

# Pupil Premium Strategy Statement



This statement details Claygate Primary School's use of Pupil Premium funding (and Recovery Premium for the 2022 to 2023 academic year) 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.

## CPS Overview

| Detail  | Data                                       |
|---|--|
| Number of pupils in school  | 35   |
| Proportion (%) of Pupil Premium eligible pupils   | 12.5%                                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-23<br>2023-24<br>2024-25              |
| Date this statement was published   | December 2022                              |
| Date on which it will be reviewed   | December 2023                              |
| Statement authorised by   | Sandra Cunningham<br>Head Teacher          |
| Pupil Premium Lead  | Marita Cunniffe SENDCo                     |
| Governor / Trustee Lead   | Jo Farthing, lead for disadvantaged pupils |

## Funding overview

| Detail  | Amount                       |
|---|------------------------------|
| Pupil Premium funding allocation this academic year   | £43,231                      |
| Recovery Premium funding allocation this academic year  | £1,051.25 per term<br>£4,205 |
| Pupil Premium funding carried forward from previous years (enter £0 if not applicable)  | £0                           |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £47,435                      |

# Part A: Pupil premium strategy plan

## Statement of intent

At CPS, our intention is that all pupils, irrespective of their background or challenges they may face, make good progress and achieve high attainment across all subject areas. We have high expectations for all. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

*Our vision is to develop high achieving, aspirational, confident and responsible individuals. We will do this by providing a welcoming and happy school community within a safe and supportive learning environment, where all achievements are valued and celebrated.*

## ***Together we learn***

We are aware of challenges faced by vulnerable pupils. Although the vast majority of vulnerable children have attended CPS consistently throughout lockdowns, we will be mindful of what it has been like to attend and re-attend school and the changes in class sizes and bubble mix from a vulnerable child's perspective, considering individual and unique challenges to learning. Programmes of Study are now in place that begin to counteract these difficulties.

High-quality teaching and consistency of expectations are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.

The DfE advises schools to use research from the Education Endowment Foundation (EEF) using a tiered approach broken into three categories of spending:

- Quality First Teaching , including professional development, training and support for early career teachers and recruitment and retention
- Targeted academic support, including specific interventions and individual support
- Wider strategies relating to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To ensure our approach is effective we will:

- Act early to intervene at the point need is identified through early and ongoing assessment
- Ensure disadvantaged pupils are challenged in the work that is set
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

As stated in Barriers to learning for disadvantaged groups We are mindful that early *positive educational experience provides “cumulative advantage” throughout the life course.*

**At CPS our approach to Pupil Premium is a continuing process not an event.**

## Challenges

This details the key challenges to achievement CPS has identified among our disadvantaged pupils.

| Challenge | Detail of challenge  |
|-----------|--|
| 1         | Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils from Reception through to KS2.   |
| 2         | Disadvantaged pupils generally have greater difficulties with phonics than their peers.<br>Phonic difficulty negatively impacts on reading development and on ability to access the wider curriculum.              |
| 3         | Internal assessments indicate that disadvantaged pupils' attainment in mathematics is significantly below that of non-disadvantaged pupils.  |
| 4         | The education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils, impacting on academic attainment, despite being at school. |
| 5         | Social and emotional issues are apparent for many pupils and particularly disadvantaged pupils.  |
| 6         | Attendance and punctuality among disadvantaged pupils is lower than for non-disadvantaged pupils.  |

## Intended Outcomes

This explains the outcomes CPS is aiming for **by the end of our current strategy plan**, and how we will measure whether this has been achieved.

