

Pupil premium strategy statement: Clitheroe St James' C of E

| 1. Summary information | | | | | |
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| School | Clitheroe St James' C of E | | | | |
| Academic Year | 2021-22 | Total PP budget | £73,940 | Date of most recent PP Review | September 2021 |
| Total number of pupils | 276 | Number of pupils eligible for PP | 5 | Date for next internal review of this strategy | April 2021 |

| 2. Current attainment | | |
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| Attainment for 2020-21 | No of Pupils eligible for PP (your school) 6 | All pupils |
| % achieving expected standard or above in reading, writing and maths | NA | NA |
| % achieving expected standard or above in reading | NA | NA |
| % achieving expected standard or above in writing | NA | NA |
| % achieving expected standard or above in maths | NA | NA |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Missed schooling due to Covid-19 |
| B. | Poor communication skills at an early age, (,vocabulary ,speaking and listening). |
| C. | Below expected reading skills on entry (phonics) Not reading at age related, therefore lacking comprehension skills |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D | Attendance and Lateness Low attendance at parents evening and parental involvement in school generally |

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| E. | A number of parents struggle to support with reading/homework/PE kit in schools. Some parents have had a poor experience of school themselves. Lack of money for enrichment activities in and out of school: clubs ,music tuition, choir, residential visits. Mental health issues for parents. |
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4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | Children are more resilient with learning and friendships | Children retain more friendships Children have less fall-outs Children 's work improves as not as much energy is taken up with emotional and social issues |
| B. | Children make expected or better attainment and talk with enthusiasm about their learning and achievements. Vocabulary increases | Children talk about their learning with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets for themselves with support Increase in use of vocabulary |
| C. | PP children's reading improves in line with non-pp children. Children are support with Spelling at home using Emile. | PP children make better progress in reading so that their writing is influenced by this.(Links to SDP). PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children. |
| D. | Parents engage with school by supporting children's homework and making sure child is ready, on time and has the correct equipment to access the school day. Children are listened to at home with reading practice. Parents engage with support project and activities in school generally. Increased attendance at parents evening More children participate in after school and paid for activities in school and out of school. | Greater % of parents attend parent's evenings/class discussions/parental information evenings and then use this knowledge to support their child at home. Parents engage with "Embrace "support. |

5. Planned expenditure

Academic year

2021/22

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings. TLG counselling and support from Ribble Valley Families ELSA support Behaviour support. Embrace support through Sue Irwin | PSHE lessons allow a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger. Ribble Valley Families support adults and families with mental health issues. TLG counselling supports low self esteem. ELSA and Behaviour Support identified through staff in school to support issues with self esteem, difficulties with friendships and strategies to support these issues. ELSA to support children who may have difficulties with home life which create barriers to learning. Embrace support for several families with resilience and parenting. | 1:1/small group sessions with the children to see that they feel they can talk about their feelings in class Drop ins into lessons will show the class ethos % of children receiving appropriate support is documented and impact shown. Half termly meetings with ELSA and behaviour lead with SLT to discuss individual children and impact. Review meeting with Sue Irwin Embrace lead | HT S Sharp W Youngs S Leach HT SL WY HR | April 2022 |

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| <p>Children make expected or better attainment and talk with enthusiasm about their future.</p> | <p>Pupil progress meetings termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning Children will be inspired by adults around them who are positive about learning and make it accessible.</p> | <p>Children who are not on track to meet their end of year target will gain support from intervention (nurture, Idss specialist support small group or 1:1 support with HLTA and/or Teacher.). Children experience a variety of visits, Covid-19 compliant /experiences to enhance their self-esteem and self-confidence. Visits and participation in public/school events and visitors to school are an opportunity to showcase talents and learn from inspirational people allowing the children to see that it is also achievable for all. They can achieve the same and gives them the opportunity to ask questions about how they got to where they did.</p> | <p>HLTA's and 0.8 teacher are employed in the to carry out intervention. This will be the 3rd^d year of working the programme. All staff will be role models in inviting people in to speak to the children and challenging them to perform and take part in teamwork. Children will perform in a public venue King Georges Hall, Grand theatre etc. School plays and worship in school and in Church. (Covid restrictions allowing).</p> | <p>HT and all staff</p> | <p>April 2022</p> |
| <p>PP children's reading improves in line with non-pp children</p> | <p>Children will receive extra daily reading with an adult Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school Staff will model Reading by discussing favourite author and book. Phonics on SIP Y6 Children act as Reading buddies and complete additional reading with KS1 children. Use daily Vocabulary Ninja Programme</p> | <p>When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. Daily Vocabulary Ninja strategy will help improve vocabulary and comprehension skills.</p> | <p>Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy along with Emile spelling programme and Vocab Ninja. The children will be able to talk to HT about their reading experiences in a positive way.</p> | <p>HT S Filder</p> | <p>April 2022</p> |

