

# Pupil premium strategy / self-evaluation

1. Summary information					
School	Clarendon Primary School				
Academic Year	2019/20	Total PP budget	£157,080	Date of most recent PP Review	Sept. 20
Total number of pupils	418	Number of pupils eligible for PP	119	Date for next internal review of this strategy	Sept. 21

## Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure 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.
- In 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 disadvantaged funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. 96% of our pupils live within the most disadvantaged areas.
- Disadvantaged 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 disadvantaged interventions at one time.

## 2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	<b>Not available Covid-19</b>	<b>Not available</b>
% making expected progress in reading (as measured in the school)	<b>Not available</b>	<b>Not available</b>
% making expected progress in writing (as measured in the school)	<b>Not available</b>	<b>Not available</b>
% making expected progress in mathematics (as measured in the school)	<b>Not available</b>	<b>Not available</b>

## 3. Barriers to future attainment (for pupils eligible for PP)

### Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Language acquisition from the Early Years, throughout school, particularly for those children who are identified as EAL
B.	100% of children enter school with low attainment (well below in all areas of learning)

<b>C.</b>	Growing number of SEND children entering school who have cognitive and physical needs	
<b>D.</b>	Attendance and punctuality	
<b>E.</b>	Supporting children who have emotional needs	
<b>F.</b>	Low reading ability especially with inference and deduction & opportunities to read outside of school	
<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)		
<b>G.</b>	Parental involvement; (engagement, reading at home, homework, attendance of school activities, experiences) & supporting parents with their learning	
<b>H.</b>	Limited experiences beyond the classroom – Cultural Capital & memorable experiences for all children	
<b>4. Intended outcomes</b> (specific outcomes and how they will be measured)		<b>Success criteria</b>
<b>A.</b>	Interventions in place for children with limited language. S&L specialist supporting groups of children so that they can progress despite starting points	% of children achieving the Communication & Language ELG & Literacy ELG increases; Phonics at KS1 increases from 62% (Disadvantaged) End of KS1 reading increases from 50% (Dis.) End of KS2 combined increases from 35% (Dis.)
<b>B.</b>	To close the GLD gap between disadvantaged and other children in EYFS  Children accessing intervention programmes make at least expected progress to close gaps (S&L therapist, Talkboost)	GLD gap closed between Disadvantaged and other children Intervention summary reports demonstrate at least good progress (3 points)
<b>C.</b>	SEND Children are identified swiftly, monitored and where appropriate support provided.	Gaps close between SEND and other children
<b>D.</b>	To increase the percentage of children whose attendance is 96% or greater and overall school attendance & punctuality	Attendance to reach 96% Reduce the rate of lateness to less than 30 per term
<b>E.</b>	To provide the children with greater opportunities to develop their understanding and experience of the wider world. To raise aspirations of the children.	Continue to provide experiences for the children (11 before 11 & Cultural Capital)

5. Review of expenditure			
Previous Academic Year		2019/20	
Item/project	Cost	Objective	Outcome / lessons learned
<p>Employment of Support Assistants at the end of KS1 &amp; 2 &amp; Reception</p> <p>(Other children requiring support were also included in the groups)</p> <p>Intervention to support children who have gaps in learning (First Class @ Number &amp; Rapid Writing)</p>	£7,413	To provide challenge / support across school to disadvantaged children in reading, writing and maths	<p>Children challenged and good progress throughout school – with increased rates of attainment in Early Years &amp; KS1</p> <p>Talk Boost programme linking to Pupil Progress meetings (see Talk Boost records) – to be expanded further in 20/21</p>
Employed 2 x TAs to deliver Breakfast intervention	£800	To stretch and consolidate learning of PPG children in Mathematics	Children supported with identifying targets and closing the gaps in learning – see Y6 intervention trackers
Employment of Learning Mentor / attendance officer – Support with Councillor training	£23,607	<p>To provide pastoral support across school to disadvantaged &amp; vulnerable children</p> <p>To monitor attendance &amp; liaise with families</p>	<p>Records demonstrate that effective use of Learning Mentor was made and children's emotional needs met</p> <p>To help secure improved attendance and well-being for targeted children across the school, leading to accelerated progress and improved attainment outcomes</p> <p>Further support LM with Level 4 Counselling qualification next year, particularly in light of the Covid-19 outbreak and bereavement issues in school</p>
Employ (x3) teaching assistants to deliver Life Skills enrichment in the afternoons	£23,684	To provide children with a range of experiences to prepare them for their future	In a secure environment children are able to learn essential skills, whilst developing speaking & listening skills. Forest Schools have been developed and timetabled for

