

# Pupil Premium Strategy Statement – Clenchwarton Primary School – 2017/18

## Context

Clenchwarton Primary is a smaller than average primary school located in rural West Norfolk. The school draws children in from a wide-ranging socio-economic background with the vast majority of pupils being White British, however some pupils have mixed heritage & speak dual language at home. Clenchwarton Primary School has low levels of children eligible for free school meals compared to the national average.

The school deprivation indicator shows that the level of deprivation is similar to the national picture.

## 1. Summary information

Academic Year	2017/18	Total PP budget	£30,360	Date of most recent PP Review	n/a
Total number of pupils	190	Number of pupils eligible for PP	23	Date for next internal review of this strategy	01/18

## 2. Current attainment

	KS1		KS2	
	PP	National (2016)	PP	National
% making expected attainment in reading	40%	74%	80%	71%
% making expected attainment in writing	40%	66%	60%	76%
% making expected attainment in maths	60%	73%	80%	75%

## 3. Barriers to future attainment (for pupils eligible for PP)

A small minority of PP children have other issues that make them vulnerable and they therefore require additional emotional support to aid their performance and happiness in school.

Attendance figures for PP children are below national.

## 4. Desired outcomes

### Success criteria

To increase the amount of PP children who attain a higher standard of attainment.	The percentage of children achieving a higher standard of attainment will increase from the 2016/2017 data.
All children will have their social and emotional needs met so they are ready for learning and active	All children will be screened for Thrive and identified children will have dedicated 121 Thrive support.
Increased attendance rates for pupils eligible for PP.	Pupil Premium attendance to improve from 94.15% to 96%.

5. Planned expenditure					
Academic year		2017/2018			
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?
Children will enjoy reading, they will have a greater understanding of how to answer comprehension questions and reading scores will improve.	Accelerated Reader	Sutton Trust - Education Endowment Foundation (EEF) research states ' <i>On average, reading comprehension approaches improve learning by an additional five months' progress</i> '	Monitoring of testing and scoring on Accelerated Reader.  Pupil questionnaires.	English Subject Lead	£1,000  (17 PP in KS2 = £59 each child)
Increase the number of PP achieving expected and exceeding in reading, writing and maths.	121 TA support to implement intervention, ' <i>Power of 2</i> ' for maths and ' <i>Toe by Toe</i> ' for reading.	Sutton Trust - Education Endowment Foundation (EEF) research states ' <i>One to one tuition can be effective, on average accelerating learning by approximately two - five additional months' progress.</i> '	Regular pupil progress meetings highlighting the impact of interventions.  SENCO will monitor the delivery of interventions to ensure high quality provision.	SENCO and Assistant Head	£17,700  (25 PP children = £708 each child)
Total budgeted cost					£18,700

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?
Children to be emotionally ready for learning.	121 sessions in Thrive to address social and emotional issues.	Sutton Trust - Education Endowment Foundation (EEF) research states – <i>‘SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).’</i>	All children will be screened for Thrive. Progress of identified children will be monitored by the Thrive practitioner and SENCO.	SENCO and Assistant Head	£5,000 (25 PP children = £200 each child)
Children to have targeted support to close gaps in English and Maths.	Weekly small group sessions with HLTA.  Pixl	Sutton Trust - Education Endowment Foundation (EEF) research states - <i>‘Small group teaching can sometimes be more effective than either one to one or paired tuition.’</i>	Regular pupil progress meetings with the SLT.  Regular meetings with the Pixl mentor.	Year 6 Teacher  English & Maths Subject Lead	HLTA - £3,000  Pixl - £1,500  (10 PP children in Y5 & 6 = £450 each child)
Total budgeted cost					£9,500
iii. 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?
To ensure all children have access to enrichment activities.	Funding after school clubs, trips and residential.	Sutton Trust - Education Endowment Foundation (EEF) research states ' <i>Evidence indicates that attending extra-curricular activities has a positive impact on attendance at school, behaviour and relationships with peers.</i> '	Termly monitoring of PP children's attendance at extra-curricular clubs.	SENCO and Head Teacher  PE subject lead	£1000  (25 PP children = £40 each child)
Total budgeted cost					£1,000

#### Additional information

- School will keep a small contingency to support pupil premium children that may join within the academic year.