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| The attendance of PP children improves | Topics will interest all children and especially PP children. They will include celebration days, throughout the term. Attendance rewarded, Spot the attendance Dog etc. Regular attendance meetings with PN | When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. Celebration days and exciting activities throughout the term will be fun and the children will want to be part of them. Class will see a positive reward for good attendance. Parents are better informed, supported with attendance /late issues. | Celebration days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. DT and outdoor learning will be regular. Half termly meetings with PN to discuss and action any issues. | F Pattison P. Nurse | Half termly. |
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ii. Targeted support

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
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| Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. | Some PP children will attend nurture time to talk about their feelings. Behaviour support and non academic nurture group with SL in Nurture Room or where appropriate. WY, to offer additional nurture support through ELSA and S. Leach through behaviour support. TLG counselling | Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work. | Intervention charts will show the children who need support in this area. | HT SL WY (Helen Potts) | March 2019 |
| Children make expected or better attainment and talk with enthusiasm about their academic future. | Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Children will develop resilience and responsibility through the ST James' Journey approach. | Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy. They will become independent resilient learners. | Feedback from staff/progress and will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to become independent resilient learners who can have high aspirations. Class displays and the style of teaching will inform the children are beginning to have visions of a productive happy future. Monitoring will show children are more resilient and independent learners. | HT All staff | March 2019 |

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| PP children's reading improves in line with non-pp children. Vocabulary and comprehension skills improve | A reading team is set up to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. Appropriate age related books are purchased that challenge vocabulary yet still engage the reader. Staff continue to receive CPD through English subject leader and Lancashire Consultants (Talk for Writing 1 and 5, stepping into Year 1). | When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long-term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. The children who do not like reading will be more inspired in class with books more appropriate to their interest. Children's spoken vocabulary improves and understanding of what they are reading meets ARE. | The books used in class will be of more interest to boys – super heroes, action etc. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'. All PP children begin to enjoy reading as a past time and not just when asked. Children will make better choices with written and spoken vocabulary and will have greater comprehension skills, more in line with non PP. | SF HT ALL staff | March 2019 |
| The attendance of PP children improves | LCC Attendance Officer, will support school with persistent absence falls below 90%.School to put in place parental contract of those below 96% and offer support Contracts will be discussed with parents and used. These will be a mechanism of support. Improved attendance will be rewarded. | When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered. | Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which class received awards will be logged and tracked. | HT P.Nurse Local Authority Attendance officer | Half termly |
| Parents become more actively engaged with | 3 Families initially to work with Sue Irwin and Embrace strategy. | Staff advocates for each family involved Sessions with Sue Irwin on strategies and resilience in parenting | Attendance at sessions will be monitored and feedback from Staff advocates sought | HT WY HR SL SI | December 2021 |

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

| Desired outcome | Chosen action/approach | Estimated impact: | Lessons learned | Cost |
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| Attitude to learning is more positive. | St James' Journey | Attitudes to resilience and independence have improved Staff has spoken with enthusiasm about the way we motivate and develop our learners. | Visitors to school and visits away from school continue to provide vital life experiences for our PP children, which otherwise they might not receive. These enhance their self esteem and enjoyment of school. | School trips £3000 Residential 7 children subsidised £1001 |
| Enhance life experiences | Experiences away from school and visitors to school. | Children are much more engaged with their learning and see it as a two-way experience. This in turn gives ownership and a sense of why we learn, impacting on progress and attainment. Language of learning is more evident around the school | | Contribution to texting and e-mail system to aid home school communication £ 300 Subsidies out of school activities £800 £1,460 |
| Develop vocabulary and comprehension skills | Continued support through LCC English consultants | Staff are able to develop strategies to increase vocabulary. | | |
| Developing parents resilience | Embrace Programme | Parents have strategies to support children with behaviour and learning at home. | | |

ii. Targeted support

| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
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| <p>Academic. Closing the GAP Vocabulary and comprehension development (See above)</p> | <p>1:1 support Teacher led support IDSS teacher support HLTA/TA support</p> <p>Behaviour support TA3 Emotional support ELSA</p> <p>Emile spelling programme</p> | <p>Targeted support especially from Teacher and HLTA is showing a closing of the Gap academically not just for PP children but others who might have been in the same group especially in writing. Reading overall is improving. Writing across the school is above National.</p> | <p>Continue with all levels of support but increase Teacher led small group intervention as this has had the greatest impact.</p> <p>Attendance officer continues to be a vital part of support for school and families as and when needed. Continue with embedding Reading as a skill for life</p> <p>Continue with Vocabulary Ninja vocabulary sessions</p> | <p>TA Support £47,000 Intervention Teacher £15000 ELSA Training £550 Behaviour support and ELSA Resources £500 Other resources £228. SATs Intervention resources £2500 Attendance officer £1600</p> |
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7. Additional detail