

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Clarendon Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	121 (29%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	September 2021 (reviewed & updated)
Date on which it will be reviewed	March 2022
Statement authorised by	Vicky Chatterjee
Pupil premium lead	Vicky Chatterjee
Governor / Trustee lead	Hannah Alexander

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,365
Recovery premium funding allocation this academic year	£16,680 (Recovery) £13,760 (Catch up)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£2,193,648

Part A: Pupil premium strategy plan

Statement of intent

- 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.

Challenges

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

Challenge number	Detail of challenge
1	Language acquisition from the Early Years, throughout school, particularly for those children who are identified as EAL
2	100% of children enter school with low attainment (well below in all areas of learning)
3	Growing number of SEND children entering school who have cognitive and physical needs
4	Attendance and punctuality
5	Supporting children who have emotional needs
6	Low reading ability especially with inference and deduction & opportunities to read outside of school
7	Lack of engagement through home learning, impacting on the children's outcomes
8	Parental involvement; (engagement, reading at home, homework, attendance of school activities, experiences) & supporting parents with their learning
9	Limited experiences beyond the classroom – Cultural Capital & memorable experiences for all children
10	Limited engagement, with online learning, during bubble closures (despite being provided with IT equipment & school contact) particularly for disadvantaged children – gaps in learning are vast and need closing swiftly

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.

Intended outcome	Success criteria
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 55% (Disadvantaged) End of KS1 reading increases from 44% (Dis.) End of KS2 combined increases from 26% (Dis.)
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)
SEND Children are identified swiftly, monitored and where appropriate support provided.	Gaps close between SEND and other children
To increase the percentage of children whose attendance is 96% or greater and overall school attendance & punctuality	Attendance to reach 96%
To provide the children with greater opportunities to develop their understanding and experience of the wider world. Pupil Premium children to be prioritised for extracurricular clubs. To raise aspirations of the children.	Continue to provide experiences for the children (11 before 11 & Cultural Capital)

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)

Budgeted cost: £89,680 (+ TAs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of 3 non-class based members of staff to deliver intervention	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>	1, 2, 5
Ensure all relevant staff (including new staff) have received paid for training to deliver the new phonics scheme effectively	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>	1, 2
Continue to employ six Learning Support Assistants whose role includes providing intervention support for children in Speaking & Listening, Reading and Maths.	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.	1, 2, 3, 4, 5
Continue to employ a Speech & Language therapist to work with the Early Years children.	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>	1, 2, 5, 8

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Buy & embed use of Accelerated Reader across Y3-6	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</i>	6, 7

	<i>tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i>	
Establish small group interventions for disadvantaged children in KS2, KS1 & EYFS	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>	1, 2,
Encouraging wider reading and closing gaps in mathematics	Education Endowment Foundation rates Reading comprehension strategies as +6	6, 10

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-establish extracurricular opportunities, safely, for children in all year groups – focusing on wellbeing, speaking & listening & outdoor learning	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. <i>Education Endowment Foundation rates small group tuition as +4</i>	1, 3, 8, 9
Create and embed the use of a new daily mile track – at play times and during PE lessons	Education Endowment Foundation rates Sports participation as +2 & Social & 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.	3,
Improving opportunities & experiences for the most disadvantaged children, both physically and emotionally	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 & London trip for Y6 provided the children with memorable experiences – see educational visits folder).	3, 4, 9
Educational Psychology support / SENCo time	Reports supported EHCP applications and provided support for the SENCo when working with children.	3
Continue to employ a Learning Mentor to monitor attendance and provide support families in the home setting.	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	4, 5, 7, 8, 9 , 10

Total budgeted cost: £177,680

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see previous years Pupil Premium Strategy (below) to review impact of expenditure.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
Spelling Shed	The Literacy Shed
White rose	White Rose Maths
TT Rockstars	TT Rockstars

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Pupil premium strategy / self-evaluation

1. Summary information					
School	Clarendon Primary School				
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	Sept. 21
Principles <ul style="list-style-type: none"> 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	Not available Covid-19	Not available
% making expected progress in reading (as measured in the school)	Not available	Not available
% making expected progress in writing (as measured in the school)	Not available	Not available
% making expected progress in mathematics (as measured in the school)	Not available	Not available
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
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)	

