

Pupil Premium Strategy Statement 2020-21

1. Summary information

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| School | Claines CE Primary School | | | | |
| Academic Year | 2020-21 | Total PP budget | £24,175 | Date of most recent PP Review | Jan 2021 |
| Total number of pupils | 209 | Number of pupils eligible for PP | 19 | Date for next internal review of this strategy | July 2021 |

2. Current attainment

| | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | <i>Current gap</i> | <i>Previous gap- Autumn 2019</i> | <i>Previous gap Autumn 2018</i> |
|--|-------------------------------|-----------------------------------|--------------------|--------------------------------------|-------------------------------------|
| % achieving ARE or above in reading | 81% | 79% | +2% | -8.5% | -12.4% |
| % achieving ARE or above in writing | 81% | 79% | +2% | -13% | -20.3% |
| % achieving ARE or above in maths | 80% | 80% | - | -8.8% | -34% |
| % achieving above ARE in reading | 17% | 30% | -13% | -2.7% | -3.8% |
| % achieving above ARE in writing | 18% | 21% | -3% | -1.7% | -17.9% |
| % achieving above ARE in maths | 4% | 27% | -23% | -7.1 | -36.2% |

*3 out of 19 disadvantaged children are on the SEN register.

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

| In-school barriers | |
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| | PP children have poor physical and academic stamina across the wider curriculum as identified in work trawls and foundations subject assessments. |
| | The proportion of PP children in Writing, Reading and Maths working above ARE is still significantly below that of non-disadvantaged children |
| | Children have a more limited vocabulary and experiences of reading. |
| | Social and emotional issues preventing pupils being ready to learn |
| External barriers | |
| | Eating habits of PP children – leading to poor concentration and stamina in school |
| | Poor access to physical exercise- leading to poor stamina |
| | Parent support with reading and homework is less consistent across the identified children. |

4. Outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| | Improve the physical and mental well-being of PP children. | Physical/fitness assessment, alongside 'Wheel of Life' assessment will show children's fitness and mental health have improved. |
| | Accelerate the progress of PP children across the school in Maths for those achieving above ARE, so that they continue to close the gap on their peers. | Data will show the gap between non PP and PP at expected in maths will remain at 0%, with the gap between groups for above ARE reduced. |
| | A higher proportion of PP children are judged to be working at above ARE in Writing, across the whole school. | To consolidate the work closing the gap at ARE and to ensure the gap between PP and non PP at above ARE is <3% |
| | To ensure a higher proportion of children achieve above ARE in reading. | To close the gap between PP and non PP to less than 13% |
| | Pupils are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions. | PP children regularly demonstrate good attitudes and behaviours in class. |
| | Parents able to support their children more confidently with their reading, homework and home learning. | Parents will engage further with homework to challenge their children and support their learning- especially with reading and basic maths. |

5. Planned expenditure

Academic year

2020/21

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 implementation? |
|--|--|--|--|------------|--------------------------------------|
| Improve the physical and mental wellbeing of PP children | <ol style="list-style-type: none">1. Sessions in class on well-being and self-regulation for upper KS2 and to be then shared across school and PP children.2. Use of external coaches to support fitness. | <ol style="list-style-type: none">1. The well-being of PP children and growing concerns about mental health support and the need for a focused programme.2. Across the whole curriculum, PP children achieve below other identified groups and their attitudes to learning are less positive. | <ol style="list-style-type: none">1. Lesson Obs/ monitor planning/ learning walks2. Bleep test to check progress in fitness levels. | SG/SJ | July 2021 |

