

Pupil premium strategy statement



This statement details our school's use of pupil premium (and Catch up funding / Tutoring programme for the 2023 to 2024 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	416 (exc. Nursery)
Proportion of pupil premium eligible pupils	122 (May 23)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 (focus on 23/24)
Date this statement was published	September 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Finance & Resources Committee
Pupil premium lead	Vicky Chatterjee
Governor / Trustee lead	Anna Rowan & Finance & Resources Committee

Funding overview

Detail	Amount	Review Info Jan 24
Pupil premium funding allocation this academic year (FSM ever 6 x £1,455)	£177,510 (OSP)	Allocation changed to 134 children using Oct Census numbers – price per child increasing to £1480 (April) - £198,320
Recovery premium funding allocation this academic year (<i>no of children x £145</i>)	£17,980 (Recovery) £12,184 (School led tutoring)	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	
Total budget for this academic year	£2,204,876 (OSP)	

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children despite their background are provided with the best possible education so they achieve well, make good progress and are successful within society. The focus of our pupil premium strategy is to support all pupils to achieve these goals. In order to do this, the key principles of our Pupil Premium Strategy are:

- 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. On entry data shows that all children are working well below age related expectations
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

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 from 14%; Phonics at KS1 increases from 61% - Y1 & 62% - end of KS1 (Disadvantaged) End of KS1 reading increases from 69% (Dis.) End of KS2 combined increases from 38% (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 achieve and sustain improved attendance for all children, particularly our disadvantaged children	Attendance to reach 96%
To provide the children with greater opportunities to develop their understanding and experience of the wider world. Pupil Premium children are 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: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of 2 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 training to deliver the 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
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for children. A significant proportion of the	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition Toolkit Strand Education Endowment Foundation EEF	6, 7

children who receive tutoring will be disadvantaged, including those who are high attainers.		
Continue with small group interventions for disadvantaged children in KS2, KS1 & EYFS (teacher & HLTA led)	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,
Additional phonics sessions targeted at disadvantaged children who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	6, 10

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

Budgeted cost: £58,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a range of extracurricular opportunities for children in all year groups – focusing on wellbeing & speaking & listening	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. <i>Education Endowment Foundation rates small group tuition as +4</i>	1, 3, 8, 9
Children to have bespoke outdoor learning opportunities built into the curriculum offer Forest school sessions are timetabled to be delivered to all children throughout the year	Evidence shows that by developing Life skills, children are more able to be reflective, respond to setbacks, work well with others, build relationships and manage emotions – all of which are skills that are important to children's later outcomes Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	3, 5, 9
Whole staff & parent training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behavior & relationships across school	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Parents to be further supported at home	5
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 'emotion coaching' will be delivered to parents, in the hope that it will improve children's engagement & outcomes at home and in school	4, 5, 7, 8, 9, 10

	Bereavement and L4 Councillor training to support vulnerable families	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Homework to be a priority throughout school with children provided with devices (in Yrs 5 & 6) if needed. Other children to be offered homework support at Breakfast club / play-times. Homework incentives at the end of the year offered to children in Years 1-6.	Children supported by teachers & online platforms: Mirodo, Spelling Shed, Reading Plus, My Maths, Reading Eggs, TT Rockstars Homework EEF (educationendowmentfoundation.org.uk)	2, 6, 7, 8

Total budgeted cost: £208,000+

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 & Myon	Renaissance
Spelling Shed	The Literacy Shed
White Rose Premium	White Rose Maths
TT Rockstars	TT Rockstars
Mirodo	Mirodo
Healthy Relationships	Fortalice

