



Claygate Primary School Planned Use of Pupil Premium Funding 2020-21

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding. It is allocated to pupils from low-income families who are currently known to be eligible for Free School Meals (FSM) and pupils who have been looked after continuously for more than six months. From April 2012 this was extended to include pupils eligible for FSM at any point in the last six years (known as the 'Ever 6'). This is because the DfE have recognized that good education is the key to improving young people's life chances. Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most. CPS has the autonomy to spend the funds as we wish, with the aim of reducing the attainment gap between Pupil Premium and non-Pupil Premium pupils. The Government and governors hold schools to account with regard to the impact of this spending.

Pupil Premium Funding:

Financial Year	Total number of pupils	Number of pupils	Amount received
2018 / 2019	432	43 (9.6% school population)	£56,760
2019/2020	429	40 (9.3% school population)	£52,800
2020/2021	414	38 (9.2% school population)	£51,110

Funding Allocation for 2020 – 2021	
£1,345	for each eligible primary aged pupil
£2,345	for each Looked After Child
£310	for each Service Child

Key Principles for using the Pupil Premium Grant:

- CPS never confuses eligible pupils with low attainers and strives to 'bring out the best' in this group of pupils and support them to achieve the highest levels.
- CPS creates an overall package of support aimed to tackle the range of barriers including; attendance, behavior, external factors, professional development focusing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first hand experiences and development of English and Mathematics skills.
- CPS uses assessment systems to track and enable thorough analysis of data (Reading, Writing and Maths) to identify pupils who are under achieving and the reasons for this. Analysis feeds into regular pupil progress meetings and pupil premium strategy meetings.
- CPS directs resources and interventions to accelerate progress of eligible pupils and close the attainment gap and diminish the difference when compared to their peers.
- CPS uses data to carefully track and analyse the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.
- The Pupil Premium Team and Senior Leaders have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils termly.
- CPS ensures class teachers, phase leaders and subject leaders know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.

Provision:

In order to meet the above requirements, Claygate Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups, Claygate Primary School will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings. In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Research has been carried out into the most effective ways of spending the Pupil Premium funding undertaken by the Sutton Trust.

<http://www.suttontrust.com/research/>

This research has been taken into account prior to the spending of the Pupil Premium at our school. Following an analysis of this research we have identified the strategies that have the greatest impact:

Effective feedback,
Learning to learn strategies (knowing what it means to be a good learner),
Collaborative learning,
Social and emotional learning
Phonics

All these strategies are part of our practice at Claygate Primary School. Our Pupil Premium funding is mainly spent on providing additional teacher time and teaching assistants to provide specific one to one or small group support for those pupils who need extra help to learn. The funding also contributes towards providing specialist training to enable teachers and teaching assistants to learn new knowledge and skills to enable them to support pupils with specific needs.

The range of provision:

Facilitating pupils' access to education.
Facilitating pupils' access to the curriculum.
Additional teaching and learning opportunities.
Alternative support and intervention.

In particular:

Targeted small group support in English and Maths.
Additional teaching and learning opportunities provided by trained TAs or external agencies
1:1 support
Providing opportunities to participate in wider curriculum activities (eg. music) that otherwise may be denied
Addressing social and emotional difficulties through support such as ELSA or through work with an accredited play therapy
Support the funding of enrichment activities and educational visits

For more information on the Pupil Premium, please visit:

<http://www.education.gov.uk/schools/pupilsupport/premium>

Planned Use of 2020-21 Funding

Claygate Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Claygate Primary School				
Academic Year	1920-21	Total PP budget		Date of most recent PP Review	March 2020
Total number of pupils	373	Number of pupils eligible for PP	27	Date for next internal review of this strategy	December 2020 March 2021
		Number of pupils eligible for pupil premium with SEND	15		

Financial Year	Number of pupils eligible for PP	Breakdown	Amount received
2015 / 2016	43	7 Post LAC	£71,460
2016 / 2017	43	5 Post LAC	£66,320
2017 / 2018	48	6 Post LAC/1 LAC	£76,849
2018/2019	41	3 Post LAC/ 1 LAC	£65,880
2019/2020	44	4 Post LAC/ 1 LAC	£52,800
2020/2021	27 (Extra 10 + pending)	5 Post LAC/ 1 LAC	£51,110

Spring Internal Assessment February 2020 (No formal assessment due to COVID 19).

