

Pupil Premium Strategy Statement : Claregate Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year. It is an updated statement and is an amendment to the one published in September 2022 using a new template to record our plans.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	34.7% or 136/392 pupils.
Academic years covered by pupil premium strategy plan	September 2022 to August 2025.
Date this statement was published	15/12/2022
Date on which it will be reviewed	July 2023
Statement authorised by	Claregate Governing Board
Pupil premium lead	Mr. M Murphy
Governor / Trustee lead	Mrs. S Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,425
Recovery premium funding allocation this academic year	£15,805
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£161,230

Part A: Pupil Premium Strategy Plan

Statement of intent

Our ultimate objectives for your disadvantaged pupils are :-

- For disadvantaged pupils to have high ambitions reflected in our motto “Inspire tomorrow today ...”
- For disadvantaged pupils to have fulfilling educational experiences and achieve as highly and productively as pupils who are not disadvantaged.

We will achieve the objectives by :-

- Employing extra staff and buying in additional services to nurture ambition, address inequality, grow engagement of families and teach curricular content that disadvantage and poverty may make it harder to acquire.

Purchase rich educational resources that pinpoint and target under achievement, provide routine and structure and add motivational qualities to learning.

The key principles of our strategy plan are :-

- To narrow educational disadvantage.
- To provide equality of opportunity and ambition.
- To grow cultural capital and open a window to future ambitions.

Challenges

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

Challenge number	Detail of challenge
1	Although attendance gaps closed last academic year, a gap remains between disadvantaged and non-disadvantaged pupils. Mobility within this group is high. See appendix 1.
2	Appendix 2 shows that there are some attainment gaps for disadvantaged pupils in Key Stage 2 - Year 4 and 5 in Reading, Writing and Maths. However, other year groups are prone to fallback, so all need support.
3	Rapidly accelerate how quickly children with English as an additional language attain vocabulary, phonics and grammar to achieve well in the curriculum.
4	Although improving, engagement in home learning, homework and reading out loud to an adult was poorer for disadvantaged families. Disadvantaged families were harder to contact to receive school messages.
5	Disadvantaged children often do not have the vocabulary required to understand a lesson. Intervene in children’s learning where they do not understand or have a misconception.

6	Improve the way that we raise staff and parent / carer expectations of disadvantaged pupils. Support and challenge families.
7	Use Government funding for ICT and Catch Up / Tutoring.

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.

Challenge	Intended outcome	Success criteria
1	Narrow the attendance gap.	Gap to be no larger than 1%.
2	No fallback and attainment gaps narrow.	Year 4 Reading -2%, Writing -1% and Maths -3%. Year 5 Reading 0%, Writing 0% and Maths -1%
3	EAL pupils make rapid progress in learning English from their own individual starting point.	Achieve individual targets for EAL pupils.
4	There is better engagement in reading and homework.	Homework gathering records shows negligible difference and "GoRead" home reading records show a 20% improvement in home reading across the school.
5	Disadvantaged pupil's achievement in lessons is improved by removing the barrier that lacking vocabulary can cause.	Lesson observations, drop ins and pupils workbooks show that they are fully engaged in the lesson with understanding similar to their level of English acquisition.
6	Staff and parent / carers celebrate the achievement of disadvantaged pupils.	Disadvantaged pupils value achievement - motivation to improve in the future is heightened.
7	Pupils receive extra small group and individual tuition improving their achievement.	Measurable progress from KS1 to KS2 shows positive value-added scores for pupils who have completed KS2 at Claregate.

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)

The DFE suggest that schools should use evidence and "what works" to lead approaches. It can be spent on identifying specific challenges. They helpfully constructed a "Menu of Approaches" which we have used to form this plan. We have used the following codes to identify which strategies we are using.

HQT = High Quality Teaching. TAS = Targeted Academic Support.
WS = Wider Strategies.

We do not use Pupil Premium money for non -disadvantaged children. As 34.7% of pupils in the school are disadvantaged, this how we calculate the contribution of Pupil Premium funding to what is whole school strategy that benefits everyone.

What we spend the Pupil Premium Funding on is **in bold**.

