

Pupil premium strategy statement : Claregate Primary School

September 2021

What is Pupils Premium?

The Pupil Premium was introduced in April 2011 and is provided to improve the achievement of pupils who have been registered for free school meals at any point in the last six years, children who have been “looked after” continuously for more than six months and children of service personnel. Children in the Early Years are entitled to Early Years Pupil Premium Funding.

The Government believes that the Pupil Premium (which is additional to main school funding) addresses inequalities by ensuring that funding to tackle disadvantage reaches pupils who need it most. It is intended to be used to “diminish the difference” in achievement (standards and progress) between disadvantaged children and non-disadvantaged children.

Who decides how the money is spent?

School Governors in consultation with the Headteacher, decide how to use the funding, as they are the best placed to assess what their pupils need.

How are Schools accountable for the spending of Pupil Premium?

Ofsted stated in their report “Pupil Premium Update 2014” that “Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap. They target interventions forensically and have robust tracking systems in place to establish what is making a difference and what is not. School leaders must make sure that eligible pupils make faster progress than non-eligible pupils.” “The school should never confuse pupil premium funding with low ability and must support pupils of all levels of ability to achieve the highest levels, especially high achieving pupils.” It is our responsibility to make a difference!

School overview

School name	Claregate Primary School
Pupils in school September 2021	394 (401 including Nursery)
Proportion of disadvantaged pupils	26.4% or 105 pupils.
Pupil premium allocation this academic year	£141,225
Academic year or years covered by statement	2021/2022
Publish date	1/9/2021
Review date	1/9/2022
Statement authorised by	Claregate Governing Board
Pupil premium lead	Mr. M Murphy
Governor lead	Mrs Sarah Lea

Measure	Activity	Removing Barriers	Projected Spending
<p>The focus for Pupil Premium funding this year is to stabilise Pupil Premium families and raise expectations with more pastoral support and challenge following a previous prolonged lockdown.</p>			

Priority 1	<p>Disadvantaged pupil's attendance gap, up to March 2020 was diminishing rapidly. However, since lockdown, gaps have re-appeared.</p> <table border="1"> <thead> <tr> <th>Term 2020/21</th> <th>PP</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Autumn</td> <td>94.1</td> <td>95.9</td> </tr> <tr> <td>Spring</td> <td>93.9</td> <td>96.4</td> </tr> <tr> <td>Summer</td> <td>94.6</td> <td>96.6</td> </tr> </tbody> </table>	Term 2020/21	PP	All	Autumn	94.1	95.9	Spring	93.9	96.4	Summer	94.6	96.6	<p>Strong policy and procedures making it clear that <u>condoned absence is not permitted</u>. Regular reminders. Positive messages via app re attendance.</p>	Mrs Fielding SIMS Parent
		Term 2020/21	PP	All											
		Autumn	94.1	95.9											
		Spring	93.9	96.4											
		Summer	94.6	96.6											
<p>Complex problem solving with families to overcome barriers to good attendance and good routines.</p>	Miss Evans														
<p>First morning telephone calls to ensure that people are up and on time and home visits where this is unsuccessful. Targeted meetings with parent carers of known poor attenders. Legal procedures for holidays over 5 days and persistent non-attendance.</p>	Mrs Fielding. Local Authority Service Level Agreement for Educational Welfare Officer.														
<p>Weekly attendance totals for classes with rewards for winners.</p>	Mrs Fielding.														
	<p>Personalised rewards for individual pupils.</p>														
Priority 2	<p>June 2021 - Year 1 to 4 disadvantage gap widened during lockdown. Significantly fewer pupils reached the age related expectation.</p>	<p>Replicate "baseline" assessments when pupils return after the summer and continue plotting progress termly analysing attainment gaps and amending plans for maximum effectiveness.</p>	Cornerstones assessment. Fischer Family Trust "Aspire" analysis.												
		<p>Overcome simple and more complex family and interpersonal boundaries to learning with solution focussed methodology.</p>	Miss Evans / Mrs Fielding												
		<p>Import data into FFT database giving a much more realistic and visual representation to use in Pupil Progress meetings.</p>	Subscription.												
		<p>See also Catch Up Plan which is costed separately from this document.</p>													
Priority 3	<p>Rapidly accelerate how quickly children with English as an additional language attain vocabulary and grammar to achieve well in the curriculum.</p>	<p>Family interviews on entry to assess first language, English capacity and family functioning. 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.</p>	Miss. Evans.												
Priority 4	<p>On the whole, engagement in home</p>	<p>Family reading engagement after school sessions x 4, for Y1 to 4.</p>	Miss Evans / Mrs Fielding.												

