

Clanfield Church of England Primary School

Pupil Premium Strategy Statement – 2020-21

Summary Statement				
School	Clanfield Church of England School			
Academic Year	2020-21	Total PP Budget	£26,690	
Total number of pupils	103	Number of pupils eligible for PP	21	

Current Attainment`		
<u>YEAR 6</u>	Pupils eligible for PP	Whole cohort
% achieving age related expectations or above in reading, writing and maths	No data available for current year	
progress in reading		
progress in writing		
progress in maths		
<u>YEAR 2</u>		
% achieving age related expectations or above in reading, writing and maths		
progress in reading		
progress in writing		
progress in maths		

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Barriers to future attainment	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Low expectations of PP children over the years-Quality First teaching- READING
B	Low expectations of PP children over the years-Quality First teaching-WRITING
C	Low expectations of PP children over the years-Quality First teaching-MATHS
D	Not all children are able to access clubs/resources/enrichment opportunities
E	Many pupils eligible for pupil premium require additional nurture support in school to allow them to re-focus on learning Pupil' self-esteem and perceptions of themselves as learners
External Barriers (issues which also require action outside school, such as low attendance rates)	
F	Covid absence from school- Family break ups/hard to reach/child protection/lack of attendance during covid and on return to school

Desired Outcomes (Desired outcomes and how they will be measured)		Success Criteria:
A	For PP children to be ARE in Reading	75% children to be ARE in Reading
B	For PP children to be ARE in Maths	75% children to be ARE in Maths
C	For PP children to be ARE in Writing	75% children to be ARE in Writing
D	All children benefit from a wide range of enrichment opportunities and have access to quality texts.	All PP children take part in all enrichment activities and have their own text for text-based curriculum.
E	Social, emotional and mental health needs of pupils are addressed.	All PP children have access to emotional literacy support and have strategies to help them when things become difficult
F	PP children to catch up on missed learning	PP children to have access to catch up programmes as outlined in the June 2020 Identifying gaps research.

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Planned Expenditure					
Academic Year	2020-21				
The three headings below enable schools to demonstrate how they are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
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/Cost	When will you review implementation?
<p>For PP children to be ARE Reading</p> <p>Specific Link to Barrier: A</p>	<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>Whole school reading competitions</p> <p>PP child to read daily if WTS.</p> <p>PP pupils to make up the majority of the Pupil Progress meetings</p>	<p>Strongest lever to improve PP gap.</p> <p>EEF June 2020 Impact of School closures on the attainment gap</p> <p>When children read daily their reading improves.</p> <p>Any areas of difficulty can be addressed and quickly recapped.</p> <p>Assessment outcomes will be accurate and swiftly addressed.</p> <p>Phonics will be encouraged as a strategy to reading in the classroom when necessary.</p>	<p>Classroom monitoring and discussions with pupils</p> <p>Pupil progress reports</p> <p>Half termly monitoring and testing</p> <p>Classroom observations</p> <p>Whole staff CPD</p>	<p>HTs</p> <p>Cost for training R/W/M-£2000</p>	<p>December 2020</p>

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	All learning walks to include a note on PP pupils				
For PP children to be ARE Maths Specific Link to Barrier: B	<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 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>For children to achieve ARE in maths, calculation strategies must be understood and applied.</p> <p>If parents understand the strategies children are using, they are more likely to help at home.</p> <p>For any additional support to be given by staff with sound subject knowledge and strategies to develop independent thinkers.</p>	<p>Classroom monitoring and discussions with pupils</p> <p>Pupil progress reports</p> <p>Half termly monitoring and testing Classroom observations</p> <p>Whole staff CPD</p>	See above	December 2020
For PP children to be ARE Writing Specific Link to Barrier: C	<p>Improve Quality First teaching-strongest lever to improve PP gap.</p>	<p>Single catch up programme and targeted support is one of the recommendations by the EEF.</p>	<p>Pupil progress reports Half termly monitoring and testing Classroom observations</p> <p>Whole staff CPD</p>	<p>HTs Teachers TAs</p> <p>Intervention training-Inclusion team.</p>	December 2020

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		Pupil progress meetings evidence that through quality first teaching and variation disadvantaged pupils achieve the same outcomes as those not PP	Classroom monitoring and discussions with pupils	See above	
For Year 5/6 to receive additional support to provide catch up. Specific Link to Barrier: A,B,C	Intensive small group support/intervention. Teachers to teach these groups whilst TA take foundation curriculum	Historically weak teaching has identified gaps in learning.	Data analysis Lesson observations Discussion with pupils	HTs 5/6 team TAs £8,073 Topaz Support	December 2020
Total Budgeted Cost					£2000 training £8,073 Topaz