Challenge	Activity	Evidence supporting this approach.
1	Strong policy and procedures making it clear that <u>condoned absence is not permitted</u> . Regular reminders. Positive messages via app re attendance. Mrs Fielding via SIMS Parent.	TAS2
	Complex problem-solving with families to overcome barriers to good attendance and good routines. Miss Evans.	
	First morning telephone calls to ensure that people are up and on time and home visits where this is unsuccessful. Mrs Fielding. Targeted meetings with parent / carer of known poor attenders. Legal procedures for holidays over 5 days and persistent non-attendance. Local Authority Educational Welfare Officer.	
	Weekly attendance totals for classes with rewards for winners. Mrs Fielding.	
	Personalised rewards for individual pupils. Mrs Fielding.	
2	Replicate “baseline” assessments when pupils return after the summer and continue plotting progress termly analysing attainment gaps and amending plans for maximum effectiveness. Cornerstones assessment. FFT “Aspire” analysis.	HQT1
	Overcome simple and more complex family and interpersonal boundaries to learning with solution-focussed methodology. Miss Evans. Mrs Fielding.	WS6
	Import data into Fischer Family Trust database giving a much more realistic and visual representation to use in Pupil Progress meetings. Subscription.	
3	Family interviews on entry to assess first language, English capacity and family functioning. Miss Evans.	TS2
	Resource pack for staff to aid smooth entry and immediate learning. Extra grammar and functional English lessons until they can engage in classroom lessons. Ensure that sequencing of learning for EAL children is allowing them to make good progress. Miss Evans.	Phonics is also an Ofsted Key Issue.
4	Reading Parent Drop in follow up. Family reading engagement to ensure they keep up with what was learned in the meeting. Miss Evans. Mrs Fielding.	WS6
	Ensure that from the beginning of Reception and through school, the app is download and messages enabled. App message and	

	telephone parents of PP pupils to ensure engagement with learning i.e. they know homework is there. Miss Evans, Mrs Fielding, and Class teachers via the SIMS Parent app.	
	Home visits for any parent / carer who does not respond to other messaging. Miss Evans. Mrs Fielding.	
	Signpost EAL pupils to English acquisition online learning via the hub. Ensure that this is used effectively in class through monitoring of the online engagement. Miss Evans.	
5	Disadvantaged children often do not have vocabulary required to understand a lesson. Class based HLTAs. Intervene in children's learning where they do not understand or have a misconception.	HQT1
6	Have productive home routines. Meetings with families to give advice on bedtime and morning routines, illnesses that can be "battled through" and what is excludable medically. Mrs Fielding.	WS6 WS1
	Do things as a family that help learning such as talking time and reading. Mrs Fielding.	
	Signposting to other services. Mrs Fielding.	
	Run another "Aspiration Day". Mrs Reynolds.	

Additional Staff for High Quality Teaching 34.7% (unless stated).	
New teacher.	Improve leadership capacity. A new teacher, Miss MacPherson, was employed from September 2021 to provide an <u>additional</u> teacher, so the Deputy Headteacher can be non-class based. This is continuing in 2022/23. During his non-contact time, he will improve the quality of the intervention for disadvantaged pupils via monitoring, work scrutiny and evaluation of success.
Miss. L Evans	Miss Evans was appointed in 2020 as Inclusion Leader to respond to and integrate the growing number of PP pupils who have English as an Additional Language and to accelerate their rapid acquisition of English. As Designated Safeguarding Lead she gives more time to disadvantaged families, helping them from crisis to stability. She spends approximately 85% of her time on disadvantaged pupils, which has grown from last year.
Mrs. S Bowell Reception	Mrs Bowell was employed to give the disadvantaged pupils a bright start to their early school career. As the ex-Reception class teacher working as an HLTA now in Year 1, she understands how to ensure good progress through high quality verbal interaction and deep questioning. This is partly done by hearing disadvantaged pupils read out loud individually.
Sub Total HQT Teaching	£78,420
Additional Resources for High Quality Teaching	

