

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Simon Gent
Pupil premium lead	Sarah Jew
Governor lead	Jenny Batelen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,160
Recovery premium funding allocation this academic year	£3,045
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£36,205

Part A: Pupil premium strategy plan

Statement of intent

*At Claines CE Primary School, we are committed to all pupils making good or better progress from their relative starting points and experiences, and for our curriculum to be ambitious and accessible to all, **so that** most pupils achieve ARE and above in all subject disciplines, regardless of whether they are disadvantaged or not.*

Our aims:

- To improve outcomes for all disadvantaged pupils **so that** the proportion of pupils attaining ARE or above in Reading, Writing and Maths compare favourably to disadvantaged and non-disadvantaged nationally.*
- To improve attendance for all disadvantaged pupils **so that** attendance figures compare favourably to non-disadvantaged pupils, both in school and nationally.*
- To provide all disadvantaged pupils with the knowledge and cultural capital they need **so that** they succeed in life.*
- To improve the physical and mental wellbeing of disadvantaged pupils **so that** they engage better with learning and can enjoy life.*

High-quality first teaching is at the heart of our approach, supplemented by targeted interventions and enriched experiences for disadvantaged pupils.

As a result of small numbers of disadvantaged pupils, we need to exercise caution with some of our data, as the percentage value of one disadvantaged pupil can vary between 14% and 33%, depending on cohort.

Key principles of our strategy plan:

We will:

- 1. Promote our whole school vision and values*
- 2. Assess the needs of each disadvantaged pupil*
- 3. When assessing needs, recognise that not all pupils in receipt of FSM are socially disadvantaged, and therefore plan extension and support accordingly*
- 4. Ensure that the most vulnerable are prioritised*
- 5. Endeavour to diminish the gap between disadvantaged and non-disadvantaged pupils*
- 6. Design and implement personalised extension and support programmes that accelerate academic progress*
- 7. Build in pastoral packages that ensure that all basic needs are met, and that all disadvantaged pupils thrive and enjoy good mental health and wellbeing*
- 8. Enrich their educational and life experiences through educational trips, extra-curricular activities and music tuition, that are fully funded through the PPG*

9. *Frequently and robustly track the progress of disadvantaged pupils, to ensure that planned actions have the biggest impact*
10. *Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils*

Challenges

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

Challenge number	Detail of challenge
1	Assessments suggest the proportion of disadvantaged children achieving ARE in Reading and Writing is currently significantly below that of non-disadvantaged pupils in certain cohorts.
2	Discussions with pupils and families show that parental support with Reading in Early Years and KS1 is varied.
3	Observations and discussions with pupils show that disadvantaged pupils generally have more limited vocabulary and experiences of reading.
4	Attendance data from 2021-2022 shows that attendance for disadvantaged pupils was 4% lower than that of non-disadvantaged pupils. 45.8% of disadvantaged pupils have been 'persistently absent' compared to 14.4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impact the progress of disadvantaged pupils.
5	Observations and discussions with children and families show that some disadvantaged pupils at school are experiencing social and emotional issues, including trauma - preventing these pupils from being ready to learn.
6	Observations and discussions with pupils show that a large proportion of disadvantaged children have poor physical stamina, and a lack of access to physical exercise outside of school.
7	English is an additional language for some of our disadvantaged pupils.

