

Pupil premium strategy statement – St Margaret Clitherow Roman Catholic Primary School, Stevenage

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024. Updated December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Carmela Puccio – Headteacher
Pupil premium lead	Rachel Brassington
Governor / Trustee lead	Hayley Merry – PP governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total: £ 26,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 26,650

Part A: Pupil premium strategy plan

Statement of intent

- *Our school is ambitious for every child. We want to give every child receiving Pupil Premium the opportunity to fulfil their potential and access all the opportunities that are within the gift of our school. We are a small, loving, Christian community with dedicated staff who want all to flourish.*
- *Our strategy plan is to support all children in having the opportunities within our school curriculum, underpinned by resilience and positive well-being. We are working to encourage a positive sense of self as a learner, wider than just the core subjects, though we have invested heavily and continue to promote a love of reading.*
- *Our key principles are that disadvantage can have a long shadow, but that disadvantage does not mean children are less able, less valuable or less heard. We aim to create a strategy that gives every child who, with their siblings, have the chance to flourish in the areas which they need, not assuming anything from the title of Pupil Premium.*

Challenges

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

Challenge number	Detail of challenge
1	<i>Number of PP children working below age-related, including some children with SEND.</i>
2	<i>Anxiety – presenting as upset and attachment issues, social isolation, lower attendance, lack of motivation for challenge or disengagement or lower self-esteem</i>
3	<i>Language gap and lower vocabulary for children with Pupil Premium</i>
4	<i>Large group of children from families that were Pupil Premium for previous children but are now not eligible for funding support.</i>

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 share more of their ideas in their work.	Children's oracy increases. Longer utterances and exchanges heard.
Children build their vocabulary.	Children have a measurable and obvious increase in vocabulary, seen in their work and in assessments
Children having a sense of self as an influencer in their own life (self-efficacy) and able to talk about themselves positively. Children actively understand their importance in our community and school.	Children are able to talk positively about themselves. Children have a sense of identity through their RE work.
Children have strategies and opportunities to talk openly about their identity within our school and the wider world.	Children can talk about their well-being and positive mental health. Children are fully involved in PSHE lessons and have learnt key language of mental health support.
Children have a wealth of experiences from our school that provide positive and lasting memories.	Children talk about feeling part of our school community and have a broad range of experiences to pull from when reflecting on positive experiences through school.

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: £ 8,738

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Investment in outside learning development, in preparation to access OPAL later in the strategy.</i> How We Help Schools - Outdoor Play And Learning Staff training and mentoring support	Jean Gross: Self-efficacy Andrian Bethune: Well-being in the classroom	3, 4
<i>Oracy work</i> <i>Communicating the curriculum</i>	Jean Gross: Tiered Vocabulary: Essex Way:	1, 2,
<i>Investment in RE and PSHE work</i>	Andrian Bethune 'Tribe' work Mental Health gov.uk document about protective factors	3,4
<i>PSHE lessons and target 'weeks'</i> <i>'anti-bullying'</i> <i>'5 ways to well-being' and 'mental health awareness'</i>	Mental Health guidance documents and Keeping children in safe in education. Ofsted: Research and Analysis 'Strong Foundations in the first years of school' October 24	2
<i>Music teaching</i>	Recent research (Nnenna, 2023) talks about the impact of music to support cognition.	1, 2
<i>Additional support in classes with high numbers of Pupil Premium to increase teacher / child interactions</i>	Effective Use of TAs (EEF) 'The best start in life' Ofsted October 2024	1, 3
<i>RE staff training and resources support</i>	Mental Health protective factors from gov.uk	2

<i>PSHE staff training and resources support</i>	Mental Health and Wellbeing Mark (Herts)	2
<i>Staff training and implementation of 'cover sheets' to support vocabulary retention in topics to support immediate 'feedback'. (Coversheets integrated with learning objectives, used for marking).</i>	EEF: Feedback	1, 3

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

Budgeted cost: £ 15,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extra curricula work and support in a range of areas:</i> <i>*Sports lessons</i> <i>*Executive Functioning (example games)</i> <i>*Music interventions e.g. nurture</i> <i>*Typing (to support cognition and learning needs)</i> <i>*Regulation strategies e.g. sensory circuits</i>	EEF: Arts Participation Harvard Center for Child Development: Executive Functioning ideas EEF: Self-regulation	1, 2
<i>Tutoring support and Family Support Worker</i>	EEF: Individual tutoring	1, 3
<i>Investment in outside learning and play opportunities</i>	EEF: Physical activity (careful to note NOT 'outdoor adventure learning')	1, 2

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

Budgeted cost: £ 2,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Investment in raising awareness of mental health e.g. 'theme weeks'</i>	EEF: raising awareness of Metacognition and Self-regulation strategies Using Dr Stuart Shankar work Using Dr Dan Siegel work	2
<i>Theme weeks and activities that encourage 'identity' work</i>	Character Education (Ofsted, 2019) encouraging high self-efficacy, internally motivated, coping strategies. Ofsted Handbook for Personal Development 'promotes inclusivity'. Counselling as available.	1,2
<i>Investment in wellbeing strategies</i>	Adrian Bethune's Wellbeing in the Primary Classroom	2
<i>Financial support for activities that might impact on attendance e.g. voluntary contributions paid for by school</i>	HfL Eliminating Economic Exclusion Newsletter	4

Total budgeted cost: £ 29,284.14

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment

Overall attainment for pupils eligible for Pupil Premium shows a mixed picture across reading, writing and mathematics. The majority of pupils are working at age-related expectations or above across all three areas. A smaller proportion are working at age-related expectations in most areas, with some pupils requiring targeted support in one subject. A further group are working below age-related expectations across reading, writing and mathematics, with a very small number of pupils accessing pre-key stage provision.

It is important to note that a significant proportion of pupils who are working below age-related expectations also have identified special educational needs. This reflects the complex profile of need within the cohort and informs the school's targeted use of support and intervention.

Attendance

Attendance for pupils eligible for Pupil Premium is generally strong and in line with school expectations. Most pupils attend regularly and benefit from consistent access to learning. A small number of pupils require additional support due to attendance or punctuality concerns.

Leaders have responded proactively by working closely with families and implementing flexible arrangements to minimise the impact of lateness or absence on learning. Where necessary, timetables have been adapted to ensure pupils do not repeatedly miss the same areas of the curriculum. Attendance continues to be closely monitored and supported through targeted intervention.

Outcomes and activities related to teaching, targeted academic support and wider strategies

- The new RE curriculum has been rolled out in all classes.
- A Wellbeing Team has just been formed to help raise awareness and increase wellbeing across the school.
- The School's Mental Health lead has attended Mental Health First aid training.
- A new music teacher who started this year is creating a real enthusiasm for music with the children.
- The groups for music nurture have changed this year to include some different children. All the children are really enjoying the sessions.
- TAs are deployed effectively and support the children well in class.
- Multiple interventions are run throughout the week which all of the Pupil Premium children with SEN access.
- Lots of our Pupil Premium children attend the school funded after school clubs.
- We have provided financial support for swimming for two children and multiple school trips.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle- Letters and Sounds	Little Wandle
Kapow- Foundation Subjects	Kapow
Life to the Full- PSHE	Ten-Ten
Times Table Rockstars	Maths Circle
White Rose Maths	White Rose Education
History information and training	Historical Association
Provision Map	Tes