



PUPIL PREMIUM STRATEGY STATEMENT

Clanfield Church of England Primary School

Reviewed by: Headteacher **Date:** 07.10.2021 **Authorised by:** Governors –

Resources Committee **Date:** 13.10.2021 **Date of next review** (or earlier should

legislation require it) **Date:** July 2022 **Type of Document** Statutory

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	Clanfield CE School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021-22
Date this statement was published	September 30 th 2021
Date on which it will be reviewed	July 30 th 2022
Statement authorised by	Kim Rogers
Pupil premium lead	Kim Rogers
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900 Deprivation £2,480 Services
Recovery premium funding allocation this academic year	£3,430 Autumn '21 and Spring '22 figs to be confirmed mid- October
Pupil premium funding carried forward from previous years	£6,162
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	£38,972

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding at our school, it was important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF was then used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for our disadvantaged children are less support at home due to working parents, weak language and communication skills on entry, lack of confidence/self-esteem and previous low expectations of PP children.

The challenges are varied and there is no “one size fits all” and this year we have spent a considerable amount of time looking at each individual child and their needs.

During lockdown, in Maths, we found our children still had an appetite for maths when they returned but specific content was not taught due to the difficulty of teaching online so gaps in learning stalled the sequencing of learning journeys. Recall of basic skills had suffered and children were not able to recall facts.

In Writing, children hadn't missed 'units' of work in the same way as Maths however they have lost essential practising of writing skills. We found parents were doing all the writing or the iPad was doing all the correcting! There was a lack of fluency in writing and stamina and motivation needed support.

Children accessed reading during lockdown more than any other subject however they were less fluent and the gap between those children that read widely and those who don't is now increasingly wider.

In non-core subjects- there are no significant gaps but children did miss out on the important social and emotional aspects of school life such as trips, visitors, MFI, playtime and powerful curriculum moments.

We aim to do provide support through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision we have considered for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch Up' Teacher 1.5 days a week - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom. Cultural capital experiences promoted in the curriculum
- Behaviour support
- Home School Link worker ad hoc
- Offer of place at BC/ASC

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading in KS1 and LKS2
2	Narrowing the attainment gap across Reading, Writing, Maths and Science
3	Attainment gap in children achieving greater depth particularly in writing
4	Low expectation of PP children over the years
5	Lack of parent engagement for fear of being noticed. 3 years ago families were not always welcome in school so the building of trust has taken time but families still need our time and support to help deal with family difficulties.

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater Depth in writing	Achieve national average for greater depth writing
Other	An improved home school link service is provided by CPS to support pupils and/or parents, identified by school as vulnerable or in need.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and teamwork are developed

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: £19,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Catch up teacher appointed to work within Year 3 and 4 cohort to allow the group to receive focussed support.</i></p> <p><i>£19,396 (cost includes teacher on mat leave)</i></p>	<p>EEF(+3)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 3 and 4 cohort and have identified 20 children to receive small group tuition. At least 60% of these children are Pupil Premium</p> <p>Ofsted</p> <p>Quality of Education</p> <p>Formative and Summative assessment is used to identify the pupils within this group and children are tracked 3x a year during PPM meetings and in data checks.</p>	<p>1,2,3</p>

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

Budgeted cost:£5,061

<p><i>HLTA delivers interventions 2hrs a week to pupils identified as in need</i></p> <p><i>£3,522</i></p> <p><i>1 TA provides 2 afternoons of intervention to KS2 children</i></p> <p><i>£1,539</i></p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>HLTA focus</p> <p>Having analysed our cohorts we have identified that the Year 1 and 2 cohort need support to address gaps in writing for the children who are below age related.</p> <p>Due to Covid we have also identified that children in Y5 and 6 have some gaps that could be effectively addressed through intensive tuition focussing on visual perception and fine motor.</p> <p>TA focus</p> <p>We have also identified the KS2 cohort as needing intervention and therefore will access support for Maths and English with SEN children accessing 1:1 provision to narrow the gaps</p>	<p>2,3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,042 + £2,160 = £9,258

