

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.

School overview

Detail	Data
Number of pupils in school October 2023.	391 (409 including Nursery)
Proportion (%) of pupil premium eligible pupils	32.7% or 128/391 pupils.
Academic years covered by pupil premium strategy plan	September 2023 to August 2026.
Date this statement was published	01/01/2024
Date on which it will be reviewed	July 2024
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	£196,425 April 2023 to March 2024.
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£196,425

Part A: Pupil premium strategy plan

Statement of intent

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

We will achieve these objectives by :-

- Employing extra staff to tutor and mentor pupils.
- Employing extra staff to mitigate the social effects of poverty and disadvantage - grow family engagement in learning.
- Buying in additional services to help us to spot inequality so we can nurture ambition.
- Teach curricular content that disadvantage and poverty may make harder to acquire.
- Purchase rich educational resources that pinpoint and target under-achievement, provide routine and structure and add motivational qualities to learning.

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 (see appendix 1) and the attendance of disadvantaged pupils is higher than disadvantaged pupils nationally, a gap remains between disadvantaged and non-disadvantaged pupils. The attendance of disadvantaged Eastern European pupils is higher than all other groups. Mobility within this group is high.
2	Appendix 2 shows that there are some attainment gaps for disadvantaged pupils. All year groups are prone to fallback, if support is not forthcoming, so all age groups 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. 37/128 (29%) of disadvantaged pupils speak English as an Additional Language. 24 of these are at a very early stage of learning English. 17 EAL disadvantaged children moved to Claregate within the last year. Mobility is likely to remain a significant issue.

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	National studies show that disadvantaged children often do not have 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 / carers' expectations of disadvantaged pupils. Support and challenge families.

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, particularly for disadvantaged Eastern European Pupils.	Gap to be no larger than 1% by July 2024.
2	No fallback and attainment gaps narrow, particularly in Mathematics where progress was not as strong in 2022/23.	Attainment gaps narrow throughout the school in all three subjects. National Key Stage 2 data continues to show that disadvantaged pupils make more progress than national average and increase to +1.
3	EAL pupils make rapid progress in learning English from their own individual starting point.	Achieve individual targets for EAL pupils. Measurable progress from KS1 to KS2 shows positive value-added scores for pupils who have completed KS2 at Claregate.
4	There is better engagement in reading and homework.	Homework gathering records show negligible difference measured by "GoRead" home reading records.
5	Disadvantaged pupils' achievement in lessons is improved by removing the barrier that lacking vocabulary can cause.	Lesson observations, drop-ins and pupils' work books show that they are fully engaged in the lesson with understanding similar to their level of English acquisition.
6	Staff talk strongly and positively about the achievement of disadvantaged pupils.	Disadvantaged pupils and families show more enthusiasm and overcome barriers to engage effectively.

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.

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. 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 carers 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.	
	Improve communication to school when families are moving house, particularly if this is out of the country. Mrs. Shields.	
	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.	
Overcome simple and more complex family and interpersonal boundaries to learning with solution focussed methodology. Miss Evans. Mrs Fielding.		
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. Mrs. Shields.	TS2 Phonics is also an Ofsted Key Issue.
	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. Mrs Shields.	
4	<p>Family reading engagement to ensure they keep up with what was learned in the meeting. Miss Evans. Mrs Fielding. Learning Village.</p> <p>Ensure that from the beginning of Reception and through school, SIMS Parent app is downloaded 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, Class teachers. SIMS app.</p> <p>Home visits for parent / carers who still do not respond to other messaging. Miss Evans. Mrs Fielding.</p> <p>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. Mrs Shields. Learning Village.</p>	WS6
5	<p>Disadvantaged children often do not have vocabulary required to understand a lesson. Class based HLTA's.</p> <p>Intervene in children's learning where they do not understand or have a misconception.</p> <p>Change our whole school approach to teaching Writing via "The Write Stuff" staff training and systematic roll out. This includes much more focus on vocabulary and sentence level work at the planning stage which particularly benefits pupils who are not familiar with these patterns of speech in their home lives.</p>	HQT1
6	<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. Mrs Fielding.</p> <p>Do things as a family that help learning such as talking time and reading. Mrs Fielding.</p> <p>Signposting to other services. Mrs Fielding.</p> <p>Run another "Aspiration Day". Mrs Reynolds.</p>	WS6 WS1