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| <p>Accelerate the progress of PP children in Maths for those achieving above ARE so that they continue to close the gap on their peers</p> | <ol style="list-style-type: none"> 1. Increase level of feedback for PP children. 2. IEP's written for PP children and shared with all adults who work with them. 3. Teachers to spend more class time working with PP children. | <ol style="list-style-type: none"> 1. PP children need to be more involved in their learning and development. They are generally very passive learners at the moment. 2. Use of Doodlemaths/SATS Companion intervention to consolidate basic number skills and understanding. 3. TA's as well as teachers need to know and understand the focused targets for individual PP children. <p><i>*These strategies closed the gap in attainment last year and therefore are being continued this year.</i></p> | <ol style="list-style-type: none"> 1. Book scrutinies and lesson observations to review levels of feedback given for disadvantaged pupils compared to non-disadvantaged pupils. 2. SENCO to monitor IEP's 3. Lesson observations and drop ins. Teachers to identify PP children on planning. | <p>SG/SJ</p> <p>EC</p> <p>SG/SJ</p> | <p>July 2021</p> |
| <p>A higher proportion of PP children are judged to be working at above ARE in Writing, across the whole school.</p> | <ol style="list-style-type: none"> 1. Focused reading of a broader range of texts to support GD writing in upper KS2. 2. SJ to deliver training on building GD writers. 3. Staff focus on broadening vocabulary. | <ol style="list-style-type: none"> 1. The impact of reading into writing can be seen from our current approach and now needs to focus on HA writing in upper KS2. | <p>Data- regular monitoring and discussion of data during pupil progress meetings.</p> | <p>SJ/NH/LS</p> | <p>July 2021</p> |
| <p>Accelerate the progress of PP children in Reading at above ARE.</p> | <ol style="list-style-type: none"> 4. New library and Reading shed to encourage and raise the profile of reading for all children- PP children to be targeted within classes for additional time. 5. Whole school reward systems for rewarding reading. 6. Upper Ks2 focus on broadening texts. | <p>Evidence as shown that an enthusiasm and love are reading are linked to reading progress. Reading evidence has shown that the increased focus on domains and choice of texts has had an impact on standards at ARE and now consideration needs to be to texts for above ARE opportunities.</p> | <p>Informal lesson observations and pupil voice.</p> | <p>SJ/LS/NH</p> | <p>July 2021</p> |

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| Total budgeted cost | £6180 |
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| ii. Targeted support | | | | | |
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| 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? |
| Improve the physical and mental wellbeing of PP children | <ol style="list-style-type: none"> 1. Continue to develop 'Health and Wellbeing' blog on school website, for children to contribute to and refer to. 2. Top-up swimming for any PP children not on track to meet expected standard of 25m unaided. 3. PP children to be allocated a key adult in school to talk to. 4. Parent learning course- to target and support parents to support learning, physical and emotional development physical and emotional development. | <ol style="list-style-type: none"> 1. For children to be more engaged with healthy and active lifestyle choices. 2. Only half of the pupil premium pupils in KS2 can swim 25m unaided. 3. Pupil Survey of mental wellbeing and attitudes to learning show that our Pupil Premium children lack stamina and resilience when facing new challenges. | <p>Monitor blog posts and visitors to blog. Record of attendance and achievement in swimming.</p> <p>Pupil voice.</p> | <p>SG</p> <p>HW</p> <p>SJ</p> | July 2021 |
| For a higher proportion of PP children to be above ARE in Writing. | <ol style="list-style-type: none"> 1. Small group learning to continue to promote 'Slow Writing' technique for PP children 2. SJ/LS to work with intervention staff to target intervention for all disadvantaged children. 3. Spelling intervention resources to be purchased and used to support spelling. 4. Spelling app purchased to support spelling and vocabulary. 5. AM to target disadvantaged children during intervention in the afternoon in KS2. | <ol style="list-style-type: none"> 1. To improve accuracy in writing 2. Intervention required for all PP children, including challenging the more able. 3. New intervention programmes needed to engage children and create greater impact on progress. 4. To broaden vocabulary. 5. To improve handwriting and spelling accuracy in KS1. | <p>Monitor progress and targets on educator</p> <p>Pupil voice with PP children to see if they are fully aware of their next steps for learning.</p> <p>Monitor reading records.</p> <p>Work scrutinies.</p> <p>Monitor impact of intervention.</p> <p>Build in targets into PM for support staff.</p> | SG/SJ/EC | July 2021 |

