



St Margaret Clitherow - Pupil premium strategy statement

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 Margaret Clitherow
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	6.5% (13 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed (for this academic year)	December & April
Statement authorised by	Mrs Anne Mulholland
Pupil premium lead	Mrs Yvonne Ridguard
Governor / Trustee lead	Mr Rory McCormack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,760
Recovery premium funding allocation this academic year	£0
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	£21,760



Part A: Pupil premium strategy plan

Statement of intent - St Margaret Clitherow

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use.

We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our key principles are based around:

- Developing confident, effective communicators who can articulate their own opinions whilst being respectful listeners.
- Encouraging children to be adventurous and willing to take risk because they know it is okay to make mistakes in order to learn from them.
- Developing inquisitive pupils, who use questioning and problem-solving skills to challenge.
- Nurturing children who will embrace all that the world has to offer them and the confidence to find their own path.

Our key priorities: Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as pastoral concerns, attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most.



Challenges

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

Challenge number	Detail of challenge
1	Improve use of phonics in writing for pupils eligible for PPG in year 1.
2	Improve progress in PP Early Readers across the school through phonics interventions and reading plus (KS1 and KS2)
3	Higher rates of progress in maths for pupils eligible for PPG across KS2.
4	ELSA support to help with learning behaviour and better self-esteem.
5	Improve parental engagement of parents of PPG children with support and interventions offered.
6	Identified late PPG children are on time for school and ready to learn. Working with Education Welfare Officer to put into place an attendance plan.

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
Children's progress in writing improves – ARE is maintained for identified pupils and worked towards for other.	During termly moderation exercises we will see that phonic knowledge is consistently used and applied to increase writing accuracy. EXS is secured for all identified pupils. EXS is better in reach for all identified pupils.
Children's progress in reading improves.	Using the termly PIRA tests and PM Benchmarking we will see significant movement towards age expected SS (100). EXS is secured for all identified pupils. EXS is better in reach for all identified pupils. Reading plus intervention showing improvements in outcomes for this group.
Improved rates of progress in maths	Using the termly PUMA tests, Doodle Maths & interventions we will see significant movement



	towards age expected SS (100). EXS is secured for all identified pupils. EXS is better in reach for all identified pupils.
Children are in a better position to learn	Children arrive to school with all their needs met, breakfast, snack, water bottle, uniform, reading books and homework tasks completed and are focused and engaged in their learning.
Children on time and in school everyday	Systems are in place for children to consistently arrive on time and be collected on time every day. Children are consistently in school, and attendance is improving.
Payment of school trips/visits	PPG children have full access to all areas of the curriculum.
Choice of extra-curricular club	All PPG children have the option to select a club or extra-curricular activity from the range on offer (both internally and externally provided) e.g. musical instrument, drama, sports, Splat This is to improve wider access to the extended curriculum, socialisation opportunities and improve well-being and mental health.



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: £3,000

Activity	Evidence that supports this approach (Using the EFF to support evidence gathering)	Challenge number(s) addressed
<i>Training in Doodle Maths</i>	- Evidence shows that the interventions are most effective with the younger children, within school, delivered by a known adult 1:1 programmes delivered by teaching assistants have been rigorously evaluated and shown to be effective. - Evidence shows that the interventions are most effective with the younger children, within school, delivered by a known adult - Individualised instruction involves providing different tasks for each learner and support at the individual level.	3
<i>Training in PM Benchmarking for reading.</i>	- Benchmarking tool designed to explicitly assess students' instructional and independent reading levels using accurately levelled fiction and non-fiction texts. - Helps place students at their instructional levels for levelled reading sessions and to assess their readiness to progress to the next level ensuring better ability to monitor appropriate levels of progress.	1, 2 & 5
<i>Purchase and train TAs in Sandwell screening.</i>	- Assessment to identify specific number skills and monitor impact of teaching interventions. - Individualised instruction involves providing different tasks for each learner and support at the individual level. - On average, individualised instruction approaches have an impact of 4 months' additional progress.	3
<i>INSET for all staff on phonics and early reading</i>	- Evidence shows that the interventions are most effective with the younger children, within school, delivered by a known adult Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. - Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	1
<i>Reading Plus Intervention and Training for staff</i>	- Evidence shows that the interventions are most effective with the younger children, within school, delivered by a known adult - Reading plus package is intuitive and adjusts to the individualised needs of each child. Increasing reading speed and comprehension	1



