

Pupil premium strategy statement for Clare House Primary School 2020-21

1. Summary information					
School	Clare House Primary School				
Academic Year	2020/21	Total PP budget	£43, 590 (including LAC/PAC funding)	Date of most recent PP Review	October 2020
Total number of pupils	425	Number of pupils eligible for PP	11 x Deprivation 6 x PAC 1 x Services	Date for next internal review of this strategy	October 2021

1. Teacher predictions for KS2 2019-20 (no confirmed data available due to Covid-19)		
	<i>Pupils eligible for PP (6 children)</i>	<i>All Pupils</i>
% achieving expected standard or above in reading, writing and maths	50%	82%
% achieving expected standard or above in reading	67%	93%
% achieving expected standard or above in writing	50%	85%
% achieving expected standard or above in maths	83%	91%

2. Attainment at end of KS2 (2018-19)		
	<i>Pupils eligible for PP (8 children)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	38%	83%
% achieving expected standard or above in reading	50%	87%

% achieving expected standard or above in writing	62%	91%
% achieving expected standard or above in maths	75%	96%
3. Progress for end of Key Stage 2 (2018-19)		
Progress measure in Reading	-1.52	2.01
Progress measure in Maths	+1.86	3.14
Progress measure in Writing	+1.14	2.16

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.	Some PP children enter school at lower starting points
B.	Speech, language, vocabulary and comprehension skills are lower for some pupils eligible for PP than for other pupils.
C.	Potential reduced opportunities to attend school trips (no trips likely in 2020-21)
D.	Frequency of reading and sharing books
E.	Exposure to language rich opportunities through talk and reading
F.	Poor oral language skills
G.	Emotional barriers impacting on readiness to learn
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
H.	Home support – a small percentage of PP children have limited support at home
I.	Circumstances in the home may have an impact on the pupil's emotional wellbeing in school.
J.	Children Looked After or Previously Looked After may have attachment disorder which could impact on their ability to learn
K.	Limited take up of extra-curricular music lessons through lack of parental encouragement; lack of money; possibility of low aspirations; lack of exposure to music outside of school
L.	Limited take up of after school clubs through lack of parental encouragement; lack of money (Limited after school clubs currently running but review when school operating as normal)
M.	Potential impact of Covid 10 lockdown increasing gaps, including ongoing bubble closures and further periods of lockdown
N.	Limited access to remote learning in the event of further lockdown – insufficient devices or access to broadband
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Early gaps closed quickly by putting early intervention in place for pupils eligible for PP. . Children in receipt of PP make at least the same progress as their peers from the same starting point. Monitoring of data and regular pupil progress meetings.	PP gaps closed. PP children make at least expected progress in line with their peers. Aspirational targets for all children are met.
B.	Improved S&L and comprehension skills for pupils eligible for PP through additional reading sessions and attendance at S&L groups. Regular questioning will develop oral explanations. Monitoring of data and regular pupil progress meetings.	Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
C.	All PP children participate in school trips.	100% attendance on school residential trips (if they take place)
D.	All PP children have access to books in school. 1:1 reading to take place weekly. Children who don't read at home to have additional reading sessions in school. Match to peer mentor reading partner (as soon as bubbles can mix),	All PP children read widely and often.
E.	Teachers to plan for talk sessions and Mrs Wordsmith to help develop and improve vocabulary. Quality class texts used and stories shared with the class.	PP children use wide range of exciting vocabulary in their talk and writing.
F.	More PP children attending extra-curricular music lessons. Take up to be monitored and analysed.	Higher percentage of eligible PP children having music lessons.
G.	More PP children attending after school clubs. Take up to be monitored and analysed.	Higher percentage of eligible PP children attending after school clubs.

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?
Early gaps closed quickly	To put in place early targeted intervention for pupils eligible for PP.	EEF evidence suggests that early years intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.	Ensure that interventions are started as soon as gaps are identified. Ensure that teachers and teaching assistants maximise the intervention opportunities. Teachers to provide an intervention timetable at the beginning of each term. Closely monitor progress through analysis of termly data updates.	JH	Termly pupil progress meetings to review progress. Regular book looks.
Children in receipt of PP make at least the same progress as their peers from the same starting point	Set clear targets using FFT and ask teachers for their predictions for all children in Autumn and Spring terms. Precise assessment to identify skills gaps. Quality First Education – target challenge, target questions, etc. Timely intervention in class, targeted teacher feedback, TA support and intervention and 1:3 group focused intervention with qualified teacher. Identify children at the same starting point as those in receipt of PP for improved tracking.	Clear and specific targets relating to attainment help to ensure teachers are clear about where the children need to get to. Essential to focus on specific skills that children can't do in order to most effectively close the gaps and thus ensuring good progress.	Review of progress towards targets in pupil progress meetings. Regular discussions around children's skill need with class teacher, TAs and intervention teacher. Review of successes to identify and plan for next steps.	Class teachers, middle leaders, JH & HH	Termly pupil progress meetings to review progress. Regular book looks.
Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Teacher identifies next steps for higher attaining PP children to inform 1:3 group sessions with qualified intervention teacher 3 times per week.	EEF research states that short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching,	Review of progress of higher attaining PP children compared with their high attaining non PP peers.	Class teachers, HH, JH	Termly pupil progress meetings to review progress. Regular book looks.