	<p>learning, homework and reading out loud to an adult was far poorer for disadvantaged families last year.</p> <p>Disadvantaged families were harder to contact to receive school messages.</p>	<p>App message and telephone parents of PP pupils to ensure engagement with learning i.e. they know homework is there.</p>	<p>Miss Evans. Mrs Fielding, Class teachers app in lockdown.</p>
		<p>Home visits for parent / carers who still do not respond to other messaging.</p>	<p>Miss Evans / Mrs Fielding.</p>
		<p>Signpost EAL pupils to English acquisition online learning via the hub.</p>	<p>Miss Evans.</p>
Priority 5	<p>Disadvantaged children often do not have vocabulary required to understand a lesson.</p> <p>Intervene in children's learning where they do not understand or have a misconception.</p>	<p>Pre teach vocabulary so pupils can focus and analyse during lessons. Use "word mats" including pictures for younger pupils.</p>	<p>Class based HL/TA's.</p>
Priority 6	<p>Reinstate the way that we raise staff and parent / carers expectations of disadvantaged pupils. Support and challenge families.</p>	<p>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.</p>	<p>Mrs Fielding</p>
		<p>Do things as a family that help learning such as talking time and reading.</p>	
		<p>Signposting to other services.</p>	
		<p>Run another "Aspiration Day" and an Aspiration Project in Year 5 – Children's University.</p>	<p>Mrs Reynolds</p>
Priority 7	<p>Combine this plan with Government funding for ICT and Catch Up / Tutoring.</p>	<p>Separate plan for catch up funding and computers for disadvantaged families.</p>	<p>Miss Reeves</p>

Additional Staff for Specific Interventions

<p>Miss MacPherson</p>	<p>Miss MacPherson has been employed from September 2021 to provide an additional teacher so the Deputy Headteacher can be non-class based. During his non-contact time, he will improve the quality of the intervention for disadvantaged pupils via monitoring, work scrutiny and evaluation of success.</p>
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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. The amount of time she uses on PP pupils is approximately 90%.</p>
Miss L Evans	<p>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, accelerating 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 90% of her time on disadvantaged pupils.</p>
Mrs H Anderson.	<p>Nursery only had 2 staff, meaning nobody had time to do intensive interventions. We employed an extra TA to allow individual PP work including Nuffield Early Language Intervention carrying on into Year 1. She will also take an extra phonics group reducing group sizes and hear disadvantaged children read out loud.</p> <p>New in 2021 - more hours to run intervention for disadvantaged pupils et al in Year 1 p.m.</p>
Mrs S Bowell Reception	<p>Mrs Bowell was brought in to give the disadvantaged pupils a bright start to their early school career. As the ex-Reception class teacher working as an HLTA, 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.</p>
Mrs M Harding Year 1	<p>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. PP work is approximately the school percentage of 26%.</p>
Mrs D Hadley Year 6	<p>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 questioning pupils in reading comprehension, ensure that pupils know number bonds and keep their focus and concentration. Again intervention is approximately 26%.</p>
Mrs J Herrington.	
Extra individual support for pupils.	<p>We use Pupil Premium funding to top up SEND funding, to provide individual full time support where it is absolutely necessary.</p>