			<p>all children, with additional time for PPG children</p> <p>Continue next year, when restrictions re bubbles have been lifted</p>
<p>Part time teachers to support PPG &amp; vulnerable children</p> <p>An additional teacher was employed to work with Year 6 children from the Summer term</p>	£46,627	To provide maths and writing targeted intervention support, reducing class size in Upper KS2, facilitating small group and 1:1 pupil / teacher precision teaching	<p>The gap between PPG and non PPG children in EYFS &amp; KS1 is historically closing. With time, by the end of KS2 the gap has closed, with PP children often outperforming non PP children in terms of progress</p> <p>No SATs in 2019/20 therefore data isn't available to measure attainment / progress</p>
<p>1-1 support, additional TA support in <b>EYFS:</b> Tina (2.5days)</p> <p>Ellie (3 days)</p> <p><b>&amp; KS1</b></p> <p>Eshrat (pm sessions)</p> <p>Farida Talk Boost Aut term (am),</p> <p>Shabera Talk Boost Aut term (am)</p> <p>Zohra ARROW</p>	£50,323	TAs to provide focused support and intervention to children, encouraging experiences & speaking / listening opportunities	<p>A higher percentage of PPG children were on expected to achieve GLD in 19/20 than in 18/19 (55%)</p> <p>In 19/20 intensive SALT programme was delivered. Impact for each programme can be found with DHT &amp; on Pupil Progress Meeting documents</p>
Part fund trips / snack / extra-curricular activities for children	£1,000	To ensure all children fully access what is on offer	All children take part, irrespective of contribution, although trips and visits are currently not going ahead (Covid-19)
<p>Resources for disadvantaged children were used to target all children receiving PPG particularly during the Covid-19 pandemic. Cuisenaire resources for 1x Y1 class.</p> <p>Children expected to work from home on home learning platforms: My Maths, Reading Plus,</p>	£14,289	<p>To ensure that there is no achievement gap between PPG and other children.</p> <p>To provide PPG &amp; other children with strategies &amp; resources to support visual learning</p>	<p>Expand Cuisenaire to all of KS1 20/21</p> <p>All children during lockdown had work set, emails from their teacher and a phone call each week. PP children who are also vulnerable had other calls if necessary &amp; some have home visits from teachers. All</p>

Reading Eggs, Purple Mash, Espresso, Busy Things.			children able to access learning from home, either on learning platforms or by teachers printing work out and posting
Fund Martial Arts sessions one day per week for vulnerable children  Horse Heard funded for four PP children	£1,480	To support children with attitudes towards behaviour and behaviour for learning	Children more self-aware and resilient of their physical and emotional needs
Speech & Language Therapist supporting children with S&L difficulties in the EYFS	£8,470	Children in Early Years supported with their Speaking & Listening needs (Communication & Language)	% of children on track to achieve Communication & Language ELG was not provided prior to lockdown
Expand on current provision for vulnerable children with specific needs, through the scheduling of additional Educational Psychologist support	£4,400	To provide diagnostic assessments to specific pupils to support effective teaching and learning	EP able to assess a higher number of children
Continued investment in Mental Health and Wellbeing including:  Mental Health & Wellbeing INSET  3 staff updated with NLP refresher  Accreditation of the Mental Health Gold Award	£280	To improve outcomes for children, particularly with:  Social Skills & Self esteem  Behaviour  Calmaiclass skills  Peer Massage  INSET training – Speech, Language & Communication	Provide children with approaches to enable them to develop strategies which support good mental health and wellbeing. All children being reflective, using Calmaiclass strategies used in all classes throughout school
Teachers to be part in the first year of a two year 'Achievement for All' programme, which focuses on PPG children	£1,000	To improve outcomes for PP children by developing relationships with parents further and providing training for staff	PPG children – 20 (Y1-6) included in the AfA programme make at least good progress (3 points minimum)
Actual spend:			<b>£183,373</b>