2. Current attainment				
	<i>Pupils eligible for PPG</i>		<i>Pupils not eligible for PPG</i>	
	Autumn 2019	Spring 2020	Autumn 2019	Spring 2020
% achieving EXS+ in reading, writing and Maths				
Average progress score in reading	31% (31 pupils)	31%	66%	72%
Average progress score in writing	19% (31 pupils)	19%	56%	63%
Average progress score in Maths	31% (31 pupils)	38%	60%	70%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Data shows PP children do not make as much progress from KS1 starting points as their non PP peers in Reading, writing and Maths
B.	PP children did not perform as well as non-PP children in Reading, writing, Maths and SPAG at end of KS2
C.	Some PP children are not on track to achieve end of year expectations
C.	Some PP children have been identified to have poor social and emotional skills which impacts on learning behaviors
External	
D.	Attendance and punctuality – pp children lower attendance (94.2%) than non pp (97.8%) and below national for PP. Persistent absenteeism is above national for FSM children (16.1%)
E.	Low aspirations of parents
F.	Lack of life enriching opportunities

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To close the gap between the attainment of the disadvantaged and non-disadvantaged children in reading, writing and Maths	PP children achieve end of year expectations in line with non-PP children Difference in attainment between those eligible for PP and those that are non PP diminishes in reading, writing and Maths
B.	PP children to make expected progress from their starting point in line with non PP children by end of KS2 in all subject areas	Children eligible for PP make as much progress and non PP pupils at end of KS2 Progress is measured at half termly intervals and discussed in detail at pupil progress meetings and pupil premium strategy meetings
C.	To close the gap between the attainment of the disadvantaged and non-disadvantaged children in reading, writing and Maths at end of KS1	PP children achieve end of year expectations in line with non-PP children at end of KS1 Narrow gap between those eligible for PP and those that are non PP achieving the expected standard in reading, writing and Maths Progress is measured at half termly intervals and discussed in detail at pupil progress meetings and pupil premium strategy meetings
D.	The gap between PP children and non-PP children reaching expected standard in the Year 1 phonics screening check is narrowed	Children eligible for PP make as much progress as non-PP children in reading and the percentage of PP pupils achieving expected standard in the make as much progress as non-PP children in reading and the percentage of PP pupils achieving expected standard in
E.	For PP children to have increased attendance and for persistent absenteeism amongst PP children to decrease	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves 96% in line with non-PP children. Robust systems in place for tackling poor attendance and regular liaison with EWO
F.	For children to form and maintain positive relationships with peers and staff. Children interact confidently in a variety of situations in school	A higher percentage of PP children achieve ELG's for PSED in Reception. Children participate confidently in a range of activities and lessons including Music, PE and drama. Children need a degree of confidence in order to accept challenges, take risks and develop resilience. They also need to develop appropriate social skills in order to form positive relationships

Proposed activities that will be supported by funding	Estimated Funding	Success Criteria
<p>A, B, C, D: To ensure that children who receive PP are mastering the learning for their phase, ensuring that they are well-prepared to move on to their next stage of learning</p> <p>Target disadvantaged groups in teaching appraisals and through pupil progress discussions to continue to raise their profile</p> <p>Quality first teaching</p>		<p>Impact x 27+ PP pupils.</p> <p>Gap narrowed between PP and non PP pupils due to PP pupils making better progress.</p> <p>Increased percentage of PP pupils achieve ARE by end of academic year in Maths and Writing across KS1 and KS2</p> <p>In EYFS, pupils who are below ARE at start of year are at ARE by end of year in Maths and in reading and Writing</p>
<p>A, B C, D : Teaching Assistant x2 in KS2</p> <p>For individual and/or small group teaching to improve learning outcomes in a range of curriculum areas including:</p> <p>Phonic intervention groups</p> <p>1:1 reading and reading comprehension groups</p> <p>Spelling groups</p> <p>Maths and English support groups</p> <p>Lego Therapy language support</p> <p>White Rose Maths</p> <p>Precision Teaching for reading and spelling</p> <p>Social skills groups</p>	£15,136	<p>Impact x 27 + PP pupils.</p> <p>Gap narrowed between PP and non PP pupils due to PP pupils making better progress.</p> <p>Increased percentage of PP pupils achieve ARE by end of academic year in Maths and Writing across KS1 and KS2</p> <p>Regular SLT and Phase Lead monitoring of PP children’s attainment leading to improved outcomes</p> <p>Impact of interventions carefully monitored and assessed</p>
<p>A, B, C : To ensure quality of writing with emphasis on moving children on to Greater Depth writing, ensuring a consistent approach to writing across school</p> <p>CPD package of planning support for all teachers by English Consultant from Primary Education advisor (1/3/20).</p> <p>A, B, C, D:</p> <p>To ensuring explicit teaching and whole school approach to teaching of spelling throughout school;</p> <p>Launch of Spelling Shed</p> <p>Hornet and Wasp Spelling intervention for PPG children needing extra support</p>	<p>£750</p> <p>£100</p>	<p>Impact x 17 + PP pupils.</p> <p>Gap narrowed between PP and non PP pupils due to PP pupils making better progress.</p> <p>Increased percentage of PP pupils achieve ARE by end of academic year in Writing across KS1 and KS2</p>