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	2022/23	Total PP budget	£175,175	Date of most recent PP Review (Governing Board)	15.6.23
Total number of pupils	418	Number of pupils eligible for PP	123		
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			
	PP children in Clarendon	KS2 data 2023 (comparative with Bolton)	KS2 data 2023 (comparative with all children Nationally) Disadvantaged data out in Nov 23
% achieving expected standard or above in reading, writing & maths	38%	53%	44% (all chn)
% making expected progress in reading (as measured in the school)	0.3	0.1	No data published
% making expected progress in writing (as measured in the school)	-0.5	0.8	0.8
% making expected progress in mathematics (as measured in the school)	0.0	0.7	No data published
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)			
H.	Parental involvement; (engagement, reading at home, homework, attendance of school activities, experiences) & supporting parents with their learning		
I.	Limited experiences beyond the classroom – Cultural Capital & memorable experiences for all children		
4. Intended outcomes (specific outcomes and how)		Success criteria	Outcomes 22/23
A.	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.)	Phonics at KS1 61% - Y1 & 62% - end of KS1 (Disadvantaged) End of KS1 reading 69% (Dis.) End of KS2 combined 38% (Dis.)
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	14% Dis – 53% not Dis
C.	SEND Children are identified swiftly, monitored and where appropriate support provided.	Gaps close between SEND and other children	EYFS SEND GLD: 0 Phonics Y1 SEND: 15% KS1 Comb SEND: 15% KS2 Comb SEND: 0%
D.	To increase the percentage of children whose attendance is 96% or greater and overall school attendance & punctuality	Attendance to reach 96%	94.7% not Dis children (Rec to Y6) 94.9% Dis children Cinema trip for 100% attendance children

E.	To provide the children with greater opportunities to develop their understanding and experience of the wider world. Pupil Premium children are prioritised for extracurricular clubs. To raise aspirations of the children.	Continue to provide experiences for the children (11 before 11 & Cultural Capital)	All PP children offered at least one extracurricular club & are prioritised above others with club allocation Homework reward (100%) to Gullivers Theme Park
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5. Review of expenditure		
Previous Academic Year	2022/23	
Item/project	Objective / rationale	Outcome / lessons learned
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>	Catch up intervention programme set up to provide additional support for those PP (& other) children who need to catch up with their peers. This was shared with staff and focused on children's targets in all core subjects. Catch up premium used to deploy staff who are supporting the most vulnerable children – impact monitored by DHT
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>	All staff received training that links to Supersonic Phonic Friends – provided to teachers & TAs
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.	TAs worked with children across school to deliver a programme of support for Speaking & Listening. This was developed later in the year and HLTA & additional teachers were linked to year groups to deliver more targeted support – this was driven by children's targets in all core areas
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</i>	Private provider – Speech Wise 10 hrs a week (over two days). The Speech Therapist continues to work with a group of TAs to

	<i>around five additional months' progress. The approach appears to be particularly beneficial for children from low income families</i>	support the delivery of a speech & language intervention programme
Embed the use of Accelerated Reader & Mirodo 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 tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i>	All children in KS2 school using Accelerated Reader & Mirodo. Reading outcomes in all year groups increased at the end of the academic year – 50% of disadvantaged Y6 children achieved the expected standard in reading
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>	Children selected from Pupil Progress meetings. DHT monitored the children's outcomes and was fluid when identifying children who required support
Encouraging wider reading and closing gaps in mathematics	Education Endowment Foundation rates Reading comprehension strategies as +6	Children encouraged to use Accelerated Reader, Mirodo & Reading Eggs. Mirodo rolled out across all KS2 classes
Further develop extracurricular opportunities, 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>	A higher number of disadvantaged children attended after school clubs in 2022/23. However the overall uptake on clubs was low for both PP & non PP children
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 <i>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.</i>	All children used the Daily Mile Track daily, this was built in to timetables
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 visit to The Yorkshire Sculpture Park (2022) & London trip for Y6 provided the children with memorable experiences – see educational visits folder).	Whole School visit to Chester Zoo planned for 23/24. Children who struggled to pay for other school visits / visitors were asked to meet with SLT to discuss & where possible school facilitated the families affected

Educational Psychology support / SENCo time	Reports supported EHCP applications and provided support for the SENCo when working with children.	Hours & EHCP applications increased: EP days - 15 days EHCP applications submitted and hours provided 3 (14 EHCPs in total)
Continue to employ a Learning Mentor to monitor attendance and provide support for 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	Learning Mentor continues to work with the most vulnerable families. Working towards L4 Councillor qualification. Logs are kept on CPOMS.
Actual spend:		£190,000+