

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Clare Community Primary School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 (this is the third year)
Date this statement was published	10.12.21.
Date on which it will be reviewed	10.12.22.
Statement authorised by	Rebecca Loader Headteacher
Pupil premium lead	Rebecca Loader
Governor / Trustee lead	Matthew Wickes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,550
Recovery premium funding allocation this academic year	£4500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£57,050

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our vision is to deliver a learning experience for each pupil which encompasses each of our core values: Citizenship, Learning to Learn, Aiming High, Respecting Ourselves and Others and, most importantly, Enjoying Learning.

Each child, irrespective of background or academic ability, has the right to access an engaging and stimulating curriculum, within a safe, secure and nurturing environment. At the heart of our curriculum is our belief in creativity, diversity and aspiration for all. We believe that children should not be limited by labels and have created this curriculum to inspire, enthuse and engage all of our pupils and their families, working in partnership with parents and carers. We also aim for them to acquire experiences within the local and wider environment irrespective of personal socio-economic circumstances.

We are conscious of the responsibility of schools in shaping well-rounded individuals who are confident learners willing to take risks and have the knowledge and skills necessary to be a 21st century citizen. We have incorporated opportunities to develop leadership and collaborative skills, and to utilise our setting fully, including the rich locality as a wider campus.

By the end of their primary education, we want our pupils to be aware of their responsibility in shaping the future as life-long learners, as well as having pride in what they have achieved with us.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children who are falling behind (have been identified as not working at age-expected levels, or who have fallen behind previously assessed levels) display inconsistent reading skills and a lack of reading for meaning, including the ability to frame questions about their reading matter, answer similar questions and engage in discussion. These are prevalent in at least half of our disadvantaged pupils, and the gaps often widen throughout Key Stage two. This can have a massive impact on their achievement in other subjects, and with the reasoning element of Maths where it is essential that they can read and understand this type of question.
2	Similar to the above point, children who are struggling with their reading skills invariably have writing skills below age-related expectations. We have noticed, also, that some children have returned to school after the various

	lockdowns lacking the stamina to produce longer pieces of writing or that which meets the expectations of their year group.
3	Children who are falling behind in Maths show inability to apply and manipulate maths knowledge and skills. They often will not have the confidence to deal with larger numbers or understand place value relationships. Children at the end of Key Stage Two can struggle to change from one concept to another.
4	Over half of our disadvantaged children have had a lack of exposure to a wider range of cultural experiences; we are also conscious that this is something that all our children have lacked in the context of the last eighteen months. We also are situated in an area which lacks diversity and where cultural events and experiences are often not easily accessible.
5	Children who are displaying difficulties with acquiring English and Maths skills at an age-appropriate rate can find it difficult to concentrate within whole-class learning settings and often will lack learning resilience and try to give up easily.
6	Heightened anxiety which can impede the beginning of learning, some of which has been amplified by the lockdown periods.

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
Improved oral language skills which are then reflected in improved reading and writing skills	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Accelerated Reader Star Assessments for Year 2 and above show that children have a standardised score of above 95 or have risen by 10 points over the year for children on the SEND register The end of year writing assessment for Years R-6 show that children whose attainment was WT or below have made expected or accelerated progress
Improved Maths attainment for disadvantaged children at the end of KS2	KS2 end of year outcomes from Summer 2022 show that children are making expected or accelerated progress from the previous year as measured by assessments generated from class work and the White Rose Summer tests
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2021-22 demonstrated by: Qualitative data from pupil surveys, parents surveys, School Council meeting minutes and teacher observations

	A smaller number of playground incidents requiring adult intervention
For every child in our school to take part fully in our Pupil Learning Journey	<p>All pupils take part in a trip/visit each term linked to their topic</p> <p>All pupils take part in at least one performance a year</p> <p>All pupils in Year 5 to learn a musical instrument</p> <p>Disadvantaged pupils working at expected or above to learn a musical instrument</p> <p>There is an increase in participation in Enrichment activities- an increase in numbers from Autumn term 2021</p>

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of Whole-school interventions that provide diagnostic assessments and associated materials: Accelerated Reader Bedrock</i>	Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1,2,3
<i>Purchase of a DFE Systematic Synthetic Phonics programme to secure stronger phonics teaching for pupils in R, 1, 2 and 3, and books and training to support this Essential Letters and Sounds Books Training</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils	1,2
<i>Enhancement of our Maths teaching and curriculum planning in line with DFE guidance Teacher release to attend Maths Hub resources and CPD Involvement in TEEMUP research project for EYFS/Year 1 teachers Timestable rockstars/Numbots programmes</i>	Following DFE non-statutory guidance in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches	1,3
<i>Improve the quality of social and emotional (SEL) learning SEL approaches will be embedded into routine educational practices</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)	5,6