Additional Staff for High Quality Teaching

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. 32.7% of Miss MacPherson's wages is paid through Pupil Premium funding.
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</p>

	<p>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. Restorative practice training.</p> <p>The amount of time she uses on PP pupils is approximately 90%.</p>
Miss. L Evans	<p>Miss Evans was appointed in 2020 via Pupil Premium Funding as Inclusion Leader to :-</p> <ul style="list-style-type: none"> • Improve engagement for an increasing number of pupils who find it difficult to integrate into school life. • Improve educational progress for the growing number of PP pupils who have English as an Additional Language and accelerate their rapid acquisition of English. Miss. Evans now line manages Mrs. Shields in this process. • As Designated Safeguarding Lead to also give more time to disadvantaged families, helping them from crisis to stability. <p>She spends approximately 70% of her time on disadvantaged pupils which has decreased from last year due to Mrs. Shield’s appointment.</p>
Mrs. G Shields.	<p>This is a new role in 2023. Mrs. Shields works directly with 24 disadvantaged children who are at an early stage of learning English (19 EAL disadvantaged pupils who are more advanced in their English do not receive support any longer). This boosts the rate that they learn English. She also works hard to get to know families and remove cultural barriers, so these children enjoy school, attend school well, establish positive routines and engage in home learning activities.</p> <p>24 of the 35 pupils that she works with are disadvantaged so Pupil Premium funding pays for 69% of her salary.</p>
Miss. R Sond Reception / Y1	<p>Mrs. Bowell was employed to give the disadvantaged pupils a bright start to their early school career, but retired in 2023. Miss. Sond now works as HLTA in Reception and Year 1. She understands how to ensure good progress from Reception to Y1 because she knows the children’s learning styles and can help to plan high quality verbal interaction and deep questioning. This is partly done by hearing disadvantaged pupils read out loud individually.</p> <p>Pupil Premium funding pays for 32.7% of her salary.</p>
Miss. H. Neal. Y1.	<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.</p> <p>Pupil Premium funding pays for 32.7% of her salary.</p>

Mrs. K Webb and Mrs. J Herrington. Y6	Mrs Webb 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. Pupil Premium funding pays for 32.7% of their salary.
Miss. M. Lavender.	This is a new role in 2023. Bespoke intervention for selected pupils with SEND and disadvantaged categorisation issues. Pupil Premium pays 25% of her salary due to her providing cover elsewhere, which is not directly attributed to disadvantage pupils.
1:1 support for pupil.	Pupil is not due additional SEND support so Pupil Premium Grant is being used to support until this is established.
Specialist teacher.	We buy SEND support from the Local Authority for Pupil Premium pupils.
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. 60% of pupils require EP support, so Pupil Premium Grant funds 60% of this.
Sub Total HQT Resources	
£180,544	
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. $300 \times 32.7\% = \text{£98}$.
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. $\text{£}194 \times 32.7\% = \text{£63}$
Harper Collins Workbooks	Targeted practice workbooks for academic tasks allows us to intervene more precisely when there are misconceptions. $300 \times 32.7\% = \text{£98}$
"EAL hub" and 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. $\text{£}199 \times 32.7 = \text{£65}$ $\text{£}1,179 \times 32.7 = \text{£385}$.
"Learning Village" subscription.	
Sub Total TAS Resources	
£709	
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. £3,000 @32.7= £981
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
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. £884
Switch Outreach Service.	Well-trained adult to support individual pupils to regulate emotions. £100% = £1,080
Central Youth Theatre.	Drama Group for disadvantaged pupils in Year 5 and 6 – autumn 2023, Year 4 spring 2024, Year 3 2024. Learning to speak in public, act out their feelings and grow in confidence, using their voice to express themselves. £975
Sub Total for TAS Bought in Services.	
	£3,920.
Interventions and Catch-Up Teaching	
Booster Classes	Year 6 disadvantaged pupils receive extra after school lessons in the run up to national tests to secure test technique and cover identified gaps in their learning. £12,501
Sub Total Interventions and Catch Up.	
	£12,501
Total budgeted cost for Pupil Premium:	£180,544 + £709 + £3,920 + £12,501 = £197,674

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 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

DfE has shared our school's 2023 performance data with us, to help us better understand how well pupils progress at Claregate. The effect of COVID-19 has a diminishing, but still 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 level (although these comparisons are to be considered with caution given the caveats stated above).

