

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the academic year 2023 to 2024 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. Clare's, Bradford
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022 2022- 2023 2023- 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Carmel Utting Headteacher
Pupil premium lead	Tom Kowalski Assistant Headteacher
Governor / Trustee lead	Catherine Markham- Governor with responsibility for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111, 792
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	£111, 792

Part A: Pupil premium strategy plan

Statement of intent

St Clare's is a vibrant and diverse school serving a disadvantaged community. The school is a place of welcome for children with a variety of experiences, including having to move school and country. Our aims for all of our pupils but particularly for those who have challenges in their lives outside of school, is that school provides a place of safety, enjoyment and excellence. The focus of our pupil premium strategy is to empower all of our young learners to have an education that allows them to love learning, to have meaningful and memorable experiences which inspire them to use their God-given talents to excel in their lives.

Our strategy considers the challenges faced by vulnerable pupils, such as those who have a social worker or those families living in poverty. The activity we have outlined in this statement is also intended to support all children's needs, regardless of the particular challenges they face.

Ensuring high quality of teaching and learning is at the heart of our approach, with a focus on the areas in which disadvantaged pupils require the most support. Research shows that this approach has the greatest impact on improving outcomes for all pupils including those who are in receipt of Pupil Premium. The strategies outlined acknowledge that there are children who are disadvantaged in our school who do not receive Pupil Premium whom we wish these interventions to benefit.

Our strategy takes into account information that we have gathered about the children in our school following the disruption caused by the pandemic. It is based on the specific needs and gaps identified in this school at this time.

Central to this plan is the principle of having high expectations for all and our Mission Statement which seeks to give the children and families we serve the best experience of life that we can help provide ('I have come that you may have live and have it to the full.') Our rigorous diagnostic assessment of pupils will ensure that unconscious bias does not lead to lowered expectations for any of our pupils here at St. Clare's.

Challenges

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

Challenge number	Detail of challenge
1	In KS2 particularly, our assessments, moderation and observations show that some disadvantaged children are not performing as well as their non-disadvantaged peers. The particular gaps are around spelling and vocabulary.
2	Our assessments (including wellbeing surveys) show that although our pupils feel very happy and safe in school, their experiences outside of school have been narrowed by the effects of the pandemic. For this reason, and linked to our whole school curriculum intent, trips, visits and experiences are at the heart of our strategy. Some pupils confidence and wellbeing has been affected by their negative experiences during the pandemic.
3	Analysis of attendance data shows that many Persistent Absentees are also Pupil Premium. Attendance for Pupil Premium children is significantly lower than for non PP children.

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
Improved writing attainment for KS2 pupils.	KS2 Writing outcomes in 2022-23 show that more than 70% of disadvantaged children met the expected standard. (This is 70% of the cohort not including those who join the school in Year 6). This standard is maintained in 2023-24.
Meaningful and memorable visits, trips, visitors and experiences enrich the curriculum. Designated Nurture provision support the SEMH needs of St. Clare's children.	Pupils have a wide range of experiences which support their well being and inspire them. Disadvantaged pupils can talk confidently about how these visits, trips, visitors and experiences have helped them to learn more and remember more. Good pupil mental health is evident through pupil voice, surveys and conversations with parents. There is a significant increase in participation in enrichment activities particularly among disadvantaged pupils (including residential).
To improve active learning in lessons so that pupils are more engaged in their learning.	Training for enhancing the curriculum is bought in externally. Time for teachers to improve their subject knowledge across the wider curriculum with a particular focus on History and Geography ensuring all pupils and particularly disadvantaged pupils have the cultural capital they need to succeed in the next stage of their education. Pupils have the digital resources they need in order to access a curriculum which equips them for the future.
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	Sustained high attendance for all pupils is evident through attendance being above 96%. Disadvantaged children's attendance is broadly in line with their peers. PA for all children is reduced but especially those children who are disadvantaged.

Activity in this academic year- 2023-24

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: £90,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improving technology so that a full and modern curriculum is evident</i>	EEF Digital technologies- Digital technologies can be used to bring about modest improvements in attainment, producing on average an extra four months progress over a year. Digital technologies will be used to supplement not replace teaching.	1
<i>Whole school Writing training including support from outside experts and internal training/ coaching in Writing planning and delivery.</i>	EEF Sutton Trust Teaching and Learning toolkit states that quality of teaching in the classroom has the greatest impact on disadvantaged learners. Improving the pedagogical knowledge of the teachers as well as direct training on the quality of instruction will raise the attainment for all pupils in Writing and across the curriculum.	1
<i>Curriculum development through training and planning. Release of leaders to ensure curriculum areas provide relevant and meaningful experiences for children.</i>	The National Curriculum 2014: Teachers should set high expectations for every pupil. They have an even greater obligation to plan lessons for pupils who come from disadvantaged backgrounds. "A curriculum that is ambitious and designed to give all learners particularly the most disadvantaged the knowledge and cultural capital they need to succeed in life. (Education Inspection Framework- Ofsted 2019)	1
<i>Use of HT and AHT time to boost areas of need- in Year 6 Maths and English interventions</i>	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1, 3
<i>Support staff to give targeted support in small groups.</i>	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1, 3
<i>Smaller class sizes in Year 6.</i>	EEF Reducing Class Sizes As the size of a class or teaching group gets smaller it is suggested that the range of	1,2,3

	approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,864

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips, visits, visitors and experiences	Experiences allow knowledge and learning to come to life and to have real meaning. Children need to be exposed to learning experiences and opportunities which strengthen their learning. John Dewey- Experience and Education in Lekah Sharma- Curriculum to Classroom 2020	2, 3
School uniform vouchers	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. 3. Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation. 4. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. EEF- Uniform Research 2021	3
Improving Attendance and reducing PP PA	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. A Parental Engagement and Attendance Officer has been appointed to help improve attendance.	3
Independent Attendance Consultant and Nurture provision	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3

Total budgeted cost: £111,792

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 2022 to 2023 academic year.

Overall attendance in 2021/22 was 92.4%, an improvement from 2020/21. This improvement continues with overall attendance at 93.7% for the current academic year to date. Persistent Absence was at 28.6% with PA for disadvantaged pupils making up a significant amount of the total PA children. Clearly attendance with a specific focus on disadvantaged attendance needed to be a focus of our pupil premium strategy.

As a result, SLT recruited a Parent Engagement and Attendance Officer who has been in post since September 2022. They are already having a positive impact in this area and SLT are confident that there will be improvements in attendance by the next review in July 2023.

The impact has continued with Persistent Absence currently at 19.6%, a considerable improvement.

Outcomes at the end of KS2 in 2023 were improved on 2019 (the last national figures for data) with 61% of pupils achieving Age-related Expectations in Reading, Writing and Maths, up from 57% in 2019.

This shows the menu of strategies are having a positive impact.

Projected outcomes for KS2 for the academic year 2023-24 also look strong.

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
Online Learning	SATs Companion