<p><i>and supported by professional development and training for staff</i></p> <p><i>JIGSAW PSHE SOW</i></p> <p><i>THRIVE staff training</i></p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of a programme to improve reading, spelling and writing skills for disadvantaged children who have literacy difficulties</i></p> <p><i>Dyslexia Gold</i></p> <p><i>Clicker 8.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind, both one-to-one and in small groups.</p>	2
<p><i>Additional writing sessions for children in Year 2 who have been assessed as requiring further literacy support</i></p> <p><i>Use of new Synthetic phonics scheme in Year 3 to fill in gaps</i></p> <p><i>Book Club for children in Year 6 who are potentially GD</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind, both one-to-one and in small groups.</p>	2
<p><i>Employing additional staff to support teaching of Literacy and Maths in Key stage Two to ensure that lessons are pitched correctly for all ability groups in the face of widening gaps of knowledge due to different educational experiences during the lockdown periods.</i></p> <p><i>Maths teachers in Years 5 and 6</i></p> <p><i>Additional TA in Year 4</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind, both one-to-one and in small groups.</p>	1,2,3

Additional TA hours in Year 6		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole staff THRIVE training to enhance behaviour self-regulation and resilience of children</i>	<p>The Thrive Approach® is appropriate for anyone working with children and young people - such as in education (early years settings through to primary schools, secondary schools, special schools and pupil referral units), social care, healthcare, local authorities and community groups, as well as for parents and carers.</p> <p>Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn.</p>	5 and 6
<i>Children in Year 5 to take part in series of lessons on wellbeing-exact nature of this is being investigated at the moment</i>	<p>Children and adults living in households in the lowest 20% income bracket in Great Britain are two to three times more likely to develop mental health problems than those in the highest.²</p>	5 and 6
<i>Play therapy/counselling offered to children experiencing pastoral or family issues</i>	<p>In 2004, evidence from the Child and Adolescent Mental Health Survey found that the prevalence of severe mental health problems was around three times higher among children in the bottom quintile of family income than among those in the top quintile.³</p> <p>Analysis of data from the Millennium Cohort Study in 2012 found children in the lowest income quintile to be 4.5 times more likely to experience severe mental health problems than those in the highest,³⁷¹ suggesting that the income gradient in young people's mental health has</p>	5 and 6

	worsened considerably over the past decade. ⁴	
<i>Exposure to wider cultural influences</i> <i>Financial support for families who have difficulty in funding elements of the curriculum/uniform</i>	The educational attainment gap illustrates the differences in academic outcomes attained by economically advantaged and disadvantaged children. The gap is evident when children begin school and reaches 19.3 months by the end of secondary school. The gap illustrates the importance of intervening early to attend to the learning needs of disadvantaged students. One possible avenue for such an intervention relates to the access to social and cultural capital provided by one's interpersonal connections and social environments. Adopting a 'capital shortage' lens spotlights that children from disadvantaged backgrounds may perform less well in school because the social and cultural capital they acquire through their families/social contacts and experiences can fall short, or stand in tension with, what they require to succeed. (Prof Chris Brown, Durham University, March 2021)	4
<i>Exposure to wider cultural influences- providing instrumental lessons to significant number of disadvantaged children</i>		4

Total budgeted cost: £ 57,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our internal assessments during 2020/21 suggested that although progress was made during the Autumn term, with interventions started and a lot of indicators that disadvantaged children were making accelerated progress and regaining confidence after the lengthy first lockdown, the second lockdown beginning in January 2021, meant that this progress was lost and only regained by the end of the Summer term 2021. This was, in part, to the varied engagement with the online schooling offer from a significant number of disadvantaged children. They did join in some online lessons, and school engaged with parents, but parents reported that their children struggled to follow from home, and a lack of evidence was seen by the class teacher. Back in school, this was also evidenced by gaps in mathematical and phonics knowledge amongst particularly Years 2 and 3. The older year group's writing also reflected a dip in presentation and quantity, which we have had to focus on since.

Although, all attendance in 2020/21 was lower than in the preceding years at 2.4% rather than 3.3% and we are also below the national average at 3.8%, overall absence of disadvantaged children has got slightly worse at 3.4% in 2020/21 rather than 3.2% in 2019/20. However, the school's gap to Non-disadvantaged pupils nationally has improved by 0.6% from -0.8% in 2019/20 to -0.2% in 2020/21. What stands out is the unauthorised absence for disadvantaged pupils which has increased by 1.1%, rising from 0.2% in 2019/20 to 1.3% in 2020/21 meaning that we are in the 48th percentile rank dropping from the 16th for overall absence. . Our overall persistent absence is significantly better than the national average at 5.1% compared with 10.9, with the disadvantaged persistent absence following suit- only 2 out of 34 pupils in 2020/21 (5.9%) rather than the average figure of 9.8%.

These figures show that there was minimised disruption to the children's education despite the lockdown-related issues. We provided mentoring sessions, small group support and targeted interventions for many pupils, and telephone support for parents where necessary. Because attendance is generally very good across all pupils, attendance is not a focus of our current plan.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.