| Intended Outcome   | Success Criteria  |
|--|---|
| Improved oral language skills and vocabulary amongst disadvantaged pupils.   | Significantly improved oral language amongst disadvantaged pupils, evidenced through engagement in lessons, observations, book scrutiny and ongoing formative assessment.   |
| Implementation of Little Wandle Letters and Sounds programme shows an increase in PPG pupils passing the Phonics Screening Test in Y1. | Three year increase in the Y1 pass rate with increased number of pupils achieving above national expectations by the third year of implementation.  |
| Implementation of Little Wandle Catch up Improved reading attainment among disadvantaged pupils.                                       | KS2 reading outcomes in 2022/23 show that all PPG children will meet the expected standard unless they have SEN   |
| Improved mathematics attainment for disadvantaged pupils at the end of KS2.  | KS2 mathematics outcomes in 2022/23 show that more than 75% of disadvantaged pupils meet the expected standard.   |
| Achieve and sustain improvement of wellbeing for all pupils in our school, particularly our disadvantaged pupils.                      | Sustained high levels of wellbeing from 2022/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil, parent and staff surveys and teacher observations</li> <li>• engagement in learning and enrichment</li> <li>• targeted intervention by qualified staff, identifying need</li> </ul> |
| Achieve and sustain improvement in attendance for all pupils, particularly our disadvantaged pupils.                                   | The attendance gap between disadvantaged pupils and non-disadvantaged pupils continues to diminish.<br>PPG attendance is in line with national average.<br>Persistent Absence is decreasing over time.<br>Decrease in School Attendance Lead and EWO interventions.   |

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: £13,335 +

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Embedding dialogic activities across the school curriculum.</p> <p>SDP priority on Oracy 2021-2022. Introduction of Teacher Oracy Benchmarks ( Jan 21) defining classroom practice for oracy and supporting strategic decisions to be made by school leaders</p> <p>Recruitment in-house of Lead Oracy Champion and 2 KS2 Oracy Champions with associated TLRs. ( KS1 trained 21-22)<br/>Release for 5 day training</p> | <p>EEF: Understanding the importance of oracy, At CPS, we believe that it is crucial to allocate the same resource to this area as other priority areas, such as literacy</p> <p><u>VOICE 21 IMPACT REPORT 2016-2021</u></p>  | <p>1,2,3,4,5</p>              |
| <p>Little Wandle Phonics programme implemented across the whole school.</p> <p>Little Wandle Rapid Catch up, targeting KS2 children.</p> <p>Lexia UK Licenses purchased specifically for vulnerable children.</p>  | <p>EEF: Phonics has a positive impact overall (+5 months) with extensive evidence and is an important component in the development of early reading skills.</p> <p>EEF: Children offered Lexia made the equivalent of two additional months' progress in reading, on average in comparison to other children.</p>   | <p>2,4</p>                    |
| <p>Additional agency staff employed to ensure vulnerable children supported.</p>   | <p>EEF: Increased attention and support for learning for those pupils who struggle most has a direct impact on their learning, and an indirect effect on the learning of the rest of the class.2 Results from observations made as part of the DISS project confirm teachers' views that TAs had a positive effect in terms of reducing disruption and allowing more time for teachers to teach</p> | <p>2,3,4,5,6</p>              |
| <p>Purchase of Puma Assessments: termly tests enable reliable benchmarking and termly tracking of progress against national average in mathematics.</p>  | <p>This (Standardised tests ) then helps to ensure individual pupils or groups receive the correct additional support through interventions or teacher instruction:</p> <p><u>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</u></p>   | <p>3</p> <p>2,4,</p>          |
| <p>Recruitment of 2 additional Emotional Literacy Support assistants (ELSA )</p>   | <p>EEF: SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to</p>  | <p>1,2,3,4,5,6,</p>           |

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|  | understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. |  |
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## Targeted Academic Support

Budgeted cost: £ 22,825

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Half day release for KS2 teachers 1:1 and small group tutoring.   | EEF: <i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</i>  | 2,3,4                         |
| Third Space Learning Maths tuition 19 x PPG KS2 pupils<br><br>Doodle Mathematics & English Licences for all PPG pupils. Whole school focus on Doodle maintains high profile, engagement and 'buy in' where successes are celebrated | EEF: <i>The EEF report describes Third Space Learning as "an excellent holistic learning experience via one-to-one tuition that individualises learning and has the potential to accelerate it"</i>  | 3,4                           |
| Oracy leader training for 2 KS2 teachers  | EEF: <i>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</i>   | 1,5                           |
| School led tutoring with SLT and HLTAs across each phase in school and purchase of necessary associated resources   | EEF: <i>Small group tuition has an average impact of four months additional progress over the course of a year.</i><br><br><i>Improved delivery and tracking of interventions show measurable progress and timely interventions are tracked carefully</i>  | 1,2,3,4                       |
| Targeted Mathematics and Reading intervention for Year 6 PPG pupils 2x weekly (led by HA/ST)  | EEF: <i>Small group tuition is effective and the smaller the group the greater the impact.</i><br><br><i>Some studies suggest that greater feedback from the teacher, results in increased and sustained engagement when in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i> | 3                             |

|   |  |   |
|---|--|---|
| Targeted Phonics Catch Up Program for Year 1 pupils 2x weekly | EEF: <i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months progress</i> | 2 |
|---|--|---|