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 outcomes in Reading for disadvantaged pupils(Challenges 1,2,3)	<p>The percentage of disadvantaged pupils who attaining the Reading ELG in EYFS is above national.</p> <p>The proportion of disadvantaged pupils who attaining ARE in Reading across the school is above national.</p> <p>Progress measures between KS1 and KS2 in Reading are above national for disadvantaged pupils.</p>
Improved outcomes in Writing for disadvantaged pupils (Challenge 1,3)	<p>The percentage of disadvantaged pupils who attaining the Writing ELG in EYFS is above national.</p> <p>The proportion of disadvantaged pupils who attaining ARE in Writing across the school is above national.</p> <p>Progress measures between KS1 and KS2 in Writing are above national for disadvantaged pupils.</p>
Improved outcomes in EYFS for disadvantaged pupils (Challenges 1,2,3)	High proportions of disadvantaged pupils in EYFS achieve GLD.
Improved outcomes in Y1 Phonics Screening Check for disadvantaged pupils (Challenges 1,2,3)	The percentage of disadvantaged Year 1 pupils who pass the PSC is above national disadvantaged and closer to national non-disadvantaged figures.
Higher levels of attendance and reduced persistent absence in PP children. (Challenge 4)	Attendance of disadvantaged pupils is >94% and the gap between all pupils and disadvantaged pupils is <4%.
Improved mental-health and well-being (Challenge 6/7)	Many of our disadvantaged pupils are mentally strong and enjoy good health and well-being and this impacts positively on attendance and subsequently pupil outcomes.
Improve the speaking, reading and writing of English for those with English as an additional language. (Challenge 7)	Progress data will show progress towards ARE/GD for those children identified.

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: £11,899

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Class teachers will target and prioritise PP pupils through quality first teaching, paying close attention to pupil participation in lessons and make use of specific immediate feedback that will accelerate progress</i></p> <p><i>Additional Teacher/TA support in class for PP</i></p> <p><i>Additional individual/small group feedback sessions for PP</i></p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>EEF: Feedback +6</p>	<p>Challenge 1: achievement in reading and writing.</p>
<p><i>Prioritise the teaching of RWI phonics as the first approach to the teaching of reading. This provides daily reading experiences, and we will target PP children in daily 'keep up' sessions and will include parent workshops to engage parents in supporting their children to read.</i></p>	<p>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>EEF +5</p> <p>Parental engagement is highlighted as crucial for closing the gaps. It is important for parents to engage in positive conversations about how their children learn.</p> <p>EEF +4</p>	<p>Challenges 1,2,3</p>
<p><i>Purchase Accelerated Reader to track progress and identify gaps for PP children who are at the independent stage of reading development.</i></p>	<p>A study found that pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p> <p>EEF +5</p>	<p>Challenges 1,2,3</p>

<p><i>Embed a whole school approach to meeting individual SEMH needs, led by our Mental Health Champions.</i></p> <p><i>Fund additional sessions from Headstart to target year groups with higher proportions of disadvantaged children.</i></p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower attendance and academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF +4</p>	<p>Challenges 4, 5 and 6</p>
<p><i>Prioritise the teaching of fine and gross motor skills in EYFS and Y1, so that all pupils, but especially disadvantaged pupils have age related writing skills.</i></p>	<p>In-school observations have shown that a barrier to children making good progress in their early writing development, is their poor fine motor skills, making it difficult for them to physically write their ideas down.</p> <p>Approaches that support physical development activities in young can have a valuable and positive effect on their learning.</p> <p>EEF +5</p>	<p>Challenge 1</p>
<p><i>Purchase 'Teaching Children to Listen' programme to use with our EYFS, Y1 & Y2 children.</i></p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience</p> <p>and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>EEF Oral Language +6</p>	<p>Challenge 3</p>

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

Budgeted cost: £18,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted reading, writing and maths interventions, provided extra for PP children.</i>	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. EEF +5	Challenges 1,2,3
<i>Small group or 1:1 tuition to continue to promote and develop our 'Slow Writing' technique for PP children.</i>	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. EEF Small Group Tuition +4	Challenge 1
<i>Targeted parent learning sessions, so that parents of PP children can better support children at home.</i>	Parental involvement is consistently associated with pupils' success at school. It has a positive impact on average of 4 months' additional progress. But it is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF - Parental Engagement	Challenge 2
<i>Additional daily reading for all PP children and a 'keep up, not catch up' approach for early reading.</i>	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF +6	Challenges 1,2,3