C.	Growing number of SEND children entering school who have cognitive and physical needs
D.	Attendance and punctuality
E.	Supporting children who have emotional needs
F.	Low reading ability especially with inference and deduction & opportunities to read outside of school
G.	Lack of engagement through home learning, impacting on the children's outcomes
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
G.	Parental involvement; (engagement, reading at home, homework, attendance of school activities, experiences) & supporting parents with their learning
H.	Limited experiences beyond the classroom – Cultural Capital & memorable experiences for all children
I.	Limited engagement, with online learning, during bubble closures (despite being provided with IT equipment & school contact) particularly for disadvantaged
4. Intended outcomes (specific outcomes and how they will be measured)	
A.	Interventions in place for children with limited language. S&L specialist supporting groups of children so that they can progress despite starting points
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)
C.	SEND Children are identified swiftly, monitored and where appropriate support provided.
D.	To increase the percentage of children whose attendance is 96% or greater and overall school attendance & punctuality
E.	To provide the children with greater opportunities to develop their understanding and experience of the wider world. Pupil Premium children to be prioritised for extracurricular clubs. To raise aspirations of the children.
Success criteria	
	% 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.)
	GLD gap closed between Disadvantaged and other children Intervention summary reports demonstrate at least good progress (3 points)
	Gaps close between SEND and other children
	Attendance to reach 96%
	Continue to provide experiences for the children (11 before 11 & Cultural Capital)

5. Review of expenditure		
Previous Academic Year	2020/21	
Item/project	Objective / rationale	Outcome / lessons learned
Teachers to be part of the 'Achievement for All' programme, which focuses on PPG children.	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.	Accreditation achieved in Spring term, children at this point were on track to achieve 3 points progress, these children were included in disadvantaged data from this point onwards
Identify and close gaps in children's learning	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 analysed the impact of small group interventions & tuition and ensured that movement was fluid to best close gaps in learning. Gaps had closed in Autumn term, the lockdown in the Spring term increased the Gaps in learning and impacted on ARE & progress at the end of the year
Continue to employ a teacher to oversee PPG children, through the AfA programme	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>	PPG children focused on during Pupil Progress meetings and intervention put in place for them. All PPG children were invited into school during the Spring lockdown
Continue to employ a Speech & Language therapist to work with the Early Years children.	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>	Speech & Language Therapist focused on delivering a programme of support for all EYFS children, transition between EYFS & KS1 was strong. Many EYFS PPG children didn't attend (even when offered) during the Spring lockdown, hence the gaps widened in Summer term, this will be a priority for next year
Specialist high school teacher provided with an intense programme to further support children with maths in KS2 & Assistant Head to support children with English	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>	English teacher retired at February half term. Maths teacher worked in Year 6 (19 children) until March and then moved into Year 5 (23 children) to reduce class size and intensify support. Bubble closures impacted on outcomes, Y5 had 5 bubble closures during 20/21

Continue to employ a Learning Mentor to monitor attendance and provide support families in the home setting.	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	Vulnerable children feel settled and are supported as & when needs arise. Children know who to speak to and feel heard. Safeguarding and pastoral issues are swiftly managed. Parents contacted whose children were isolating, due to bubble closures, these parents were supported with food deliveries, dropping off Covid testing kits and home visits were made when children were uncontactable Improved attendance, at least 96%
Continue to employ six Learning Support Assistants whose role includes providing intervention support for children in Speaking & Listening, Reading and Maths.	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.	The progress of PPG pupils was discussed at Pupil Progress meetings. Following the meeting, intervention was put into place for reading, phonics and mathematics as appropriate. Internal data: Progress gaps (whole school) Reading: -5%, Writing: -6%, Maths: -6% ARE gaps (whole school) Reading: -12%, Writing: -8%, Maths: -12%
Breakfast club for Year 6 children to prepare them for SATs	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	Due to staggered starts & finish times and restrictions re staffing and bubble closures, the booster clubs did not go ahead.
Educational Psychology support / SENCo time	Reports supported EHCP applications and provided support for the SENCo when working with children.	SENCo identified vulnerable children and request reports and support from EP. Evidence reports to identify the individual learning needs of children. New EHCPs this year: 4 Total number of EHCPs: 11
New library built to enhance reading opportunities. Accelerated Reader purchased to monitor and encourage	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</i>	Accelerated Reader & Library aren't being launched until September 2021, the library was delayed due to restrictions with

home reading. This supports texts available on home learning platforms	<i>activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i>	resources. Home learning platforms were used during bubble closures.
Part fund educational visits for vulnerable children.	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 & London trip for Y6 provided the children with memorable experiences – see educational visits folder).	Visits were not allowed in 20/21 due to transport restrictions. Some visits happened later in the year (swimming) but others that were local (Crucial Crew) were cancelled by the provider due to social distancing. Reception had a Farm visit in the Summer term
Employ three TAs to work with children in CR8, Cookery & Forest Schools sessions (afternoons)	Education Endowment Foundation rates Social & 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.	These classes could not go ahead due to bubble restrictions. Two of the staff were redeployed as SNAs as staff were unable to cross bubbles in 20/21. Outdoor learning will be a priority for school in 21/22 & extracurricular timetabled and out of school activities will be reinstated in 21/22
Actual spend:		£160,055+