Where the national average progress from Key Stage 1 to 2 is zero, our disadvantaged children made 0.34 progress in reading, similar to other pupils at the school, 0.45 progress in reading, lower than the progress of others at the school and 2.35 in Mathematics significantly better than national progress and ahead of school data (which was still significantly above national average). There is no national data published for this presently and these have been done manually so we just urge a bit of caution.

Absence among disadvantaged pupils narrowed again, but there was still a slight gap to other children at Claregate, however our disadvantaged children attended better than the "all children" group nationally. This is a marked achievement, because children who move back to their home country often do so without notice and have 20 days on the register which adds disproportionately to the data. There is a strong argument for carrying on with the plan that has delivered good results for the last two years.

Our observations and assessments demonstrate that pupil behaviour improved again 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.

The main change to this plan based on what happened last year is to appoint an experienced practitioner to focus solely on the children who do not speak much English. You can see this elsewhere in the plan. 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 tests outcomes are published in the appendix below as are national test outcomes.

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 and 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 2022/2023			
PP	Claregate All Pupils	Difference	National Average Attendance (first two terms for all pupils)
94.82	95.44	-0.62	95%

Notes

Postcode analysis indicates that disadvantaged children tend to live much further away from the school than others.

National data was not available at the time of publishing this document.

Appendix 2

Attainment gaps for raw data are wide and one factor that has to be taken into consideration, is that 45 / 128 or 35% of disadvantaged pupils (December 2023) were at the earlier stages of speaking English. The gaps widened from 2022, because the school admitted more EAL pupils. However, some gaps did narrow in reading as you can see above.

Progress

The following table shows the progress that children at Claregate made from Year 2 to Year 6. Zero is the national average. Our disadvantaged pupils made above average progress from Key Stage 1 to 2 in national tests. N.B. At the time of publishing, national data for disadvantaged pupils progress was not available. However, we have calculated this internally – just have some caution when reading this - it may be amended.

Reading	Writing	Mathematics
0.34	0.45	2.35

The following table shows how well the pupils progressed last year in different year groups throughout the school. The scores are standardised scores in tests, 2022 on top and 2023 below. You can see that the majority of disadvantaged pupils made better than average progress, but you can also see that Year 5 disadvantaged pupils made less progress and that Reading and Writing was stronger than Maths.

We have amended our plans and employed a new member of staff to reduce pupil teacher ratios in Year 6 giving more support for those disadvantaged pupils. We will also

give more emphasis to Mathematics when deciding on intervention plans. These are daily plans “keep up not catch up” which do not appear in this reports because they are decided based on what the children have not understood that day.

		Reading	Writing	Maths
Year 1 to 2.	Disadvantaged July 2022. (18 pupils)	93.4	91.4	97.6
	Disadvantaged July 2023. (27 pupils)	96.6	94.5	97.4
	Disadvantaged pupil progress.	3.2	3.1	-0.2
Year 2 to 3.	Disadvantaged July 2022. (19 pupils)	94.2	88	95.6
	Disadvantaged July 2023. (20 pupils)	96	91.7	96.1
	Disadvantaged pupil progress.	1.8	3.7	0.5
Year 3 to 4.	Disadvantaged July 2022. (22 pupils)	99.3	97.3	99.5
	Disadvantaged July 2023. (20 pupils)	99.5	97.7	99.2
	Disadvantaged pupil progress.	0.2	0.4	-0.3
Year 4 to 5.	Disadvantaged July 2022. (15 pupils)	100.9	98	98.9
	Disadvantaged July 2023. (16 pupils)	97	95.5	95.7
	Disadvantaged pupil progress.	-3.9	-2.5	-3.2
Year 5 to 6.	Disadvantaged July 2022. (20 pupils)	98.8	98.5	99.8
	Disadvantaged July 2023. (20 pupils)	102.8	100	101.1
	Disadvantaged pupil proogress.	4	1.5	1.3
		6.3	6.2	-1.4