<p><i>Purchase reading books for home for targeted PP children via The Letterbox Club (BookTrust)</i></p>	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>EEF +6</p>	<p>Challenge 2</p>
<p><i>Provide targeted PP children with free access to Little Oaks breakfast club, to motivate them to be in school early.</i></p>	<p>Conversations with PP pupils with low attendance and poor punctuality show that they would be more motivated to attend school if they got breakfast when they arrived at school in the morning.</p>	<p>Challenge 4</p>
<p><i>PP children to be allocated a key adult in school to talk to.</i></p>	<p>While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>EEF Mentoring +2</p>	<p>Challenge 5</p>
<p><i>Run a nurture group to provide a personalised and structured curriculum for targeted PP children.</i></p>	<p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.</p> <p>EEF Individualised Instruction +4</p>	<p>Challenge 5</p>
<p><i>Top up swimming for any KS2 PP children not on track to meet expected standard of 25m unaided</i></p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>EEF +1</p>	<p>Challenge 6</p>
<p><i>Purchase IT software and hardware to help EAL children write and translate text.</i></p>	<p>The use of technology, alongside spoken language, has proven to help EAL learners to access all areas of our school curriculum.</p>	<p>Challenge 7</p>

This includes iPads, adapted keyboards, CPens.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly monitoring of PP absence and regular meetings with parents of persistent absentees.</i>	<p>'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.' https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures</p> <p>EEF Parental Engagement +4</p>	Challenge 4
<i>Fund peripatetic music sessions, after-school clubs, trips, residential, and other extra-curricular activities. This is so that PP children have an enriched curriculum, can develop their cultural capital and wellbeing, by having access to activities they may not experience otherwise.</i>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>EEF Physical Activity +1</p> <p>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (Ofsted 2019)</p> <p>EEF Aspiration Intervention</p>	Challenge 5/6

Total budgeted cost: £36,774

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact our pupil premium activity had on pupils in the 2021-22 academic year.

The table below shows the attainment of disadvantaged children compared to non-disadvantaged in July 2022.

	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
EYFS	80%	82%	80%	68%	80%	77%
Y1	86%	91%	57%	83%	71%	87%
Y2	67%	86%	33%	79%	100%	86%
Y3	83%	88%	67%	80%	67%	80%
Y4	100%	89%	67%	74%	100%	93%
Y5	67%	92%	67%	77%	100%	85%
Y6	100%	96%	100%	88%	100%	100%

In our Y6 cohort, we had one PP child, who achieved ARE+ in all subjects, including GD in Maths and SPAG.

Improve the physical and mental wellbeing of PP children

Use of Motional for targeted PP children has shown a quantitative improvement in their wellbeing. Observations from staff suggest that PP children have more stamina since the start of the academic year and all PP children have accessed at least one active after school club this year.

Diminish the gap between PP children and non-PP across the school that are judged to be ARE+ in Writing

The gap between PP and non-PP children achieving ARE in writing across the school has decreased from 12.7% to 11.1%.

Diminish the gap between PP children and non-PP across the school that are judged to be ARE+ in Reading

The gap between PP and non-PP children achieving ARE+ in Reading across the school has decreased from 9% to 5.8%.

The attainment of PP children achieving ARE in Reading has also increased from 75.3% to 83.3%.

Pupils are ready to learn and develop good behaviours for learning

Pupil voice has shown that PP children are happy in school and perceive themselves to be good learners. They all talk about 'never settling for less than their best' and this can be seen in the efforts made by PP children in classrooms. Engagement with home learning has been high by most PP children, demonstrating a good attitude towards learning. However, conversations with families suggest further work is required to support them in supporting their child/ren at home.

Attendance Data

The overall attendance of PP children was 87.6% compared to 93.7% for non-PP children.

Lateness figures for PP was 1.31%, compared to 0.28% for non-PP children.

45.8% of PP children were persistent absentees, compared to 14.4% of non-PP children.

**We are currently awaiting national attendance data for the 2021-22 academic year, which is due to be released in March 2023.*

***Please note that each PP child has a value of 4.2%, compared to non-PP children with a value of 0.55%*

***Attendance figures from the previous year (2020-21) were significantly impacted by covid.*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider