

Pupil premium strategy statement (primary)

*NB Please be aware that this is a three year plan and some of the actions cannot be implemented immediately due to COVID-19 restrictions

1. Summary information					
School	Clarborough Primary School				
Academic Year	2020-21	Total PP budget	£20,175	Date of most recent PP Review	July 2020
Total number of pupils	133	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths *No SATs taken due to COVID-19	N/A*	N/A
% making progress in reading	N/A	N/A
% making progress in writing	N/A	N/A
% making progress in maths	N/A	N/A

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	The progress of PP children towards their End of Key stage targets was below that of others (when last tested)
B.	Early communication and skills
C.	Confidence, resilience and independent affected by social and emotional wellbeing
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance
E.	Engagement with parents and carers of pupils eligible for PP

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gap between pupil progress and outcomes will narrow	Teachers know who PP pupils are and plan for these children accordingly. Teachers communicate the attainment, progress and need of PP pupils specifically at regular pupil progress meetings. Pupils will make at least expected progress from their starting points towards their end of key stage targets.

B.	Early communication will improve	Monitoring of EYFS to ensure progress towards outcomes. Observations.
C.	Pupils' emotional wellbeing and resilience will improve and link to improved learning progress and outcomes	Improved scores of pupil's Boxall profiles will measure impact of identified strategies. Parental and pupil feedback is increasingly positive.
D.	Higher levels of attendance for PP pupils, narrowing the gap between PP and non-PP pupils	Attendance of PP pupils to rise. Attendance is regularly monitored by DHT and HT. Initiatives put in place to encourage increased attendance to be successful. Regular review of strategies to ensure effectiveness.
E.	Parents and carers are engaged with the school in order to support their child's learning and emotional wellbeing	Strong lines of communication between home and school – planners, parental consultations, coffee morning, workshops, class celebrations, parental surveys. Opportunities provided for parents to visit school.

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?
Pupil progress and outcomes for PP children is good	<ul style="list-style-type: none">• Pupil progress meetings.• Monitoring using EAZMAG• School improvement plan• CPD for staff	With a small proportion of PP pupils, clear and consistent monitoring and provision is vital	<ul style="list-style-type: none">• Monitoring cycle• Regular pupil progress meetings• Focused and regular extra support	HT DHT SENDCo Class Teachers PP Governor	Half termly
Interventions accurately match the needs of the pupils to develop and achieve	<ul style="list-style-type: none">• TA's are timetabled to plan and deliver focused interventions• Monitoring cycle• Resources	The impact of individual instruction, small groups and 1-2-1 tuition	<ul style="list-style-type: none">• Regular pupil progress meetings to review the impact of small group and 1-2-1 tuition	HT DHT SENDCo Class Teachers TA's	Half termly
Total budgeted cost					£14,500
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?
Pupils' emotional wellbeing and resilience will improve and link to improved learning progress and outcomes	<ul style="list-style-type: none"> TA and Teacher timetabled to assess, plan and deliver nurture group provision and support group 	Research linked to emotional resilience and wellbeing	<ul style="list-style-type: none"> Review of Boxhall scored each half term Provision monitored by HT and DHT to measure impact on progress/attainment 	HT DHT SENDCo Class Teacher TA	Half termly
Total budgeted cost					£3,000
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?
Parents and carers are engaged with the school in order to support their children's learning and emotional wellbeing	<ul style="list-style-type: none"> Communication systems Parental invitations to school events Attendance levels monitored 	Building links with families, parents and the community is a proven method to remove barriers and engage home support.	<ul style="list-style-type: none"> Clear lines of communication with parents built Parent-friendly events are organised and well attended Parental workshops are well-attended 	HT DHT SENDCo Class Teacher TA	Half termly
Higher levels of attendance for Pupils Premium children	<ul style="list-style-type: none"> Monitoring and evaluation by DHT and HT Rewards for attendance Funded breakfast club places for PP children 	By supporting families, school will build healthy relationships and positive attitudes to learning for pupils.	<ul style="list-style-type: none"> DHT will monitor and raise attendance concerns to ensure more robust procedures Monitor and target take up of breakfast club by PP children 	HT DHT SENDCo	Half termly
Total budgeted cost					£2,675
Total budgeted cost					£20,175

6. Review of expenditure				
Previous Academic Year		2019/20: Pupil premium amount received £27,720		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupil progress and outcomes for PP pupils is good	<ul style="list-style-type: none">• Pupil progress meeting• Monitoring and evaluation• SIP priority• Staff CPD	Progress of disadvantaged pupils across the school is broadly in line with others	<ul style="list-style-type: none">• Use a more robust tracking system that starts from children’s starting points and end of key stage assessments• Raise the attainment of PP pupils at the end of each key stage	£1,500
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Interventions accurately match the needs of pupils to develop and achieve	<ul style="list-style-type: none">• TA’s leading interventions and small groups• SLT monitoring and evaluation	Attainment data for KS2 pupils shows results in reading, writing and maths are broadly in line with national averages. In-year progress has been in line with other pupils but due to small numbers in the cohort, it is difficult to compare.	<ul style="list-style-type: none">• Ensure that interventions are monitored for their impact on a termly basis to measure the progress and attainment of individual pupils and to evaluate the effectiveness and appropriateness of the intervention	£19,500
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils emotional resilience and emotional wellbeing will improve and be linked to improved learning outcomes and progress	<ul style="list-style-type: none">• Nurture groups• Behaviour & attendance awards	Pupils voice shows levels of confidence and positivity improves	Continue to implement and develop the nurture and support groups provided in school. Develop further tracking to monitor the impact of these groups	£2,000

Higher level of attendance for PP children	<ul style="list-style-type: none"> Funded breakfast club places 	Breakfast club is well attended by PP pupils	Continue to offer provision	£4,500
Wider range of opportunities and experiences	<ul style="list-style-type: none"> Funded visits Subsidised residential trips 	Improved participation	Continue to implement additional funding and wider experiences	£220

7. Additional detail

The proportion of PP in specific year groups varies from year to year, so some information is not fully reported to ensure pupil anonymity