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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?
<p>All children benefit from a wide range of enrichment opportunities. Increased engagement in learning</p> <p>Specific Link to Barrier: D</p>	<p>Subsidising of residential trips and school events. Subsidise books for PP children.</p>	<p>Discussions with some families show that they are unable to support themselves with trips or books. Overspend on trips due to parents not paying.</p> <p>All children need a broad experience.</p> <p>We aim to expand the life experience of children who may need it as in general, these children do not visit places which might enrich the work they do in school.</p>	<p>Termly discussion at SLT</p> <p>Discussion with teachers.</p>	<p>NG KR £1000 books</p> <p>Activity support (trips, visitors) Forces £1550 Deprivation £6,400</p>	<p>December 2020</p>
<p>Increase in the number of children who achieve end of key stage expected outcomes.</p> <p>Specific Link to Barrier: A,B,C</p>	<p>1-1/2 tuition Booster sessions to support PP learners who have or are at risk of falling behind. To raise attainment and achievement across the school for PP pupils. Targeted support before and after school</p>	<p>DD between PP children and non-disadvantaged children.</p> <p>EEF Research (+5MONTHS) shows that this is one of the most successful strategies for the PP child</p>	<p>Teachers will target children and work closely with the tutor to ensure targets are being achieved. Children's progress before, during and after the interventions will be reviewed. Registers taken of Pupil Premium attendees</p>	<p>Teachers to offer booster groups if progress is falling behind 12 sessions Sept- Jan or summer school?</p> <p>1 TA to provide cover for T to provide catch up 1pm week. £1,213</p>	<p>April 2021</p>
Total Budgeted Cost				£10,163	

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Other approaches					
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?
<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>Specific Link to Barrier: E</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>Many pupils eligible for pupil premium require additional nurture support in school to allow them to focus on learning</p>	<p>ELSA and SENCO to discuss children and families and ensure there is adequate support available</p>	<p>SENCO</p> <p>2 afternoons TA cover = 1,213</p> <p>Estimated Training @ £2,000</p> <p>SNAST buy in support = £6,060 for half a day p/yr</p>	<p>April 2021</p>
Total Budgeted Cost					£9,3030
Total of all Expenditure					£29,539 with SNAST

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6. Review of expenditure April 2019-April 2020			
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)
Diminishing the difference (DD) between PP children and Non-PP children.	Intensive small group support in reading and phonics. KS1 Maths for 1 child ¾ and identified children in 5/6	December to March- Reading and writing interventions were implemented. Phonics scores improved with only 2 children who were unlikely to pass phonics test. Lowest 20% children were being heard daily and were all beginning to show progress with fluency and comprehension. ? were not on track to make ARE in Reading	Continue to monitor phonics progress 6x year. Continue to hear lowest 20% read in every class Continue to embed the use of the PP tracking report
TA Led Interventions yR 5/6 (Small Group work)	Interventions will be tightly targeted using data analysis and feedback from teachers to enable accelerated progress. Accurate diagnosis of capabilities and difficulties to match apt interventions.	PP progress tracking of individuals was implemented in Dec 2019 with targeted children outlined for intervention. Unf due to staff leaving interventions were not always held weekly. The timetable which was set up targeted individuals based on need but home-grown interventions did not have. OXsIT were booked in to lead training on interventions but due to the pandemic this was postponed.	Continue with the PP tracking grid as this informs interventions and is a useful tracking tool. On return- introduce this again with a focus on teacher led interventions to provide catch up. Staff need to use research driven interventions- OXSIT training required.
Increase in the number of children who achieve end of key stage expected outcomes.	1-1 tuition Booster sessions to support PP learners who have or are at risk of falling behind. To raise attainment and achievement across the school for PP pupils. Targeted support before and after school	This did not happen due to staff leaving and resources needed to cover classes.	Continue with this approach next year as research shows tuition makes a difference.

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<p>Improve the resilience and self-esteem of pupils</p> <p>Ensuring physical and mental wellbeing</p>	<p>Train an ELSA to deliver support</p>	<p>Due to ELSA leaving and new TA starting training in January, the support and provision did not happen. Unplanned costs were then spent to cover and train a new ELSA. Sadly the new TA is unable to do this and a permanent ELSA will be trained in Sept 2020</p>	<p>ELSA needs to understand the expectation before accepting the position. SLT need to be certain on appointment before agreeing to training</p>
<p>Improve monitoring of attendance for PP children</p>	<p>Close liaison with OCC Attendance policy Attendance letters</p>	<p>Attendance for all improved. All pupils, with the exception of 2, are in the 90-100% bracket.</p>	<p>Support from the LA has been useful Systems put in place are starting to take effect and need time and consistency to further develop the attendance rates. Letters home and Parent contracts have been successful</p>

Next review- July 2021.