

# 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	Clenchwarton Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Joanne Borley (Headteacher)
Pupil premium lead	Nicki Maddison (Deputy Headteacher)
Governor / Trustee lead	Rose Ward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,900
Recovery premium funding allocation this academic year	£2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,365

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to identify gaps in learning and intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- support our children's mental health and wellbeing to enable them to access their learning.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. This is evident from reception through to ks2.
2	Assessments, observations and discussions with pupils indicate disadvantaged pupils have greater difficulties with phonics than their peers. The negatively impacts on their development as readers and writers.
3	2019 national data indicates that attainment in reading, writing and maths attainment among disadvantage pupils is below age related expectations in KS1 compared to other pupils. In KS2 the gap was predominately evident in maths.

4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in gaps in learning leading to pupils falling further behind age-related expectations, especially in reading and writing.
5	Our observations and discussions with pupils have identified social and emotional issues for many pupils, including lack of resilience to challenges, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data for this year to date shows that attendance of disadvantaged children is below that of non-disadvantaged children (95% compared to 96%). Last year attendance of disadvantage pupils was 94.19% compared to 96.64% of non-disadvantage children.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils	KS2 reading and writing attainment for disadvantage pupils is in line with non-disadvantage pupils.
Improved maths attainment among disadvantage pupils.	KS2 maths attainment for disadvantage pupils is in line with non-disadvantage pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant improvement in pupil resilience and use of metacognition</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no less than 97%</li> </ul>

## 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: £ 8,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWInc Spelling &amp; Phonics.</p> <p>All staff to be trained in delivering high quality 15 minute daily spelling sessions.</p> <p>All staff including teaching assistants to be trained in phonics.</p> <p>KS1 &amp; some KS2 staff to be trained in the delivery of RWI 1:1 phonics.</p>	<p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD,</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes</p> <p>EEF Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>We have an ECT and apprentice teacher this year as well as new staff. We need to support staff to support the less experienced and new members of staff to deliver high quality spellings and phonics sessions across the school.</p>	2,3,4
<p>Use of PIXL to identify gaps in learning and inform teacher of next steps in learning.</p> <p>Training for staff to ensure assessments and gap materials are used effectively.</p>	<p>EEF Guide to Pupil Premium – tiered approach – targeted academic support.</p> <p>EEF Toolkit (+4)</p> <p>Use PIXL assessments and assessment for learning strategies, teachers will identify children for small group interventions linked to classroom teaching.</p>	2,3, & 4
<p>CPD for all staff on metacognition and self-regulation to enable staff to model this to children.</p>	EEF (+7)	5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	3

Maths Hub resources and CPD.	Improving Mathematics in Key Stages 2 and 3	
<p>Embedding activities across the school curriculum to support oral skills. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions   Toolkit Strand Education Endowment Foundation   EEF Impact in early years (+7 months) and primary <a href="#">https://www.eef.org.uk</a></p>	1

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

Budgeted cost: £ 14,400 (£5,070 to subsidise school-led tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition for phonics	EEF Toolkit (+5) Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2
<p>Intervention for key year groups for identified children.</p> <p>Reading, maths &amp; phonics.</p>	<p>EEF Toolkit (+4) Small group tuition Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>We will identify pupils each half term as having gaps in maths that could be effectively addressed through intensive small group tuition.</p> <p>We will identify pupils each half term as having gaps in reading that could be effectively addressed through intensive small group tuition.</p>	2,3,& 4
Purchase of resources and interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF</p>	1

low spoken language skills.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching of metacognition and self-regulation to help pupils to take greater responsibility for their learning.	EEF (+7) With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	4 & 5
Funding for after school clubs, trips and residential	EEF Social and Emotional (+4)	5
Pupils to receive musical tuition	EEF Toolkit (+3) It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

**Total budgeted cost: £ £29,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### **Teaching Priorities**

##### **Priority 1: (All pupils) RWInc Spelling.**

**All staff to be trained in delivering high quality 15 minute daily spelling sessions.**

**Purchase resources for RWInc Spelling program.**

Resources purchased.

Training completed in October 2020.

RWI scheme has been beneficial due to the daily spelling time allocated and the various activities used to reinforce the spelling rule each week.

In Summer 2021 tests, in Years 2 to 5, Clenchwarton pupils scored higher than National PIXL pupils on the Spelling Paper.

##### **Priority 2 (all pupils)**

**Use of PiXL to identify gaps and inform teacher of next steps in learning.**

All teachers used the PIXL Transition Unit when the pupils returned to school in Autumn 2020 to identify gaps in learning.

During the Autumn Term, teachers used this diagnostic information to start to fill the gaps in reading, maths and GPS.

At the end of the Autumn term, PiXL was used once more to identify Gaps for the Spring term.

Lockdown 3 in Spring meant that we could not complete the Spring Pixl assessments so instead, further PP money was spent on Maths.co.uk to enable pupils working at home to complete an online maths assessment which teachers used diagnostically.

When the pupils returned in Spring, gaps were identified and continued to be filled in Summer 21.

At the end of the year, the number of pupils working at Expected+ in Combined RWM had increased in all year groups.

The biggest impact in each subject could be seen in Year 1, see table below:

Year 1	Exp Start	Exp End	GD Start	GD End
Re	33%	66%	0%	20%
Wr	27%	60%	0%	10%
Ma	33%	70%	0%	10%

In other year groups the biggest impact could be seen in the number of pupils working at Greater Depth by the end of the year, eg.

Yr 4 Reading Start 17% End 35%

Yr 5 Maths Start 3% End 24%

Yr 2 Maths Start 0% End 21%

### **Targeted academic Support**

#### **Priority 1 - Identify gaps in learning from lockdown and use TAs for small group intervention**

See above – the gaps identified from the use of Pixl diagnostic analysis were then taught either by the teacher during whole class lessons, or by TAs in small focussed groups outside of normal English and Maths lessons. Precision teaching has been used throughout the year where possible.

### **Targeted academic Support**

#### **Priority 2 - Ensuring the mental well-being of pupils following school lockdown and long periods of absence for some pupils.**

Any pupils struggling with their mental health during Lockdown were been allocated places in school where possible.

Referral were made to various agencies and parents were signposted to where they can gather further help and support.

Welfare calls were made during lockdown weekly (or more often if deemed necessary)

All schools have a Mental Health champion.

A member of staff has been elected to be Mental Health First Aid trained.

The school is working towards the mental Health Award.

All staff have a good relationship with pupils and particularly working in Bubbles the pupils see the same adults in their bubble daily.

Any pupil who has needed time to talk or a key person to speak to has been able to do this.

Teachers and parents communicate frequently via Class Dojo.

When pupils returned to school, extra PHSE sessions were built into the curriculum using resources from Jigsaw and GetSet4PE.

### **Wider strategies**

#### **Priority 1 - Funding for ICT devices, after school clubs, trips and residential.**

Some PP funding was used to purchase devices to enable pupils to access learning during lockdown. All vulnerable pupils were offered laptops as soon as they became available.

Trips / residential have not taken place so far due to Covid.

A limited number of clubs have taken place following the full re opening of schools to enable key workers to return to work. No pupil premium children have attended at the moment.

### **Wider strategies**

#### **Priority 2 - Pupils to receive musical instrument tuition**

Music tuition resumed on 8<sup>th</sup> March following the risk assessment.

Pupils in Yr 4 and 5 have received lessons on recorder and woodwind. This has involved about a third of all PP pupils.



## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Tacking Tables	Learning Resources
Primary PIXL	PIXL

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. We will continue to work towards achieving the Carnegie Mental Health Award.