

Pupil Premium Strategy Statement – Clenchwarton Primary School – 2019/20

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	2019/20	Total PP budget	£30,360	Date of most recent PP Review	04/19
Total number of pupils	196	Number of pupils eligible for PP	21	Date for next internal review of this strategy	11/19

2. Current attainment

	KS1		KS2	
	PP	National (2019)	PP	National (2019 provisional)
% making expected attainment in reading	Only 3 pupils	Exp+ 75% GD 25%	Exp+ 80% GD 0%	Exp+ 73% GD 27%
% making expected attainment in writing	Only 3 pupils	Exp+ 69% GD 15%	Exp+ 80% GD 0%	Exp+ 78% GD 20%
% making expected attainment in maths	Only 3 pupils	Exp+ 76% GD 22%	Exp+ 60% GD 0%	Exp+ 79% GD 26%

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

A 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.

Some pupils have a poor reading diet which impacts on language and communication skills.

30% of PP pupils also have SEND

4. Desired outcomes

Success criteria

Attainment of core subjects, particularly maths, to be at least in line with National.

Teachers will be using new knowledge based curriculum to ensure knowledge and skills build up over time. PiXL will be used to identify gaps in learning. Dedicated time will be used to focus on key skills.

To increase the amount of PP children who achieve a higher standard of attainment.	The percentage of children achieving a higher standard of attainment will increase from the 2018/2019 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.
SEND pupils make appropriate levels of progress	SEND pupils will have pre teaching sessions to enable them to access the lesson at a more appropriate level.

5. Planned expenditure					
Academic year		2019/2020			
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 in KS2 to meet the required national standard.	121 tuition from 2 experienced KS2 teachers for reading, writing, GPS and maths.	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> (+5 months)	Lesson observations and regular. Pupil Progress meetings.	Year 6 Teacher	£10,000 (6 PP in Yr 6 = £2500 per child)

<p>Attainment of core subjects, particularly maths, to be at least in line with National.</p>	<ul style="list-style-type: none"> • Live marking (feedback). • New English Curriculum based on Power of Reading. • Destination Reader. • Read, Write Inc. • Neli • Mastery Maths. <p>PiXL</p>	<p>Sutton Trust - Education Endowment Foundation (EEF):</p> <p><i>“Feedback studies tend to show very high effects on learning.” (+8 months)</i></p> <p><i>“On average, reading comprehension approaches deliver an additional six months’ progress.” (+6 months)</i></p> <p><i>“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.” (+4 months)</i></p> <p><i>“There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress.” (+7 months)</i></p> <p><i>“On average, individualised instruction has a positive effect on learners” (+3 months)</i></p>	<p>Lesson observations learning walks, book looks and data analysis.</p> <p>English leader to listen to children read during monitoring time.</p> <p>Pupil Progress meetings 3 per year.</p>	<p>SLT</p>	<p>£600 supply.</p> <p>£3000 RWInc Yr R = 1 pupil Yr 1 = 4 pupils Yr 2 = 1 pupil</p> <p>£650 MNP Yr R = 1 pupil Yr 1 = 4 pupils Yr 2 = 1 pupil Yr 3 = 3 pupils Yr 4 = 4 pupils Yr 5 = 4 pupils Yr 6 = 4 pupils</p> <p>£2675 PiXL Yr R = 1 pupil Yr 1 = 4 pupils Yr 2 = 1 pupil Yr 3 = 3 pupils Yr 4 = 4 pupils Yr 5 = 4 pupils Yr 6 = 4 pupils</p> <p>Total £6925 21 PP pupils = £329.76 per pupil</p>
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Children will enjoy reading, they will have a greater understanding of how to answer comprehension questions and reading scores will improve.	Accelerated Reader Destination Reader.	Sutton Trust - Education Endowment Foundation (EEF) research states ' <i>On average, reading comprehension approaches improve learning by an additional five months' progress</i> ' <i>(+6 months)</i>	Monitoring of testing and scoring on Accelerated Reader. (termly) English Leader to listen to children read. (During monitoring) Pupil questionnaires.	English Subject Lead	£1668 Yr 3 = 3 pupils Yr 4 = 4 pupils Yr 5 = 4 pupils Yr 6 = 4 pupils (15 PP pupils = £111 per pupil)
Social and emotional barriers to learning will be removed enabling children to meet their potential.	Jigsaw PHSE scheme.	Sutton Trust - Education Endowment Foundation (EEF) research states: <i>"On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."</i> <i>(+4 months)</i>	PHSE lead to monitor termly.	Class teachers Thrive practitioner	£2955 Yr R = 1 pupil Yr 1 = 4 pupils Yr 2 = 1 pupil Yr 3 = 3 pupils Yr 4 = 4 pupils Yr 5 = 4 pupils Yr 6 = 4 pupils (21 PP pupils = £140 per pupil)
Total budgeted cost					£21,548