“Go Read” reading record app.	Records show that Pupil Premium children read less often and paper copies of reading records are unreliable and often get lost. They need more extrinsic reward to develop intrinsic motivation so reading becomes habitual. £1 per child £136
Fischer Family Trust.	This accurately plots standardised scores so teachers can be more forensic about who needs catch up intervention. It mirrors the way that SAT tests are measured. £63
Sub Total HQT Resources	
£199	
Additional Staff for Targeted Academic Support 34.7% (unless stated)	
Mrs M Harding Year 1.	When Pupil Premium funding was introduced, the school identified the main need of extra support was the transition from Reception to Year 1. Since then, each Year 1 have had their own TA. Not all work that she does is with disadvantaged pupils, but this ensures that catch up programmes are well staffed.
Mrs D Hadley Year 6.	Mrs. Hadley and Mrs. Herrington add value to Year 6 as additional TA’s, by focussing on disadvantaged pupils who do not understand the lesson in a “keep up not catch-up approach”. They intervene by checking that they understand vocabulary, questioning pupils in reading comprehension, ensure that pupils know number bonds and keep their focus and concentration.
Mrs J Herrington.	
Extra individual support.	We use Pupil Premium funding to top up SEND funding, to provide individual full-time support where it is absolutely necessary. One child has significant 1:1 support - 21%.
Specialist teacher.	We buy SEND support from the Local Authority and PP pupils make up 21% of those supported.
Sub Total TAS Staff	
£24,280	
Additional Resources for Targeted Academic Support 34.7% (unless stated)	
Cornerstones.	This is part of our assessment system, which when used alongside teacher judgment gives an accurate picture of pupil progress allowing us to challenge and support specific pupils via question level analysis. It can be linked to FFT. 300 x 34.7% £104
Fischer Family Trust.	This accurately plots standardised scores so teachers can be more forensic about who needs catch up intervention. It mirrors the way that SAT tests are measured. £63
Harper Collins Workbooks	Targeted practice workbooks for academic tasks allows us to intervene more precisely when there are misconceptions. 300 x 34.7 £104.3
“EAL hub” subscription. “Learning Village” subscription.	Many disadvantaged pupils have English as an Additional Language. These resources support pupils in learning English and we use it most when they are at the early stages of learning English. Logons are available from home and homework can be set. £136 + £1,250.

Sub Total TAS Resources		£1,657
Additional Bought in Services for Targeted Academic Support 34.7% (unless stated)		
Educational Welfare Officer.	Raising the attendance of PP pupils is a key target. We buy extra hours on top of the LA's statutory work in part to encourage good attendance of PP pupils. £966	
Safeguarding officer.	Many PP pupils need intervention. This officer audits school provision and advises us of specific strategies that help families out of crisis. £354	
Educational Psychology.	Disadvantaged pupils benefit from opting into an EP service that goes beyond statutory work. We get advice and assessment and this has been instrumental in receiving EHCP funding for disadvantaged pupils who need it most. 72% of pupils require EP support. £6,804	
Sub Total for TAS Bought in Services.		£8,124
Additional Staff for Wider Strategies 34.7% (unless stated)		
Mrs. B Sukara-Fielding.	<p>Child and Family Support Worker.</p> <p>Mrs Fielding works hard to build relationships with families, removing stigma, where for some adults, engaging with school is difficult - sometimes because of poor educational experiences themselves. She manages positive attendance strategies and runs family support, as well as individual emotional coaching. This supports pupils who disengage from learning to develop the mental strength and resilience to do well educationally. She also leads on "Early Help" and signposts families to other helpful services. Unfortunately, bereavement and parental separation is difficult for pupils to assimilate and strategies to keep pupils on track with their learning requires specific strategies that she has developed over the years.</p>	
Bought in Services for Wider Strategies 34.7%		
FSM Eligibility Checking (full cost). WS.	Many families do not claim FSM and this service allows us to identify via National Insurance numbers who is eligible, so no child loses out.	
Sub Total staff and bought in services.		£32,691
Total budgeted cost for Pupil Premium:	£78,420 + £199 + £24,280 + £1,657 + £8,124 + £32,691 = £145,371	

Recovery Premium

The school believes that younger children have the greatest time to recover from lockdown and that some of the experiences that they missed are not replicable by the school doing more. We have therefore focussed on the older pupils who will move to secondary school in the near future. This should give them a better chance of making more secure transfers.