<p>A, B: To ensure the progress, with the accessibility of student data reports that progress is easily monitored by teachers, ensuring the appropriate targeted instruction 50 Lexia reading and comprehension intervention To encourage independent reading with content appropriate for interest levels to keep unmotivated readers engaged, developing their fundamental reading skills in a structured, sequential manner 50 Lexia reading and comprehension licenses purchased, ensuring all PPG children access extra support)</p>	<p>£1283</p>	
<p>A, B: To ensure the progress, with the accessibility of student data reports that progress is easily monitored by teachers, ensuring the appropriate targeted instruction Doodle maths programme purchased for each child , with emphasis on reaching highest potential in maths whether greater depth in maths and/or addressing specific gap, personal to each child in learning . Maths CPD and approaches to pedagogy: package of INSET and support to improve teaching and learning in Maths</p>	<p>£4532</p>	<p>Impact x 27+ PP pupils. Gap narrowed between PP and non PP pupils due to PP pupils making better progress. Increased percentage of PP pupils achieve ARE by end of academic year in Maths and Writing across KS1 and KS2 In EYFS, pupils who are below ARE at start of year are at ARE by end of year in Maths and in reading and Writing Interventions in place to support progress and attainment in core areas are regularly monitored and impact assessed Maths leads regularly monitor implementation of new White Rose Maths planning and support teachers to ensure rates of progress in Maths increase across all year groups</p>
<p>A, B: 1:1 Tuition for PP pupils in KS1 and KS2</p> <ul style="list-style-type: none"> • 4 teaching assistants delivering 1:1 tuition to PP pupils in KS2 to close gaps in SPAG and Maths 2x weekly • 6 weekly cycle of tuition followed by review meeting with CT/TA to ascertain impact 	<p>£921</p>	<p>Impact x 6 PP pupils in Y6 Gap narrowed between PP and non PP pupils due to PP pupils making better progress. Increased percentage of PP pupils achieve ARE by end of academic year in Maths and SPAG across KS1 and KS2</p>

<p>A, B: Accelerated Reader comprehension package - providing differentiated reading instruction for students of all abilities in year 3 to 6. Accelerated Reader's research-proven program provides explicit, systematic, personalized learning in all areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group tuition</p>	<p>£4789</p>	<p>Impact 32 + pupils To close the gap between the attainment of the disadvantaged and non-disadvantaged children in Reading To ensure gaps in comprehension are targeted and that teachers have detailed data to hand to enable them to plan for next steps</p>
<p>F. Home School Link / Inclusion Leader worker</p> <ul style="list-style-type: none"> • Supports pupils and their families social and emotional well-being • Liaises with outside agencies to ensure families have access to support where needed • Meeting children twice weekly via zoom during lockdown to ensure wellbeing and motivation for home learning • Providing regular learning packages for some PPG children over lockdown <p>A,B,C,D, E, F</p> <ul style="list-style-type: none"> • Claygate Primary School now a Trauma Informed school as CPD delivered by educational psychologist to teaching staff in 2/9/20 	<p>£2,992</p>	<p>Impact 32 + pupils Pupils are able to express their feelings and emotions Families are well supported in accessing a range of agencies and are empowered to address certain challenges and reduce problems and risks in the home Targeted support is given to families early and in order to prevent challenges from becoming greater. Pupils thrive due to effective partnerships between home and school.</p>
<p>F. Implementation of Jigsaw PSE scheme across all year groups from EYFS to KS2</p> <ul style="list-style-type: none"> • Monitoring of PSE sessions and circle times • Observations of PP pupils in the playground • Maintain growth mindset approach and reinforce values 	<p>£3,044</p>	<p>Impact 32 + pupils Increased percentage of pupil premium pupils leave EYFS having secured GLD in all PSED areas Children participate fully and confidently in a range of lessons and activities Monitoring of PSE sessions, circle times, observations of children shows that children are receiving the personalized support they need and have a persistent and resilient attitude to learning</p>

