all pupils.</p> <p>£3250</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>£400</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£17000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant directed time for provision of Reading, Writing and Maths interventions to increase knowledge and skills and improve attainment of all disadvantaged children.</p> <p>£12000</p>	<p><u>EEF (+4 MONTHS) Small group tuition Education Endowment Fund Foundation.</u></p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. 	<p>1, 2, 3</p>
<p><u>Maths programme subscription</u> Enhancement of Maths curriculum through purchase of Mathletics and TTRS programmes to develop fluency skills at school and through homework.</p> <p>£2000</p>	<p>EEF research suggests that disadvantaged pupils receive additional benefits from completing homework if this can be supported by the school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>3</p>
<p><u>Phonics Interventions</u> Implementation of</p>	<p>Studies have shown that Phonics has a positive impact overall (+5 months) and is an important component in</p>	<p>2</p>

<p>additional targeted phonics interventions led by staff to improve standards in phonics.</p> <p><u>£3000</u></p>	<p>the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> • Studies have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£16300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of an Attendance Officer - to support families and ensure all pupils achieve the school's attendance target.</p> <p><u>£12,000</u></p>	<p>Research into how attendance can impact attainment – The Key for School Leaders</p> <p>The Department for Education (DfE) published research in 2016 that made a clear link between absence from school and lower attainment.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	4
<p>Cultural Capital Experiences promoted in the curriculum. Essential experiences built in to the SMC curriculum eg Transport to support City Orchestra Concerts, Sports Events. Funding for Educational visits for disadvantaged children. Music tuition and after school club activities for disadvantaged children.</p> <p><u>£3000</u></p>	<p>Language is contextualised in concrete experiences and language-rich environments.</p> <p>Ofsted research 2019 places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest, which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational achievement and attainment.</p> <p>EEF- outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	1, 2, 3, 4, 5, 6

<p>Purchase of books for Year 5 and 6s Diversity Libraries to encourage a love of reading. £300</p>		1
<p>Provision of four Mental Health First Aiders as part of the school's wider tiered mental health system to ensure early support. £1000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5

Total budgeted cost: £40450

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.

Measure	Activity and Impact
Priority 1	<p><u>To ensure all learners are taught a broad, vocabulary rich curriculum.</u></p> <ul style="list-style-type: none"> • Staff included the relevant vocabulary in the Subject Progression Frameworks. • Knowledge of key vocabulary is assessed in pre- and post- learning tasks across the curriculum. • Key vocabulary is now included in metacognition expectations across the curriculum.
Priority 2	<p><u>To embed the consistent teaching of phonics and early reading in EYFS and KS1 and ensure high quality resources and decodable reading books are available.</u></p> <ul style="list-style-type: none"> • CPD and quality assurance monitoring by the English lead ensured the consistent teaching of early reading in EYFS and Key Stage 1. • New books were brought to ensure all children have access to both phonetically decodable books and a wide range of reading books to practise their phonics and increase their vocabulary. <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • To research, purchase and implement a DFE validated phonics scheme in EYFS and KS1.
Priority 3	<p><u>To ensure the bottom 20% of learners are identified and given targeted intervention to catch up and stay caught up.</u></p> <ul style="list-style-type: none"> • Through the use of standardised tests within School, we were able to track and monitor the progress of the pupil premium children. • This data shows even though schooling was disrupted by Covid-19, the children made progress or maintained, across Reading Writing and Maths. With only a few exceptions. This was achieved by a robust implementation of on-line learning from Day 1 of school closures – with the on-line day closely matching a normal school day. • This provided the children with a high level of Teacher and TA support (including a full table of lessons and interventions). • To enable all children to learn, extra school resources (laptops) were deployed, and all vulnerable children were invited into school during closure. <p><u>Next steps:</u></p> <ul style="list-style-type: none"> • Premium Pupil children are still behind the Non-Pupil Premium group in Reading, Writing and Maths. This is something we are building upon, with the activities detailed in this year's plan
Priority 4	<p><u>To improve the attendance of pupil premium children across the school.</u></p> <ul style="list-style-type: none"> • PP attendance for 2020-2021 was 2% below non-disadvantage attendance. • All children who were Disadvantaged or classed as vulnerable were offered school places during school closures and attendance was high at these times. • The previous Attendance Officer was effective in writing half termly reports and sending letters to parents of children who fall below the 97% target. <p><u>Next steps:</u></p> <ul style="list-style-type: none"> • Attendance to be a focus of current PP Strategy in order to maintain high attendance and punctuality. • The newly appointed Attendance Officer will provide more targeted support for the 5 PP children who have been identified as having persistent absence.

Priority 5	<p><u>Mental Health and Emotional Well Being</u></p> <ul style="list-style-type: none"> • Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. • We used pupil premium funding to provide Mental Health First Aider Training for four members of staff. • We provided wellbeing support for all pupils, and targeted interventions where required. <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • We are building on that approach with the activities detailed in this plan, to ensure all children's needs are met.
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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
Times Table Rockstars	TT Rockstars
Mathletics	3P
STAR Assessments	Renaissance
Little Wandle Phonics	Little Wandle