Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Clarborough Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Allison Cowell-Clark
Governor lead	Julian White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,105
Recovery premium funding allocation this academic year	We expect £2,067 – this is paid termly
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,172

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Some of the barriers to learning for disadvantaged children include less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch Up' teacher to provide additional teaching and learning opportunities through small group work focussed on overcoming gaps in learning
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading
2	Narrowing the attainment gap across Reading, Writing and Maths
3	Attainment gap in children achieving greater depth particularly in writing and GPS
4	Attendance and Punctuality issues.
5	Behaviour difficulties within a group of children

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths

Greater Depth in writing	Achieve national average for greater depth writing
Other	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Reduction of behavioural incidents on Scholarpack system

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: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers	EEF (+3) Improving the quality of teaching of grammar and punctuation will support learners to make accelerated progress from their starting points. Having analysed our cohorts we have identified that the Y4,5 and 6 cohorts need support to address gaps in reading, maths and GPS	2,3
MPS teacher appointed to work within Year 6 cohort to allow cohorts to be taught as smaller groups	EEF (+3) As the size of a group or class gets smaller it is suggested that the range of approaches a teacher can employ and the attention each pupil will receive will increase, improving outcomes for pupils. Looking at the needs of our Year 6 pupils we have identified that two groups under 10 children will allow teachers to increase the amount of attention each child will receive.	2,3

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

Budgeted cost: £ SJM and Number sense (HB and KB) Book in a box laptops and trolley £1620 Seesaw £950

Activity	Evidence that supports this approach	Challenge number(s) addressed
10 children to receive 1:1 catch up provision from NTP Laptop trolley purchased to secure DfE laptops and the ensure access to NTP for all eligible pupils Supporting most disadvantaged pupils by providing high-quality texts Reading resources extended for older pupils with low reading age	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ breakfast club/wraparound 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family champion appointed to work with vulnerable families and improve parental engagement (toddler group, community	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:	1, 4

events etc, family learning projects etc.) Attendance Officer appointed to work ½ day a week to analyse attendance and contact low attenders. Family champion worker to complete First Day Call and support families to raise attendance / punctuality.	• approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis.	
SENCo to support children who are having difficulty accessing learning through behavioural issues to support their management of their own behaviour.	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which pupils work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	5

Total budgeted cost: £