



PUPIL PREMIUM STRATEGY

Clanfield Church of England Primary School

Approved by:	Chair of Governors Vice Chair of Governors	Date: 30.6.21
Last reviewed:	June 2021	
Next review:	June 2023	

PUPIL PREMIUM STRATEGY

Pupil Premium at Clanfield

Our Pupil Premium strategy is based on:

- early intervention
- Quality First Teaching
- removing barriers to learning
- encouraging each child to fulfil their potential whilst developing the whole child

Our Approach

Our approach hasn't changed very much over the last two years and is very much embedded. There is a strong emphasis on processes and there are systems in place to ensure that all children, not just disadvantaged children, benefit from these processes.

Whilst there is a designated member of the SLT who leads on PPG, there is an emphasis on distributed leadership. Staff, who have received training on data analysis from the HT, monitor the progress of disadvantaged children rigorously and use information to inform provision. Class teachers are responsible for provision within their own classes, analysing assessment data and reporting back to the HT in termly pupil progress meetings. In addition, the SENCo is involved and works with the PPG leader to plan interventions, resolve attendance issues and arrange involvement from external agencies.

Governors have had data training with OCC and PPG is regularly discussed at curriculum meetings. There is a lead governor who meets with the PPG leader regularly and reports back to the FGB.

Using Evidence

The HT keeps abreast of good practice in providing for and monitoring the provision for disadvantaged children.

CPD for all staff has been carefully planned to maximise resources available and in doing so, the needs of individual disadvantaged pupils has informed this.

The EEF's/Sutton Trust's Toolkit is regularly used and referred to and the provision is based around the interventions which have the most impact e.g. 1:1 and tutor support.

All interventions are monitored and evaluated by the SENCo. There is a Provision Management overview in place for all children in the school and this is updated regularly in teacher meetings. Entry and exit data is collected by the teachers to inform the evaluation process and pupil progress.

The SLT ensure that the voice of PPG children is regularly heard. This can be in various forms, for example during learning walks, by representation on the school council, talking to them about their learning etc

Barriers to Learning for disadvantaged learners

Some of our disadvantaged children have social, emotional or behavioural needs and others identified were historically not catered for due to low level aspirations for many children across the school and therefore we try to plan for and give children opportunities for enrichment and to build cultural capital. Many of our disadvantaged children struggle to retain their learning or have gaps. A few children have low self-esteem and perceptions of themselves as learners.

Access to provision and resources is always a consideration for teachers.

For one or two of our children, poor or fluctuating attendance can be an issue.

How is Pupil Premium used to overcome these barriers?

We have invested heavily in developing support for emotional, social and behavioural needs through creating and resourcing a nurture room, training staff to run regular support sessions with identified children and becoming part of the ELSA network.

We have increased the capacity of breakfast club by increasing staffing to run it so that disadvantaged families can access before school childcare therefore all children get a good start to the day in a calm, fun environment with a nourishing breakfast and are able to learn.

We have used the pupil premium to pay for quality first teaching in interventions. We have one experienced catch up teacher and one experienced HLTA trained to run interventions from year two onwards. Our belief is that the earlier we identify a child at risk of falling behind and intervene, the more impact we can have on that child's learning. We have found the use of pre teaching to be beneficial to the confidence of children and it has helped them to access the same lessons as their peers.

Staff training in a variety of areas such as reading recovery approaches, Spirals, Precision teaching and others have helped us have knowledgeable staff who can tailor interventions to suit individuals.

Enrichment opportunities such as STEM workshops, individual music tuition and £100 voucher towards trips have all been paid for using the pupil premium allocation in recent years. There are many reasons for this from boosting a child's self-esteem because they've learnt to play an instrument to removing barriers to learning at home or simply enriching the education of our most able disadvantaged. Trips, residential and workshops have been subsidised or paid for to allow aspirational and valuable learning opportunities to go ahead. They are crucial to our creative and engaging curriculum and play an important part in making school enjoyable for lots of our pupil premium children.

How does the School Build ‘cultural literacy’ for disadvantaged pupils?

We have a values rich and creative approach to our curriculum where enterprise is encouraged and regularly planned for, topics and texts chosen to enthuse the children and learning environments created that aim to wow. There is an emphasis on acquiring skills and a good example of this is where everyone is involved in our end of year KS2 production- designing programmes, budgeting, writing scripts, making props and backdrops, performing and using ICT for animations. We aim to ‘make excellence ordinary’ and have high expectations of everyone in our school community.

In addition, we regularly hold ‘focus weeks’ that allow the children to extend their interest in different areas from Science Day to Health Eating Day. Our year sixes will take part in an ‘Aspiration day’ every summer. This involves them listening to local people from within the community but due to Covid did not happen in the summer of 2020.

How well do disadvantaged pupils take part in wider school life?

The HT regularly analyses the attendance of disadvantaged pupils at sporting tournaments, after school clubs, school council meetings etc. Where they are not participating, a conversation may be had with the child or parent to encourage them to access the provision and remove any possible barriers such as transport.

Dissemination

This strategy will be shared with staff. It will also be available to parents via the school website.

Review

A review of the strategy will be undertaken every two years and any amendments or updates will be reported to the full Governing Body.

This policy has been approved by:

Chair of Governors..... Olivia Hawkins/Lucy Tulloch

Date: 30th June 2021

Date to be reviewed: June 2023