	PP children are grouped with 2 other children who have the same need.	and that teachers should monitor progress to ensure the tutoring is beneficial.			
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?
Improved S&L and comprehension skills for pupils eligible for PP	Make careful diagnosis of why a child is having problems. Provide additional reading sessions 1:1 and in small groups. Attendance at S&L groups. Regular questioning will develop oral explanations. Ensure whole school approach to teaching key reading and comprehension skills.	Research shows that children benefit from being taught in a rich literacy environment, which should involve a range of strategies. Important to establish school wide approach to ensure consistency.	Whole school to continue with teaching specific reading skills – DERIC. Monitoring by reading lead in school. Continue with greater emphasis on teaching and extending children's vocabulary – Mrs Wordsmith. Introduction of reading buddies for children who don't read regularly at home.	EB, LE, NC	Termly pupil progress meetings to review progress
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?
All PP children participate in school trips	Monitor up take of trips and visits. Consider provision of bursary for PP children if money is a barrier.	100% attendance on trips and visits benefits the whole class through the shared experience.	DHT to monitor uptake of school trips and liaise with PP families if financial support is needed.	SK	As soon as trips can take place.
The take up of extra-curricular music lesson improves	Monitor numbers of children attending music lessons. Establish why children are not having lessons. Provide support for PP families according to need.	Checking take up and then establishing barriers in order to remove them or provide support to overcome them.	DHT to monitor and to intervene where appropriate.	SK	Termly review of music registers.

The numbers of children in receipt of PP attending after school clubs increases	Monitor numbers of children attending after school clubs. Establish why children are not having lessons. Provide support for PP families according to need.	Checking take up and then establishing barriers in order to remove them or provide support to overcome them.	DHT to monitor and to intervene where appropriate.	SK	Termly as soon as clubs restart.
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6. Review of expenditure – received £36,920

Previous Academic Year **2019-20**

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Early gaps closed quickly	To put in place early targeted intervention for pupils eligible for PP with qualified teacher.	Children reached at least national expected standards in Y2 and Y6 in reading, writing, maths and GPS.	Children did not all achieve expected standard in reading, writing and maths. Most missed by just a few marks. Lack of exposure to reading beyond the classroom and not in a language rich environment has been identified as a key factor in this year's results. The PP children were white British who perform less well than others nationally.	£31, 395
Improved S&L and comprehension skills for pupils eligible for PP	Make careful diagnosis of why a child is having problems. Provide additional reading sessions 1:1 and in small groups. Attendance at S&L groups. Regular questioning will develop oral explanations. Ensure whole school approach to teaching key reading and	Children achieve better in reading assessments. Children use better quality vocabulary in their speech and in their writing.	Whole school implementation of teaching specific reading skills through introduction of DERIC has been successful. Mrs Wordsmith has had a positive impact on children's vocabulary. Important to build on these strategies and provide opportunities beyond the curriculum for exposure to rich language experiences.	See above

To ensure that all children make at least expected progress at Key Stage 1 and Key Stage 2.	FFT targets ensure that teachers are clear about expected progress to be made within their year group. To ensure that every opportunity is given to PP pupils both in class and through small group interventions with teacher, TAs and intervention teacher.	All PP children will make at least expected progress.	Progress for PP children was not in line with non PP children this year. Careful analysis of the data and the QLA has identified that level of language knowledge has impacted on children's progress.	See above
To ensure that children in receipt of PP funding make at least the same progress as their peers at the same starting point.	To monitor and review through the year. Timely interventions to be put in place.	All children make good progress. Assessment data and tracking shows at least the same progress of PP children and peers who started at the same point	Progress for PP children was not in line with non PP children this year. Careful analysis of the data and the QLA has identified that level of language knowledge has impacted on children's progress.	See above
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
Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Teacher identifies next steps for higher attaining PP children to inform 1:3 group sessions with qualified intervention teacher 3 times per week. PP children are grouped with 2 other children who have the same need.	Pupils eligible for PP identified as high ability make at least as much progress as non PP pupils identified as high ability, across Key Stage 1 and Key Stage 2 in maths, reading and writing.	This will continue as progress is good. Children who are on the cusp of achieving higher standards will receive targeted intervention to ensure progress.	Support from teachers and TAs in addition to specialist intervention teacher – see above
All PP children to achieve at least expected national standards (Y2 & Y6).	Timely intervention from teachers and support staff.	All PP children to meet expected National Standard in Y2 & Y6.	Not all PP children achieved at least expected standard in Y6 this year. PP children in Y2 achieved expected standard in reading, and maths. 1 did not get writing.	Support from teachers and TAs in addition to specialist intervention teacher – see above

All PP children participate in school trips	Monitor up take of trips and visits. Consider provision bursary for PP children if money is a barrier.	100% attendance on school residential trips	We will continue to ensure that all PP children attend school trips and visits offering financial support where appropriate.	Variable
The attendance and punctuality of PP children improves	Monitor attendance and punctuality. Provide support for PP families according to need. Invite PP children in for before school intervention groups.	Attendance for the children is at least 95%.	Attendance is good. We will continue to monitor attendance of all children and specific groups although this is not currently an issue.	No cost

7. Additional detail

The Ofsted inspector March 2019, with regard to Pupil Premium funding stated in his report, 'The additional funding available for disadvantaged pupils is put to effective use. Leaders are determined to ensure that this funding is well targeted and they monitor its impact meticulously'.