

Pupil premium strategy statement (primary)

1. Summary information					
School	Clearwell Church of England Primary School				
Academic Year	2019-20	Total PP budget (inc. C/F)	£7067	Date of most recent PP Review	October 2019
Total number of pupils	47	Number of pupils eligible for PP	8 (2 are CiC)	Date for next internal review of this strategy	February 2020

2. Current attainment				
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
	Key Stage 1 0 pupils	Key Stage 2 2 pupils*	Key Stage 1 5 pupils	Key Stage 2 0 pupils
% achieving ARE in reading	N/A	50%	100%	N/A
% achieving ARE in writing	N/A	50%	80%	N/A
% achieving ARE in maths	N/A	0%	80%	N/A
% making expected progress in reading	N/A	-5.86 (average)	N/A	N/A
% making expected progress in writing	N/A	-8.40 (well below average)	N/A	N/A
% making expected progress in maths	N/A	-9.62 (well below average)	N/A	N/A

*One pupil joined in Year 5 and the other in January 2019 and was on a part time table (2.5 hours, twice a week) and at risk of permanent exclusion after Easter 2019. They refused to do anything for SATs preparation, particularly writing.

No pupil premium pupils in EYFS, Year One or Two to report on Good Level of Development or phonics assessment.

NOTE: £4,148 - journalled to pay for PP TA

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Lack of time and support to assimilate knowledge in to the long term memory for the low attaining pupils who are PP	
B.	Most pupils need extra support to achieve their potential	
External barriers (issues which also require action outside school, such as low attendance rates)		
C.	Attendance = 3 out of the 8 PP children have low attendance rates (identified as persistence absentees)	
D.	Lack of opportunities for pupils to enrich their cultural or sporting experiences outside of school	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Pupils will be able to commit their learning to their long-term memory. Their performance in assessments will be in line with non-Pupil Premium pupils (taking account of pupils with SEND learning needs) End of Year data. TA	Similar scores for ARE between PP and non-PP taking account of SEND for learning difficulties. Intervention groups running smoothly with positive results for pupils
B.	Pupil Premium pupils achieving in line with non- Pupil Premium pupils (taking account of pupils with SEND learning needs) End of Year data. TA support will be available for pupils when needed.	Similar scores for ARE between PP and non-PP taking account of SEND for learning difficulties. Intervention groups running smoothly with positive results for pupils
C.	Improved attendance rates for PP pupils - registration details	Pupil Premium pupils whose attendance rate is poor, improves towards national expectations.
D.	Engaging pupils with education and raising aspirations by broadening their experiences	PP will take part in the same activities as non-PP children

Please note: There are pupils who are not in receipt of funding as being pupil premium but their needs are such that they require additional support. Governors have agreed that these pupils can benefit from this funding where appropriate [February 2018, item 17].

5. Planned expenditure					
Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils have access to reading and spelling resources that they can access and will target their individual needs to help improve progress (A)	Purchase of Dancing Bears and Apple and Pears Training of TA to support pupils with Literacy Difficulties in KS1 & KS2	EEF Toolkit suggests that using high-quality structured interventions to help pupils who are struggling with their literacy. Course offered by GCC's Advisory Teaching Service. One PP pupil is pre-KS and on a MyPlan+ This specialist training will support their progress through interventions.	Monitoring of Book Bands (ORT Levels) to see what progress is being made. Monitoring of spelling age Interventions discussed will be implemented and reviewed with individual at school.	CS	February 2019 Added - November 2019 May 2019
Pupil Premium pupils achieving in line with non- Pupil Premium pupils (taking account of pupils with SEND learning needs) End of Year data. TA support will be available for pupils when needed.	TA working with pupils both 1:1 and as part of a small group. To analyse performance of pupils and design and deliver bespoke packages of support to meet needs.	To ensure that pupils receive the best quality support packages whether delivered by the Teacher or TA. Sutton Trust research says that high quality teaching is the best way to close the gap and that focusing on English and maths is the key.	Similar progress and attainment scores for ARE between PP and non-PP taking account of SEND for learning difficulties. Intervention groups running smoothly with positive results for pupils	CS	February 2020 (SENDCo is monitoring interventions and data for PP pupils)
Total budgeted cost					6430.00

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Engaging pupils with education and raising aspirations by broadening their experiences (E).	Provide extra opportunities for visits and extra-curricular experiences (Theatre trip, Young Voices)	Some pupils have a very narrow lifestyle outside of school and may benefit from the opportunity to participate in experiences beyond their everyday lives.	Pupil Voice Attendance at events	CJ	January 2020
Total budgeted cost					£300
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance rates for PP pupils	Rewards for attendance - weekly and termly Absences are followed up quickly and support offered to individuals who struggle with attendance. First day response provision. Subsidise breakfast club for PP children to encourage attendance at school. Collect pupils from home if necessary	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. If parents are finding it difficult to get the pupils in on time or at all, offer breakfast club at £1 per child as an incentive. We will also know that pupils will have had breakfast before school.	Administrator and Head follow up attendance issues. Looks at ways to engage persistence absentees by having an incentive (their favourite things) for them to attend as many days as possible.	Head	July 2019
Total budgeted cost					£337.00