6. Planned expenditure					
Academic Year	2020/21	Total PP budget	£160,055	Date of most recent PP Review	Sept. 20
Total number of pupils	418	Number of pupils eligible for PP	121	Date for next internal review of this strategy (Reviewed 27.2.20)	Sept. 21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all				
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
Teachers to be part of the 'Achievement for All' programme, which focuses on PPG children.	PPG children – 40 (Y1-6) included in the AfA programme make at least good progress (3 points minimum)	The school will take part in the 'Achievement for All' programme and measure the progress of selected children. This has been proven to be a successful programme.	Regular monitoring by the Achievement for All coaches (internal & external) who feed back to SLT. SLT meetings focus on AfA. AfA on School Dev. Plan.	Termly
Identify and close gaps in children's learning	School to rapidly close gaps in children's learning that are as a result of the Covid-19 lockdown. Provide resources and specific interventions in order to reduce gaps in knowledge & skills	Education Endowment Foundation rates one to one & small group tuition as +5 <i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i>	Change of timetable & staffing to support staff in closing gaps in children's learning	Termly Pupil Progress meetings
Continue to employ a teacher to oversee PPG children, through the AfA programme	Teacher to lead the Achievement for All programme & use Pupil Progress meeting data to challenge children. A greater proportion (13% +) of disadvantaged children at the end of KS2 to make the Higher standard.	Education Endowment Foundation rates one to one & small group tuition as +5 <i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i>	Pupil Progress Meetings to focus on children who have received additional support. DHT to monitor impact.	Termly Pupil Progress meetings

Continue to employ a Speech & Language therapist to work with the Early Years children.	Speech, Language and Communication programmes are put in place & reduce the number of interventions required at KS1.	Education Endowment Foundation rates Early Years Interventions as +5 <i>Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</i>	Reports produced at the end of each block of work. S&L specialist to work with additional TAs to deliver a consistent programme. Reviewed at Pupil Progress / GAP meetings.	Termly Pupil Progress meetings & end of unit assessments
Specialist high school teacher provided with an intense programme to further support children with maths in KS2 & Assistant Head to support children with English	To provide maths & english targeted intervention support, reducing class size in Upper KS2, facilitating small group and 1:1 pupil / teacher precision teaching	Education Endowment Foundation rates one to one & small group tuition as +5 <i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i>	Pupil Progress Meetings to focus on children who have received additional support. DHT & maths team to monitor impact.	Termly Pupil Progress meetings & end of term assessments
<b>Total budgeted cost</b>				<b>£80,055</b>

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
Continue to employ a Learning Mentor to monitor attendance and provide support families in the home setting. Overseeing Breakfast Club provision – available to all children & support vulnerable children and families (post Covid-19)	Vulnerable children feel settled and are supported when needs arise. Children know who to speak to and feel heard. Safeguarding and pastoral issues are swiftly managed. Parent classes support families with support. Improved attendance, at least 96% And a reduction in persistent lates – to be less than 30 per month.	The Learning Mentor supported vulnerable children last year and quickly managed to support families in crisis. A parent workshop on 'becoming mindful' (Dr Shirley McDonald) will be delivered to parents later on in the year (covid restrictions dependent). Bereavement and L4 councillor training to support vulnerable families	Reports on absence shared with governors each term. Learning Mentor to meet with Inclusion DHT & HT to discuss impact for vulnerable families. Learning Mentor able to carry out first day visits with absences and share impact with SLT & Governors	Ongoing review due to the needs of the children and families