Recovery Premium Funding		
Recovery activity	What is the need?	Description of recovery activity
Teacher Led Booster Classes	Assessment from FFT (see above) shows that some Y6 children were more affected by lockdown and have fallen back further than others.	Year 5 and 6 “catch up” after school lessons to address misconceptions, develop good memorisation of key skills and secure test technique x 1 per week for 2 teachers. Y6 focus on pupils reaching Greater Depth. Y5 focus on reaching ARS. Mrs Kirkham Y6 x 15 weeks. Miss Wigley Y5 x 15 weeks. Mr Saunders Y5 Maths x 30 weeks. Mrs Plant Y5 x 25 weeks. Mr Batty Y5 x 25 weeks. Miss Gait Y5 x 25 weeks. Miss Wigley Y5 after SATS x 7 weeks. Mrs Kirkham Y5 after SATS x 7 weeks. Mrs Coates Y4 x 25 weeks.
Small group tutoring	Many Mathematics concepts were missed during 2 terms of lockdown. On reading tests many children were guessing answers without deeply reading the text.	Mrs Owen Y6. 3 x 1 ¼ hours after school small group tutoring per week x 30 x 30 weeks. Y6 1 hour writing x 30 weeks then Y5 x 7 weeks after SATS.
Small group tutoring		Y5 Lunchtime club for children who cannot stay after school x4 days a week and for Y6 and 3x per week. Autumn term focus on the 4 rules of number in Maths. Mrs Herrington x 30 weeks. Spring term focus on answering reading comprehension questions adding detail and quoting sources. Summer term content to be decided based on FFT assessments but may focus on writing or a mixture of subjects. Y4 Mrs Bahia ½ hour a week 3 lunchtimes sessions x 15 weeks.
Individual reading	Some children did not read at home during lockdown and reading is now not habitual.	Read out loud individually to a suitably qualified adult. Identify individual misconceptions and check meaning and understanding. Y4 TA x 5 hours x 30 weeks. Y3 TA x 1 hour x 25 weeks.
Sub-total Recovery Premium		£15,953

Pupil Premium £145, 371 Recovery Premium £15,953

Total = £161,324.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently and, because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. Disadvantaged pupils fell behind more than non-disadvantaged in their time out of school.

The progress of our disadvantaged pupils diminished in Year 6 tests, since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils narrowed, but there was still a gap and persistent absence was higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not, at present, on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation and evaluation processes.

Some internal “Cornerstones” test outcomes are published in the appendix below.

The school’s 2022 performance data cannot be compared to 2019. The impact of COVID-19 makes it difficult to interpret why the results are as they are. However, in national tests we know that the progress of disadvantaged pupils was lower.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
All tutoring / booster activities have been provided internally.	Claregate Primary School.

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We cannot provide this information publicly, due to the low numbers of pupils who benefited from this funding. This may make their funding identifiable.
The impact of that spending on service pupil premium eligible pupils
Impact cannot be published due to low numbers of pupils. This may make their results identifiable.

Appendix 1

Attendance Data 2021/2022			
	PP	Not PP	Difference
Autumn	93.21	95.69	-2.48
Spring	93.36	95.32	-1.96
Summer	93.31	95.05	-1.74

Appendix 2

Disadvantaged (D) Attainment Gaps September 2022 from July 2022 data.

Year	Reading			Writing			Maths		
	D	Non-D	Gap	D	Non-D	D	D	Non-D	D
3	97.5	97.8	+0.3	95.5	95.6	-0.1	100.8	100.4	0.4
4	93.3	98.5	-5.2	90.4	93.7	-3.3	93.6	100.2	-6.6
5	101.5	105	-3.5	97.7	100.8	-3.1	100.1	103.9	-3.8
6	106.9	104.5	+2.4	103.1	102.8	+0.3	103.2	103.6	0.4