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Family champion (HSLW) appointed to work with vulnerable families and improve parental engagement.</i></p> <p>£7,042</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. <p>Ofsted Quality of Education</p> <p>Relationships with families are crucial and all teachers provide an open-door policy however we have a few families who are harder to reach and/or vulnerable. These families would benefit from an outreach worker liaising with them on an 'as and when' basis. The Family Champion will support children in school and will also support families with an early help assessment as and when required</p>	<p>1, 5</p>
<p><i>Cultural capital experiences promoted in the curriculum.</i></p> <p><i>Essential experiences built into our new curriculum</i></p> <p><i>Reduction in cost of trips for PP (£100 per family)</i></p> <p><i>Residential trip cost is greatly reduced for PP</i></p> <p><i>Sports events promoted to PP are encouraged to attend</i></p> <p>£2,160</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p>	<p>5</p>

Total budgeted cost: £33,715

Underspend: £5,256

6. Expenditure April 20-July 2021			
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)
For PP children to be ARE Reading	<p>Improve Quality First teaching-strongest lever to improve PP gap.</p> <p>Clear focus on PP children in 5/6 in R/W/M</p> <p>Whole school approach on reading for pleasure daily</p> <p>Whole class shared reading sessions</p> <p>PP child to read daily if WTS.</p> <p>Staff to review progress and attainment termly and to track achievement over time</p>	<p>Teacher Assessment data shows that all year groups with the exception of Year 5 were in line with 'other' and some year groups achieved 100% ARE for PP.</p> <p>All teaching observed at least good</p> <p>Text driven English curriculum is now in place and the staff read daily to the class thus providing a curriculum which promotes our belief that every child has the opportunity to love books and love reading.</p> <p>Due to Covid and time away from school, PPM were not held in March 2021 which resulted in teachers planning interventions without the support of the team.</p> <p>On return to school we discovered the children were less fluent and the PP/SEN children were not heard to read at home so will be flagged in 2021-22</p>	<p>Intentions were clear and good progress made however TAs need further training how to teach fluency when hearing children read.</p> <p>Create a strategic overview to track the intervention over time</p> <p>Continue to Identify and review the curriculum and learning gaps in light of Covid-19 school closures</p> <p>Raise the accountability of senior and middle leaders across the school to ensure their focus is placed upon securing improved outcomes for all but specifically for disadvantaged pupils with their subject</p>
For PP children to be ARE Maths	<p>Improve Quality First teaching-strongest lever to improve PP gap.</p> <p>Embed consistent calculation approach. In depth teaching of topics to develop mastery.</p> <p>Staff training to focus on PP in all subjects to develop an ethos and culture of putting PP</p>	<p>Teacher assessment data shows that disadvantaged pupils attain below 'other' in KS1. This reflects the disrupted learning that occurred due to Covid-19 school closure and the national picture of disadvantaged attainment. Specific content was not taught, and gaps will be</p>	<p>Create a strategic overview to track the intervention over time</p> <p>Continue to Identify and review the curriculum and learning gaps in light of Covid-19 school closures</p> <p>Ensure pupil progress meetings rigorously identify the progress made by disadvantaged groups</p>

