

Pupil Premium Strategy Statement 2021-22

1. Summary information

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|-------------------------------|---------------------------|---|---------|---|-----------|
| School | Claines CE Primary School | | | | |
| Academic Year | 2021-22 | Total PP budget | £27,865 | Date of most recent PP Review | July 2021 |
| Total number of pupils | 204 | Number of pupils eligible for PP | 20 | Date for next internal review of this strategy | Jan 2022 |

2. Current attainment

| | <i>Pupils eligible for PP</i> | <i>Pupils not eligible for PP</i> | <i>Current gap Autumn 2021</i> | <i>Previous gap Autumn 2020</i> | <i>Previous gap- Autumn 2019</i> | <i>Previous gap Autumn 2018</i> |
|--|-------------------------------|-----------------------------------|--------------------------------|---------------------------------|----------------------------------|---------------------------------|
| % achieving ARE or above in reading | 75.3% | 84.3% | - 9% | +2% | -8.5% | -12.4% |
| % achieving ARE or above in writing | 78.9% | 79.3% | - 0.4% | +2% | -13% | -20.3% |
| % achieving ARE or above in maths | 85.3% | 85.4% | - 0.1% | - | -8.8% | -34% |
| % achieving above ARE in reading | 36.2% | 45.6% | - 9.4% | -13% | -2.7% | -3.8% |
| % achieving above ARE in writing | 15.3% | 28% | - 12.7% | -3% | -1.7% | -17.9% |
| % achieving above ARE in maths | 36.2% | 34.8% | + 1.4% | -23% | -7.1 | -36.2% |

*5 out of 20 disadvantaged children are on the SEN register.

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

| In-school barriers | |
|--------------------|---|
| | 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 Reading and Writing 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 | |
| | 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 and bleep tests will show children's fitness and mental health have improved. |
| | 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 <12.7% |
| | To ensure a higher proportion of children achieve at and above ARE in reading. | To close the gap between PP and non PP to less than 9% at and less than 9.4% above |
| | 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 2021/22

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"> Sessions in class on well-being and self-regulation for upper KS2 and to be then shared across school and PP children. Use of external coaches to support fitness. | <p>The well-being of PP children and growing concerns about mental health support and the need for a focused programme. Across the whole curriculum, PP children achieve below other identified groups and their attitudes to learning are less positive. They may not otherwise be able to access these.</p> | <p>Lesson Obs/ monitor planning/ learning walks Bleep test to check progress in fitness levels. Monitor attendance at camps.</p> | SG/SJ | Jan 2022 |
| A higher proportion of PP children are judged to be working at above ARE in Writing, across the whole school. | <ol style="list-style-type: none"> Focused reading of a broader range of texts to support GD writing in upper KS2. SJ to deliver training on building GD writers. Staff focus on broadening vocabulary. Individual pupils are targeted by staff in pupil | <p>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> | <p>Data- regular monitoring and discussion of data during pupil progress meetings.</p> | SJ/NH/LS | Jan 2022 |

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| | progress meetings. | | | | |
| Accelerate the progress of PP children in Reading at AND above ARE. | <ol style="list-style-type: none"> 1. Use Accelerated Reader to encourage and raise the profile of individual reading for all children. 2. Focus on and purchase high quality texts matched to ability for children. 3. Individual pupils are targeted by staff in pupil progress meetings. | <p>Evidence has shown that an enthusiasm and love are reading are linked to reading progress.</p> <p>Accelerated reader has demonstrated good rates of progress when used with Catch Up Funding.</p> <p>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>Reading Data on Educater and discussions in pupil progress meetings.</p> | SJ/LS/NH | Jan 2022 |
| Total budgeted cost | | | | | £9,100 |

| 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 implementation? |
| Improve the physical and mental wellbeing of PP children | <ol style="list-style-type: none"> 1. Top-up swimming for any PP children not on track to meet expected standard of 25m unaided. 2. PP children to be allocated a key adult in school to talk to. 3. Parent learning course- to target and support parents to support learning, physical and emotional development physical and emotional development. 4. Free access to holiday sports camps | For children to be more engaged with healthy and active lifestyle choices. Only half of the pupil premium pupils in KS2 can swim 25m unaided. Pupil Survey of mental wellbeing and attitudes to learning show that our Pupil Premium children lack stamina and resilience when facing new challenges. | <p>Record of attendance and achievement in swimming.</p> <p>Pupil voice. Mental health surveys.</p> | <p>SG</p> <p>SJ</p> | Jan 2022 |
| For a higher proportion of PP children to be at and 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. EC 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 subscription to support spelling and vocabulary. 5. AM to target disadvantaged children during intervention in the afternoon in KS2. 6. PP children to be prioritised for feedback during writing sessions. | <p>To improve accuracy in writing Intervention required for all PP children, including challenging the more able. New intervention programmes needed to engage children and create greater impact on progress.</p> <p>To broaden vocabulary.</p> <p>To improve handwriting and spelling accuracy in KS1.</p> <p>Instant feedback has proved pivotal in accelerating progress across subjects.</p> | <p>Monitor progress and targets on Educater</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 | Jan 2022 |
| Accelerate the progress of children in reading to narrow the gap for those achieving at AND above ARE | <ol style="list-style-type: none"> 1. PP children to be targeted within classes for additional support with comprehension. 2. Daily reading for PP children and a 'keep up not catch up' approach for early reading. 3. Parent learning course- to target and support parents to support learning, physical and emotional development. | Accelerated reader has been shown to accelerate progress. | <p>Pupil voice</p> <p>Lesson observations</p> <p>Data- regular monitoring and Pupil progress meetings.</p> | SJ/NH | Jan 2022 |

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| 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 | Jan 2022 |
| Total budgeted cost | | | | | £15,550 |
| 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 93.9% last year (lower than previous year due to COVID) and we want to 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 | Jan 2022 |
| PP children have an enriched curriculum and access to activities they may not otherwise experience. | <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 - The Letter Box Club via BookTrust | 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. | Make parents aware that this funding is available for any trip, club or music tuition. | SG | Jan 2022 |
| Total budgeted cost | | | | | £3850 |