<i>Afterschool club offering for PPG children across a range of cross curricular disciplines</i>	• Physical activity has important benefits in terms of health, wellbeing and physical developments. • There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. • May lead to 1 month's progress over the course of the year. • Providing free of charge access to benefits and opportunities that may not otherwise be available to PPG children.	2-6
<i>Additional Phonics for PPG at risk of not passing phonics or support in a retake</i>	• Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. • Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. • Evidence shows that the interventions are most effective with the younger children, within school, delivered by a known adult	2



Targeted academic support (for example one-to-one support & structured interventions)

Budgeted cost: £14,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Doodle Maths Intervention to include lowest 20% of Maths attainers in KS2 3 x per week x 15 mins</i>	• Small group support with a package that is individualised to each child • Support with a TA • Regular 3 x per week before lunch • Use of iPad technology to engage the children • Programme individualised to children's speed	3
<i>Reading Plus Intervention to include lowest 20% of readers in KS2 3 x per week for 30 mins</i>	• Small group support with a package that is individualised to each child • Support with a TA • Regular 3 x per week before school • Use of iPad technology to engage the children • Programme individualised to children's speed	1
<i>PM Benchmarking for reading with identified PPG children at least termly, or more often if required up to 20 mins</i>	• Helps place students at their instructional levels for levelled reading sessions and to assess their readiness to progress to the next level ensuring better ability to monitor appropriate levels of progress. • Identify reading comprehension difficulties which is important in identifying possible solutions, particularly for older struggling readers. • Intervention strategies can be explicitly and consistently taught. • EEF evidence shows up to 6 months again.	1,2 & 5
<i>Afterschool club offering for PPG children across a range of cross curricular disciplines (weekly by invite)</i>	• Physical activity has important benefits in terms of health, wellbeing and physical developments. • There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. • May lead to 1 month's progress over the course of the year. • Providing free of charge access to benefits and opportunities that may not otherwise be available to PPG children.	2-6
<i>Additional Phonics for PPG at risk of not passing phonics or support in a retake</i>	• Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. • Evidence shows that the interventions are most effective with the younger children, within school, delivered by a known adult • Phonics teaching / support will be explicit, systematic and matched to the children's level of phonemic awareness resulting in a 5 month overall impact, particularly for children from disadvantaged background.	2



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

Budgeted cost: £4,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Officer (EWO)	Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.	6
Behaviour Support Service (BST)	- Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. - Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies. - School-level behaviour approaches are often related to improvements in attainment, Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.	5
ELSA	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	4

Total budgeted cost: £ 21,760



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 to 2024 academic year.

Aim – teaching	Outcome
To develop children's engagement in writing to ensure they are confident, able writers.	At end of KS2, 1 PPG pupil was assessed as Pre-Key stage having joined the school in April 2024. KS1 data shows the 2 PPG pupils were assessed at WTS in Writing
Teachers aware of children's starting points and have high expectations across all core areas.	SATs benchmarking used to establish standardised scores and accurate end of key stage points for KS1 & KS2 PPG. Across all other year groups PUMA and PIRA tests have provided standardised scores and focused interventions.
Resilience of children when approaching learning, especially writing.	Children will be able to write and show stamina in their writing tasks. Outcomes will improve across the school for EXS and GDS children.
Aim – wider strategies	Outcome
To support the mental well-being of children –	Purchase of Wellbeing boxes for all classrooms equipped with a range of sensory objects and tools for the children. Introduction of Zones of Regulation to help the children with recognising emotions, self-regulation and re-integration into lessons. Participation in World Mental Health Day, Mental Health Awareness Day, Mental Health Week and Anti-Bullying Week initiatives.



	Use of the 3 Houses Mental health questionnaire with KS2 children to identify any areas of concern.
Children and families with anxieties / emotional / financial concerns are supported to allow them to engage in the academic and social benefits of school.	PPG conferencing children to determine the take up of clubs etc. Where indicated, inclusion of children in after school clubs: -71.4% in at least one of the clubs -28.5% no uptake Continued staff audit to ensure that all staff are aware of PPG children in their class and that children receive appropriate support
Children's attendance at school will be in line with school and national expectations	Tracking of attendance via registers Follow up on attendance with parents if attendance dropped below 90% Termly meetings with EWO and close contact with Children Missing in Education when required.

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
	-



Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Additional support given in 2023-24 to support our PPG children:

- *Sports club / extracurricular activity – funded for every PPG child*
- *Participation in tournaments for sports actively enabled*
- *Uniform support for every PPG child*
- *All trips and additional activities are fully or part-funded for every PPG child*
- *Some of the PPG require daily support with breakfast and break time snacks*
- *Additional time put into daily reading/reading plus for any PPG children at risk of not meeting age-related expectations*
- *Laptops, devices and other technology available to support any PPG child who requires this support, both in and out of school.*