	<p>pupils first as a class teacher.</p> <p>PP pupils to be discussed first at the PPM.</p> <p>All learning walks to include a note on PP pupils WRH materials used consistently.</p>	<p>addressed with catch up teacher if required</p> <p>The gap is narrower in KS2 reflecting the higher proportion of children that accessed remote learning during school closure.</p> <p>During lockdown, in Maths, we found our children still had an appetite for maths when they returned but specific content was not taught due to the difficulty of teaching online so gaps in learning stalled the sequencing of learning journeys. Recall of basic skills had suffered and children were not able to recall facts.</p>	<p>and adjusting interventions accordingly</p> <p>Raise the accountability of senior and middle leaders across the school to ensure their focus is placed upon securing improved outcomes for all but specifically for disadvantaged pupils with their subject</p>
<p>For PP children to be ARE Writing</p>	<p>Improve Quality First teaching-strongest lever to improve PP gap.</p> <p>Embed learning journey which is purposeful immersive and has a clear outcome.</p> <p>Ensure PP child have texts to refer to and receive immersion opportunities in order to support their writing</p> <p>Ensure children not on track to make ARE is monitored regularly and receive feedback within the lesson on next steps.</p> <p>Ensure the English curriculum provides opps for speaking and listening so that PP children have access to advanced vocab and dialogue</p>	<p>Teacher assessment data shows that disadvantaged pupils attain below 'other' in Year 3 and 4.</p> <p>Progress in Year 3 is below expected 'other.'</p> <p>78% Y1 made better than expected in writing</p> <p>56% Y6 made better than expected in writing</p> <p>100% PP children (3) were ARE in writing.</p> <p>In Writing, children hadn't missed 'units' of work in the same way as Maths however they have lost essential practising of writing skills. We found parents were doing all the writing or the iPad was doing all the correcting! There was a lack of fluency in writing and stamina and motivation needed support.</p>	<p>Create a strategic overview to track the intervention over time</p> <p>Continue to Identify and review the curriculum and learning gaps in light of Covid-19 school closures</p> <p>Ensure pupil progress meetings rigorously identify the progress made by disadvantaged groups and adjusting interventions accordingly</p> <p>Catch up focus to remain in Y3 and 4</p> <p>CPD for Y3 and 4 teacher-focus on scaffolding/modelling and cognitive overload which will support the PP/SEN child.</p>
<p>For Year 5/6 to receive additional support to provide catch up.</p>	<p>Intensive small group support/intervention.</p> <p>Teachers to teach these groups whilst TA take foundation curriculum</p>	<p>Progress for disadvantaged pupils is broadly in line with the group 'other' pupils within the school across all year groups.</p>	<p>This will continue with the possibility of training up key members of the support team to take the lead on intervention experts so that consistent provision runs across the school.</p>

		<p>Incorporated additional gap analysis and moderation meetings for key year groups</p> <p>Additional interventions targeted disadvantaged pupils in key year groups by senior leaders</p> <p>Reported progress to governors each term</p>	<p>New TA in 5/6 may need CPD for next year so that she can provide catch up.</p> <p>Continue with the detailed gap analysis and informal tracking of children 6x year.</p>
<p>All children benefit from a wide range of enrichment opportunities. Increased engagement in learning</p>	<p>Subsidising of residential trips and school events.</p> <p>Subsidise books for PP children.</p>	<p>Due to restrictions placed on school during COVID19 pandemic, many curriculum enrichment activities and opportunities have not been able to take place as they would have done in previous years. However, we have made the best of opportunities available and were able to offer a more personalised targeted approach such as dyslexia tests, B/Club and investment in class texts.</p>	<p>Need to ensure targeted spend on each pupil not just the ones at risk so that enhanced provision is offered in order to provide cultural capital opps.</p>
<p>The desired outcome is that pupils and parents are positive about the timely support they receive and can identify the difference it makes. Teachers identify the positive impact of nurture support on pupils' well-being, behaviour and learning. Assessment information, including work in books shows that pupils can focus on learning and are making good progress</p>	<p>Deploy TA to provide Emotional Literacy support (ELSA not available this year) to work with identified Pupil Premium pupils who have been identified as requiring additional emotional literacy and nurture support</p>	<p>Due to restrictions placed on school during COVID19 pandemic, many interventions have not been able to take place as they would have done in previous years however our nurture lead and catch-up teacher continued to support children by running mini afternoon sessions on line with a focus on catch up and physiologic needs linked to safety.</p>	<p>Not going to train an ELSA next year as feel the need in school at this time is for a HSLW to work with families across the school.</p> <p>Need to look/find a measure to assess progress in emotional literacy support.</p>