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| Accelerate the progress of PP children in Maths. | <ol style="list-style-type: none"> 1. TA's to work closely with teacher to review and set targets for pupils in their books. 2. 1:1 intervention – on a daily basis within Singapore Maths within classes. 3. Purchase online software/apps for children to use daily at school and at home, to consolidate their learning in maths - Doodlemaths/SATS Companion 4. Early morning groups to include target PP children in Upper KS2 5. Parent learning course- to target and support parents to support learning, physical and emotional development. | <ol style="list-style-type: none"> 1. PP children to have regular, achievable targets so that they are more involved in their own learning, and TA's are fully aware of their next steps. 2. Targeted intervention to support gaps in children's learning. 3. Personalised software to support and challenge each child. 4. To further support and consolidate learning at home. 5. Provide pre-learning or consolidation of learning before next session ensures children are ready for the next steps in learning. 6. Focused work to fill the gaps has been proven to accelerate their | Monitor progress and targets on SPTO. Pupil voice with PP children to see if they are fully aware of their next steps for learning. Work scrutinies. Monitor impact of intervention. Use of software to monitor usage of apps | SG/SJ/EC | July 2021 |
| Accelerate the progress of children in reading to narrow the gap for those achieving above ARE | <ol style="list-style-type: none"> 1. From Y2 upwards, PP children to be targeted with accelerated reader. 2. Additional reading to be provided within school for PP children. 3. Parent learning course- to target and support parents to support learning, physical and emotional development. | Accelerated reader has been shown to accelerate progress. | Pupil voice Lesson observations Data- regular monitoring and Pupil progress meetings. | | July 2021 |
| Pupils are ready to learn and develop good behaviours for learning. Pupils are able to regulate their emotions. | <ol style="list-style-type: none"> 4. Structured personalised curriculum for targeted PP children. 5. Use TA to run a full-time nurture group (1:2 staffing ratio) | <ol style="list-style-type: none"> 1. Children have a fresh start with a curriculum that can meet their individual needs. 2. Nurture group to develop social skills and to model good learning behaviours | Observation | SG/SJ/HB/ DN | July 2021 |
| Total budgeted cost | | | | | £16300 |
| 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 implementation? |
| Maintain high attendance of PP children | <ol style="list-style-type: none"> 1. Breakfast available in school for any PP children, when desired 2. SG to speak to parents of PP children when attendance falls below 95% | Attendance of PP children was 95.7% last year and we want to maintain and improve this. | Review PP attendance and the attendance for individual disadvantaged pupils monthly. Allocate a TA time to organise and maintain food supplies in school. | SG | July 2021 |

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| <p>PP children have an enriched curriculum and access to activities they may not otherwise experience.</p> | <ol style="list-style-type: none"> 1. Fund peripatetic music lessons for disadvantaged children. 2. Fund residential trips and class trips for disadvantaged pupils. 3. Fund access to after school clubs for disadvantaged pupils. 4. Purchase reading books for home for targeted PP children | <p>Children would otherwise not be able to participate in these lessons, trips or clubs. We believe these experiences are enriching, help social development and give the children a chance to explore and discover other talents.</p> | <p>Make parents aware that this funding is available for any trip, club or music tuition.</p> | <p>SG</p> | <p>July 2021</p> |
| <p>Staff are empowered to better support children with attachment difficulties.</p> | <p>Annual whole staff training on Attachment difficulties DT to attend LAC Network Meetings in Worcestershire to share/obtain good practice.</p> | <p>An increasing number of children in school, especially disadvantaged children, with attachment difficulties. Training being provided by external provider</p> | <p>Collect evaluation forms from staff attending the training.</p> | <p>SG</p> | <p>July 2021</p> |
| Total budgeted cost | | | | | <p>£1550</p> |