## Wider strategies

Budgeted cost:£11,275

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>ELSA</p> <p>Play therapy</p> <p>Drawing &amp; Talking</p>  | <p>EEF: <i>On average, Social and Emotional Learning 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></p>  | 2 ,4,5,6,                     |
| <p>Enrichment Blocks are designed to 'deep dive' into different subject areas however all have a common theme; to develop resilience, independence, social skills and the understanding of emotions</p> <p>Some examples include:</p> <p>M Fit Enrichment Block with a focus on emotional support</p> <p>Mini-Woodies – targeted Nursery &amp; YR pupils engage with forest school type activities</p> <p>Woodland Learning with a focus on collaboration and resilience</p> <p>Multisports with a focus on resilience and team spirit</p> <p>Additional Forest school for children to facilitate emotional regulation.</p> | <p>EEF: <i>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving</i></p> <p>Sam Massey Early Years Mentor Teacher, Worcester LEA research around Forest schools recognised that activities around forest schools provide a real context for language and also provide practitioners with an alternative view of the child and further insights into a child's particular development.</p> | 5                             |
| <p>Funded outside clubs and Clubland (after school wrap around care):</p>   | <p>The value of after school clubs for disadvantaged children. Briefing paper 3 Research from Newcastle University, funded by the Nuffield Foundation ( Jan 2017) stated that after school clubs was seen to enable children to experience success, become more positive about themselves and, for some children, enhance their</p>  | 1,5,6                         |

|   |  |       |
|---|--|-------|
|   | confidence to participate in the classroom:  |       |
| Staff Training in sensory needs via Creative Education. New sensory pod equipped September '22 ( See Further Information)               | A sensory space in the school environment promotes a positive school culture and climate in supporting student's health and wellbeing. Sensory spaces can benefit all students, especially those who have been exposed to trauma, chronic stress and those with specified sensory needs. National Council for Special Education (NCSE) <a href="https://ncse.ie">https://ncse.ie</a> | 3,5,  |
| SENDCo training as Mental Health Lead   | The link between pupil health and wellbeing and attainment A briefing for head teachers, governors and staff in education settings states that that learning social and emotional skills can have a positive impact on pupil attainment. <i>Emotions can support or impede pupils' learning, their academic engagement, work ethic, commitment, and ultimate school success.</i>     | 5     |
| Additional agency TAs recruited to cover shortfall, ensuring emotionally vulnerable children have 1:1 support when unfunded by borough. | EEF: The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving  | 1,2,5 |

**Total budgeted cost: £ 47,435**



## Part B: CPS Review of Outcomes 2020-2021

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Reviewed document for 2020-21 published on website

### 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*

| <b>Programme</b>            | <b>Provider</b>   |
|-----------------------------|---|
| Accelerated reader and MyOn | Renaissance   |
| Lexia                       | Lexia Learning  |
| Doodle Maths                | Ez education  |
| Times Tables Rock Stars     | Maths Circle Ltd  |
| Play Therapy                | Accredited councillor   |
| Little Wandle               | <a href="https://www.littlewandlelettersandsounds.org.uk">https://www.littlewandlelettersandsounds.org.uk</a> |
| Teacher and TA CPD          | Creative Education  |

## Further information

### **Additional activity**

PPG children are encouraged to read a million words to join our Accelerated Reader Millionaires' Club

Chrome books have been purchased or loaned to PPG children for learning this academic year

Sensory spaces in the school environment promotes a positive school culture and climate in supporting student's health and wellbeing. Sensory spaces can benefit all students, especially those who have been exposed to trauma, chronic stress and those with specified sensory needs. National Council for Special Education (NCSE) <https://ncse.ie>