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>‘Social and emotional 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> (+4 months)	Targetted children will be screened for Thrive. Progress of identified children will be monitored by the Thrive practitioner and SENCO.	Thrive practitioner and SENCO	£1,000 Yr R = 1 pupil Yr 1 = 1 pupil Yr 3 = 1 pupil Yr 4 = 1 pupil Yr 5 = 3 pupils Yr 6 = 4 pupils (11 PP pupils = £90 per pupil)
To diminish the difference between attainment of PP and All children.	Small group and 121 TA support to implement intervention. Pre teaching and gap analysis from PiXL to be used.	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> (+5 months)	Regular pupil progress meetings with the SLT.	Assistant Head Teacher & Head Teacher	£2500 Yr 1 = 4 pupils Yr 2 = 1 pupil Yr 3 = 3 pupils Yr 4 = 4 pupils Yr 5 = 4 pupils Yr 6 = 4 pupils (20 PP pupils = £125 per pupil)

To close the gap between the SEND PP pupils and all pupils	For SEND 1:1 TAs to be trained in strategies to support their pupils and adapt the curriculum so that it is accessible for their pupils.	Sutton Trust - Education Endowment Foundation (EEF) research states: “On average, individualised instruction has a positive effect on learners” <i>(+3 months)</i>	Class teachers to monitor and annotate IEPs.	SENDCo.	£1000 Yr 1 = 1 pupil Yr 3 = 1 pupil Yr 5 = 2 pupils Yr 6 = 2 pupils (6 PP children = £166.66 per child)
Total budgeted cost					£4,500
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 improve experiences and provide wider language and vocabulary choices for PP pupils.	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> ’ <i>(+2 months)</i>	Termly monitoring of PP children’s attendance at extra-curricular clubs.	PE leader and SENCO.	£1,500 Yr R = 1 pupil Yr 1 = 4 pupils Yr 2 = 1 pupil Yr 3 = 3 pupils Yr 4 = 4 pupils Yr 5 = 4 pupils Yr 6 = 4 pupils (21 PP pupils = £71 per pupil)

For children in Yr 4 to have the experience of learning to play a musical instrument.	Weekly 'Widening Opportunity' sessions provided by Norfolk Music Service.	Sutton Trust - Education Endowment Foundation (EEF) research states - <i>"the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning."</i> (+2 months)	Pupil questionnaires. Music Subject leader will monitor the quality of provision.	Assistant Head Teacher	£1,400 Yr 4 = 4 pupils (4 PP children = £350 per child)
Total budgeted cost					£2900

Additional information
<ul style="list-style-type: none"> School will keep a small contingency of £1,412 to support pupil premium children that may join within the academic year.

6. Review of expenditure			
Previous Academic Year		2018/19	
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

Children will enjoy reading, they will have a greater understanding of how to answer comprehension questions and reading scores will improve.	Accelerated Reader	PP pupils reading ages increased by 10 months over a 7 month period. At KS2, 80% of PP pupils achieved Expected or above in Yr 6 SATS. The National figure for all pupils in reading was 73%	
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.	At the end of KS2, Pupil Premium pupils at Clenchwarton exceeded All Pupils nationally in Reading and Writing.	
ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact and lessons learned: Did you meet the success criteria? Will you continue with this approach?	Cost
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.	
Children to have targeted support to close gaps in English and Maths.	Weekly small group sessions with HLTA. Pixl Nessy	Individual pupils made the progress of which they were capable.	
iii. Other approaches			

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.	Children enjoyed trips to Stories of Lynn, Polar Museum, the Yr 6 residential, Cadbury World visit, London Theatre trip and the National Space Centre.	