<p>F. Continue ongoing training for ELSA so that pupils' social and emotional well-being is supported</p> <ul style="list-style-type: none"> • Sessions monitored and evaluated • Half termly meeting with DHT to discuss progress and review any referrals made by staff • ELSA supervisions sessions half-termly with ongoing outside specialist supervision • Emotional Literacy awareness is raised. Pupils feel more 'learning ready' • New EYFS ELSA in place with ongoing outside specialist supervision 	<p>£10,020</p>	<p>Impact x 6 PP pupils. Pupils feel supported. Emotional literacy awareness is raised. Pupils are more 'learning ready.' Children participate fully and confidently in a range of lessons and activities Staff mental health champion in place and trained – staff able to identify need more successfully Pupils have a safe, secure environment where they can express themselves and explore their feelings and emotions</p>
<p>F. Continue forest school as part of the enrichment program at CPS to help build confidence and independence in our pupils. Research shows that Forest School also supports improved mental health, empathy skills and better sleep and mood.</p> <ul style="list-style-type: none"> • 3 Woodland Learning Leaders X 4 hours weekly (KS1 and KS2) • 1 Qualified Forest School Lead for EYFS leading daily outside learning 	<p>£2,437</p>	<p>Impact x 32 + pupils Emotional literacy awareness is raised. Pupils are more 'learning ready.' Children participate fully and confidently in a range of lessons and activities. Skills in feeling empathy for others and for nature, physical fitness, exposure to manageable risk are all developed.</p>
<p>F. Financial support for the Y4 and Y6 residential trips</p>	<p>£2,000</p>	<p>Impact x7 pupils All pupils have equal opportunities to attend residential visits enabling them to develop social skills and experience a wide range of activities</p>
<p>F. Provision of free places for a range of extra-curricular clubs including:</p> <ul style="list-style-type: none"> • Sport's clubs • Art clubs • Language club • Swimming Tuition in small group • Music Tuition <p>See the termly club timetable for more details of our extensive extra-curricular provision</p>	<p>£2,000</p>	<p>Impact x 32 + pupils To encourage participation of pupils in wider school life and experience a range of additional opportunities. These opportunities will increase pupil's confidence, self-esteem and enable them to develop a positive sense of self. We aim to ensure that:</p> <ul style="list-style-type: none"> • All PPG pupils have access to free teacher led after school clubs • The school funds free places at privately run clubs where appropriate and possible

<p>E. Increased attendance monitoring and improved systems in place</p> <ul style="list-style-type: none"> • Attendance team meet half termly – led by DHT • Regular meetings with EWO to discuss individual cases and plan next steps • Tracking grid to measure impact of actions • Regular reminders to parents via newsletters 	<p>£1,106</p>	<p>Persistent absenteeism among pupils eligible for PP is reduced to 10% or below. Overall PP attendance improves 96% in line with non-PP children. Robust systems in place for tackling poor attendance and regular liaison with EWO Parents/carers are fully aware of the importance and impact of good attendance</p>
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Additional School Funded Support:

Subsidized school visits and clubs	School funded	Impact x 44 PP pupils. Targeted pupils are offered a subsidy to attend clubs and trips Self-esteem and social benefits Costs have been taken from school fund to allow Pupil Premium to be spent on core subjects. Enable all disadvantaged children to attend educational activities and enjoy the same experiences as their classmates.
Play therapist	School funded	Impact x 6 PP pupils. 1:1 sessions with trained play therapist and counselor, addressing past r trauma and ongoing issues pertaining to socialisation and learning
Homework Club 1x weekly run by Y6 teacher Personalized support for pupils to revisit key concepts and have tailored support with Maths and English	School funded	Impact x 8 pupils (year 5 and year 6) To close the gap between the attainment of the disadvantaged and non-disadvantaged children in Maths and Reading
Volunteer Reading Parents – training by English Leader/lower phase leader and DHT	School funded	Impact x 44 pupils Children are targeted for 1:1 reading with volunteers who have received training from the Lower Phase Leader. Pupils make better progress in phonics. Increased percentage of pupil premium pupils in Year 1 achieve expected standard in Year 1 phonics screening check