Continue to employ six Learning Support Assistants whose role includes providing intervention support for children in Speaking & Listening, Reading and Maths.	The progress of PPG pupils will be discussed at Pupil Progress meetings. Following the meeting, intervention will be put into place for reading, phonics and mathematics as appropriate. Children to make at least 3 points progress as a result of the intervention.	The children who took part in the interventions last year made enough progress to close the gaps in learning. The intervention logs (see Disadvantaged & intervention trackers) show good progress from the children who took part in Talkboost, ARROW, SLCN support. Progress at the end of KS2 was good. Education Endowment Foundation rate Oral language interventions as +5 & additional Phonics as +4.	Data from planned interventions demonstrates that gaps are closing.	Termly Pupil Progress meetings
Breakfast club for Year 6 children to prepare them for SATs	Enable Disadvantaged Children in Year 6 to achieve the following: R70%, W80%, M70% at the expected standard and have gaps in learning closed due to thorough quality first teaching and additional support in the mornings.	Many children have religious commitments after school, those who don't can access support from staff in after school clubs or with their staff mentors. This was proven to work last year as the take up was high. Education Endowment Foundation rates small group tuition as +4	Children's books demonstrate that through small group tuition, misconceptions & gaps in learning are closing.	September 2021 – data to drive forward required hours of support
Educational Psychology support / SENCo time	SENCo to identify vulnerable children and request reports and support from EP. Evidence reports to identify the individual learning needs of children.	Reports supported EHCP applications and provided support for the SENCo when working with children. 7 children in school have been recognised as needing an EHCP within 2019/20 (one has moved to special school)	SENCo produces termly reports to Governors. SEN Governor to question SENCo on impact of spend.	April 2021 – review SLA annually
<b>Total budgeted cost</b>				<b>£30,000</b>
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>

<p>New library built to enhance reading opportunities. Accelerated Reader purchased to monitor and encourage home reading. This supports texts available on home learning platforms</p>	<p>Increase the number of <b>disadvantaged children</b> at ARE at the end of the year:  EYFS (Literacy) : 50%  Phonics : 62%  End of KS1 : 50%  End of KS2 : 48%</p>	<p>Education Endowment Foundation rates reading comprehension strategies as +6  <i>On average, reading comprehension approaches deliver an additional six months' progress. 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.</i></p>	<p>Monitoring of reading systems in school. SLT monitoring, home-school planners / reading records, moderation &amp; book scrutiny. Information to be shared with Pupil Premium Governor.</p>	<p>Termly Pupil Progress meetings</p>
<p>Part fund educational visits for vulnerable children.</p>	<p>All children are able to access experiences beyond the classroom. Children have a greater understanding of the wider world, building on writing, speech and language.</p>	<p>11 B4 11 experiences for Clarendon children have impacted on standards in learning. First hand opportunities have been invaluable for children. (Whole school beach visit &amp; London trip for Y6 provided the children with memorable experiences – see educational visits folder).</p>	<p>Monitor numbers of children taking part in visits, with the aim that 100% of children have rich cultural capital experiences (both in and outside of school).</p>	<p>School will follow LA &amp; Government guidance on school trips &amp; social distancing Yearly – September 2021</p>
<p>Employ three TAs to work with children in CR8, Cookery &amp; Forest Schools sessions (afternoons)</p>	<p>Children are provided with first hand experiences that prepare them for life after school.</p>	<p>Education Endowment Foundation rates Social &amp; emotional learning as +4  On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p>	<p>Pupil Voice feedback; monitoring of sessions by SLT; evidence books and website</p>	<p>School will follow LA &amp; Government guidance on social distancing &amp; reintroduce these sessions when restrictions are reduced</p>
<b>Total budgeted cost</b>				<b>£50,000</b>
<b>7. Additional detail</b>				
<p>Whole School End of Year Performance 19-20 (Disadvantaged children) data is not available due to the Covid-19 lockdown. Likewise, neither is the end of Key Stage data.</p>				