Specialist teacher.	We buy SEND support from the Local Authority for Pupil Premium pupils.	
Sub total	£132,542	
26.4% (unless stated) of Resources Used with PP Pupils		
Cornerstones	£105.60	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. It can be linked to FFT.
Fischer Family Trust	£51.44	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.
CGP Homework books	£286.70	In surveys, many families (some PP) said that they found homework tasks confusing and there were differences in the way that different teachers set homework. These books really help to structure homework tasks and provide a parent with security that it is age appropriate as they are based on the National Curriculum. There are fewer debates that Homework is too difficult and it raises expectations.
Harper Collins Targeted Practice workbooks	£80	
EAL hub subscription	£199	Many Pupil Premium 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.
Learning Village	£847.44	
“Go Read” reading record app	£1 per child £105	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.
Sub total	£1,570	
26.4% (unless stated) of Bought in Services		
Educational Welfare Officer	£1,050	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.
Safeguarding officer	£277.70	Many PP pupils need intervention. This officer audits school provision and advises us of specific strategies that help families out of crisis.
SEND Specialist Teacher	£1,850	This provides disadvantaged pupils with specific learning difficulties with analysis of learning need and plans to help them to overcome barriers to learning.
Educational Psychologist SLA	£6,952.	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.
FSM Eligibility Checking (full cost)	£1,768	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	£10,048	
Interventions and Catch Up Teaching		

Booster classes	£7,495	Year 6 receive extra after school lessons in the run up to national tests to secure test technique and cover identified gaps in their learning.
TOTAL Projected Spending		$£132,542 + £1,570 + £10,084 + 7,495 = £151,691$

Quality first teaching priorities for current academic year

Aims	Target	Target date
Habit of Mind	After the summer break after much lost time due to lockdown, re-establish good concentration, attention to detail and drive to achieve.	Ongoing academic year 2021/22
Progress in Reading	Re-establish conventions of reading out loud to an adult with expression and understanding and comprehension particularly phonics in KS1 and partially in Year 3 and inference at KS2.	October half term 2021.
Progress in Writing	Continue to improve standards of disadvantaged pupils handwriting which suffered so much during lockdown – Kinetic Letters.	By December 2021 and revision after that.
	Re-establish throughout the school the use of basic age appropriate punctuation which has fallen so far behind during lockdown.	16/12/2021
Progress in Mathematics	Re-establish basic age appropriate number conventions.	18/12/2021
Progress in Y1	Provide a hybrid Reception / Y1 “needs led” responsive approach to the curriculum in the first term	From 2/9/2021 until Y1 skills emerge.

Academic Targets for 2021/22

Good Level of Development in Reception 75% - equal to non-disadvantaged pupils and better than national average.

Y1 Phonics - 85% pupils pass the phonic test at the end of Y1 and no gap to non-disadvantaged pupils (EAL and new pupils excluded).

Y2 Phonics – 90% of disadvantaged pupils pass the phonics test.

Subject	Age Related Expectations	Above Age Related Expectations
Year 2 (19 Pupils)		
Reading	75%	28%
Writing	72%	22%
Mathematics	76%	22%
R,W,M	70%	20%
Year 6		
Reading	85%	30%
Writing	86%	24%

Grammar	80%	33%
Mathematics	82%	25%
R, W, M	74%	20%

N.B. many more children are likely become Pupil Premium funded by the time tests and assessments are done in the summer.

Review: last year's aims and outcomes

Disadvantaged pupil progress scores for last academic year. N.B. Tests and Assessments for 2021 were cancelled due to the Coronavirus Pandemic and schools being closed.

Aim	
<p>Disadvantaged pupil's attendance gap up to March 2020 was diminishing rapidly.</p> <p>Re-establish the procedures from 2019/20 that were proving successful.</p>	<p>While the school was open, the attendance display board, certificates, verbal praise and encouragement went well and attendance improved. After lockdown, attendance gaps narrowed as families started to see the value of education.</p> <p>However, the gap was still 2%, one frustrating issue remained, that of families moving back to their own country without informing us, leaving the school with 20 days of official absence until we could register them as "child missing in education". This particularly impacted the attendance data for disadvantaged pupils.</p>
<p>The disadvantage gap is likely to have widened during lockdown.</p>	<p>After another truncated year of lockdown, Reading gaps remained in Year 1 to 4 between disadvantaged and non-disadvantaged pupils and widened in all but Year 4. What is striking, is the difference that age makes. Gaps actually narrowed in Year 5 and 6.</p> <p>On return, teachers surmised that during lockdown, where engagement needed parental input to get them started and keep them focussed, it was less likely to be successful, even if the learning tasks were completed. Work was often rushed, or well below what they were capable of. Where disadvantaged pupils were old enough to be self-sufficient, they engaged with more sustained concentration and were more likely to respond positively to teachers marking and interactive comments. The ubiquitous term "I don't get it" was challenged, by asking children specifics about what they didn't understand.</p> <p>In short, the reading comprehension exercises of younger disadvantaged pupils was less in volume and quality. Specific pupils whose families chose not to engage in online learning and could not be contacted, significantly skewed the data. Many disadvantaged pupils did engage with effectiveness and were successful.</p> <p>In writing, again, year 5 and 6 narrowed gaps, and gaps remained negligible in Year 6 and Year 5, for the same reasons. In the rest of the school gaps were between 12 and 17% - slightly higher than reading. Gaps from home learning were easier to assess, due to learning being more visible to teachers. For a significant number of disadvantaged pupils, their efforts were meant focussed on completing a task, rather than improve. Work submitted sometimes lacked parent / carer support or interest to achieve particular standards. For some, writing at home was worsening rather than improving standards. For many, we successfully challenged this and it improved, but for a minority – again – we could not exert much influence on home learning as</p>