6. Review of expenditure			
Previous Academic Year		2016/2017	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact and lessons learned: Did you meet the success criteria? Will you continue with this approach?	Cost
For children to have the experience of learning to play a musical instrument.	Weekly ‘ <i>Widening Opportunity</i> ’ sessions provided by Norfolk Music Service.	Information gathered from children’s questionnaires demonstrated that learning to play an instrument had a positive impact on their learning in other areas of the curriculum. We will continue to fund this through the main school budget. It would be more beneficial to have a tuned instrument for next academic year.	£1,400 – This is for Y4 children – 5 children are PP (£280 each)
Children to have a greater understanding of mathematical concepts through CPA.	Teachers and TA’s to take part in CPD around Concrete, Pictorial and Abstract maths teaching approaches.	Pupil Premium attainment in maths is in line or above ‘all’ children in most year groups.	£1,000 – This is across the school – 23 children are PP (£43 each)
For teachers to have the skills and knowledge – improved SEN skills.	Support and CPD from Executive SENDCo for individual pupils.	Individual Teaching Plans are clear and have specific, measurable targets linked to individual needs as evidenced during scrutiny.	£3,000 – This is across the school – 23 children are PP (£130 each)
For all families to have access to high quality reading material at home.	Bug Club online books.	Scrutiny of the online accounts has demonstrated that not enough children in EYFS and KS1 were reading and taking the quizzes. Move to a whole school approach to support reading at home through Accelerated Reader.	£500 – This is EYFS & KS1 – 8 children are PP (£63 each)

Improved attainment in reading (comprehension) for boys.	Provide high interest guided reading books to engage boys with comprehension  Project X guided reading books.	The percentage of boys achieving expected and greater depth for reading at KS2 went up.	£2,200 – 14 PP children are boys (£157 each)
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact and lessons learned: Did you meet the success criteria? Will you continue with this approach?</b>	<b>Cost</b>
Children to be emotionally ready for learning.	121 sessions in Thrive to address social and emotional issues.	Thrive progress measures and lesson observations demonstrate that this is having the desired impact with the children that are able to access. We will continue to offer our children Thrive as there is a continued need.	£2,000 – This is across the school – 23 children are PP although not all need access to this (£87 each)
Y6 children to have targeted support to close gaps in English and Maths.	Weekly small group sessions with HLTA.	KS2 data shows that PP children were in line with or above 'all' pupils in Reading and Maths. Writing was slightly behind 'all' pupils. We will continue to offer targeted intervention in the next academic year.	£5,000 – There are 5 PP children in Y6 (£1000 each)
To close the gaps in reading and maths.	121 TA support to implement intervention, 'Power of 2' for maths and 'Toe by Toe' for reading.	The gap between expected between 'all' pupils and Pupil Premium children is diminishing and is now cohort specific. We will continue to use the PP grant to facilitate the use of TA's across the school.	£10,019 – This is across the school – 23 children are PP (£436 each)
<b>iii. Other approaches</b>			

Desired outcome	Chosen action / approach	Estimated impact and lessons learned: Did you meet the success criteria? Will you continue with this approach?	Cost
To ensure all children have access to enrichment activities.	Funding after school clubs, trips and residential.	PP children have attended residential trips, school trips and extra-curricular clubs. We will continue to subsidise PP children.	£2,000 – This is across the school – 23 children are PP although not all will access it (£87 each)
To ensure all of the educational needs of all children are met.	Specialist consultancy support – Roseberry Centre Short Stay School; Churchill Park Outreach.	School have utilised the services and will continue to fund these through the main school budget.	£3,241 – This is across the school – 23 children are PP (£141 each)