

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|------------------------|--|----------------------------------|-----------------|--|---------------|
| School | Clearwell Church of England Primary School | | | | |
| Academic Year | 2018-2019 | Total PP budget (inc. C/F) | £9,396 | Date of most recent PP Review | November 2018 |
| Total number of pupils | 38 | Number of pupils eligible for PP | 7 (only 5 here) | Date for next internal review of this strategy | February 2019 |

| 2. Current attainment | | | | |
|---------------------------------------|--------------------------------------|----------------|---|-------------|
| | Pupils eligible for PP (your school) | | Pupils not eligible for PP (national average) | |
| | Key Stage 1 | Key Stage 2 | Key Stage 1 | Key Stage 2 |
| % achieving ARE in reading | 50% | 100% | 57% | 75.3% |
| % achieving ARE in writing | 25% | 100% | 43% | 78.3% |
| % achieving ARE in maths | 25% | 100% | 43% | 75.6% |
| % making expected progress in reading | N/A | 5.5 (inline) | N/A | |
| % making expected progress in writing | N/A | -1.68 (inline) | N/A | |
| % making expected progress in maths | N/A | -3.94 (inline) | N/A | |

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

There were two pupil premium who re-sat their phonics assessment in year 2, one achieved expected standard.

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| <i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i> | | |
| A. | Lack of resources for the low attaining pupils who are PP | |
| B. | Most pupils need extra support to achieve their potential | |
| C. | Lack of resources to engage low attaining pupils in maths, in particular times tables | |
| <i>External barriers (issues which also require action outside school, such as low attendance rates)</i> | | |
| D. | Attendance = 3 out of the 5 PP children have low attendance rates (identified as persistence absentees) | |
| E. | Lack of opportunities for pupils to enrich their cultural or sporting experiences | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Pupils have access to reading and spelling resources that they can access and will target their individual needs to help improve progress | Similar scores for ARE between PP and non-PP children, taking account of SEND learning difficulties |
| 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. | Pupils have access to an engaging scheme to encourage times table and support in securing number facts. | Pupils will be making progress in times tables. |
| D. | Improved attendance rates for PP pupils - registration details | Pupil Premium pupils whose attendance rate is poor, improves towards national expectations. |
| E. | 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[C11]) | 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 September 2019 Added - November 2019 May 2019 September 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[C12]. | 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 2019 (SENDCo is monitoring interventions and data for PP pupils) September 2019 |
| Pupils have access to an engaging scheme to encourage times table and support in securing number facts. (C[C13]) | Purchase of Times Table Rock Stars (annual subscription) Purchase No-Nonsense Number and SPAG to be used as an intervention to improve understanding of number Purchase of Numicon resources | Wide range of evidence to support the importance of children knowing their times tables when looking at success in maths, including problem solving. Using Numicon as an alternative hands on resource to secure learning. | Similar progress and attainment scores for ARE between PP and non-PP taking account of SEND for learning difficulties. | CS | November 2018 - Maths Lead is monitoring use of TT Rockstars and pupils progress July 2019 September 2019 |
| Total budgeted cost | | | | | 8451.60 |

| 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[C14]). | Provide extra opportunities for visits and extra-curricular experiences (British Museum and 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 | Reviewed November 2018 (Note in Cost Centre 2018-19 there are costs for Trips from 2017-18 which were evaluated in 17-18 review) January 2019 September 2019 |
| Total budgeted cost | | | | | £200 |
| 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 (C15) | 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 September 2019 |
| Total budgeted cost | | | | | £1,284.40 |