	<p>we would have liked due to parents being deliberately out of contact with the school.</p> <p>In maths, gaps were not as wide, but again, the younger the child the less progress they made at home. Feedback from disadvantaged parents often showed their own fear of Maths and misunderstanding of methods and teachers put much time into keeping pupils in line with calculation policies and reassuring anxieties. Many disadvantaged pupils made good progress due to this.</p> <p>In all of the curriculum, gaps between disadvantaged and non-disadvantaged pupils grew due to expectations and application. Gaps recovered briefly on return to school, but grew again at home in the next lockdown.</p>
<p>Rapidly accelerate how quickly children with English as an additional language attain vocabulary and grammar to achieve well in the curriculum.</p>	<p>Many pupils who are disadvantaged also do not speak English as their first language – a growing number at the beginning of speaking English. Measuring pupils at Age Related Expectation therefore belies some of the progress these children made. Their engagement in home learning was significantly less during lockdown, because they and their parent / carers struggled to access the language aspects remotely. Where this was not solvable, we therefore focussed on their English skills through online learning packages. Where families engaged, they made progress, but sadly some families did not - assuming that the learning was inaccessible. Many telephone calls made some impact, but some families chose not to engage.</p>
<p>On the whole, engagement in home learning was far poorer for disadvantaged families during lockdown. They were more difficult to contact via 'phone.</p>	<p>A tiered approach worked well. Class teachers contacted families not engaging and Miss Evans contacted hard to reach families and was instrumental in encouraging engagement, with notable "wins". There did however remain a group of disadvantaged families who actively chose not to engage and avoided emails, 'phone calls and even home visits. These children made a lot of statistical difference to the progress data.</p>
<p>Disadvantaged children often do not have vocabulary required to understand a lesson.</p> <p>Intervene in children's learning where they do not understand or have a misconception.</p>	<p>Pupils who attended school during lockdown due to their parents being Key Workers made noticeably good progress in comparison to those who could not attend. The difference on return was stark, with many pupils answering in very short one word answers – a particular hotspot was Year 5, although this does not show up at end of the year assessments. School being the medium of academic and formal language, left those in lockdown behind. Vocabulary lists on the interactive home learning made a difference and teachers saw this being used during the work.</p>
<p>Reinstate the way that we raise staff and parent / carers expectations of disadvantaged pupils. Support and challenge families.</p>	<p>During lockdown, Miss Evans and Mrs Fielding were instrumental in accelerating the engagement of disadvantaged pupils during lockdown by analysing who needed laptops, telephoning to encourage, troubleshoot complex issues and even carry out home visits.</p> <p>Attendance data rose this year, underlining the work that Mrs Fielding did to troubleshoot complex family issues, which often took up a lot of time.</p>
<p>Combine this plan with Government funding for ICT and Catch Up / Tutoring.</p>	<p>The pupils who received catch up intervention, be it one to one reading comprehension support or after school booster lessons made enhanced progress statistically. We decided however to utilise funding "in house" for catch up provision because of disappointments in staffing for Government tutoring being with agencies whose staff rarely add as much value.</p>