

Pupil premium strategy statement – Clare Community Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, 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 year 2022-23) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023 To run until 2025 as a 3 year plan with amendments and reviews annually
Statement authorised by	Lorna Stranger Head teacher

Pupil premium lead	Lorna Stranger
Governor / Trustee lead	Matthew Wickes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,475 based on Oct 21 Census
Recovery premium funding allocation this academic year	£5800 recovery funding
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£54, 275

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.

Funding will be used to further improve the impact of teaching and learning within the classroom. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. We believe having passionate, well trained and effective teachers and support staff in every class is the driving force in beginning to close the disadvantage gap in our school.

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	Phonic gaps have occurred following lockdown. We have implemented a new phonic programme in January 2022 to address this. Phonics underpins reading and writing skills and therefore gaps in phonic ability had a knock on affect with reading and writing progress. Particularly with our current Year 2 and 3 classes.
3	A new writing scheme is needed to ensure consistency across the school. A structured and systematic approach to writing is required to help close the gaps in progress
4	Maths remains an area where many pupils are falling behind and parents find supporting pupils at home with writing a challenge.
5	Children who are continuing to display 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.	Pupil voice activities have identified that their remain heightened anxiety levels across the school.
7.	To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.

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
To ensure that pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points	Pupils show progress either in line with peers or in line with expectation for their needs and assessment shows an ability to show small steps of progress.
Improved maths, reading and writing attainment for disadvantaged pupils at the end of KS2.	Progress and attainment begins to be more in line with national expectations
To ensure that the well being and emotional needs of pupil premium children are being met and that they are ready to learn. Also ensure their basic needs are being met when they are facing financial hardships	Pupils demonstrate an ability to articulate their needs. They feel safe, secure and happy in school. Pupil voice demonstrates positive mental health.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Whole school interventions that provide diagnostic assessments and associated materials: Accelerated Reader Bedrock and related materials	A robust curriculum provides consistency as well as CPD for staff.	2-5 7
Continued funding of 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	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:	1-5 7
Use of systematic approaches in English and maths lessons with the introduction of whole school schemes (White Rose for maths and Read into Writing for English) as well as supporting resources and books	Systematic approaches support pupils to make effective progress, especially consistency for low attaining pupils.	1-5 7
Improve the quality of social and emotional (SEL) learning through continued funding towards the PHSE JIGSAW	Improved mental health and ability to articulate thoughts, feelings and needs supports pupils particularly low attaining pupils helping to build resilience	1-5 7

curriculum as well as the use of an ELSA TA		

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
Support for vulnerable PP and PP+ through intervention programmes (drawing and talking and ESA as well as a play therapist for pupils with extreme needs TA in Year 6 now full time. Additional TA hired for 5 mornings (formerly retiring so rehired) TA hired to release additional TA in nurture room	Support 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 and in class support.	2-5 7
Each class except Year 1 has a TA to support the classroom teaching		1-5 7
Purchase of standardised diagnostic assessments, PIRA Training for staff to ensure assessments are interpreted and administered correctly.as well as SMART grade and possible use of	Assessments and tracking systems will be used to identify gaps and track the progress and differences between disadvantaged and non-disadvantaged pupils. The aim being to ensure that PP pupils are making affective progress in line with their peers and that interventions are put in place to support those falling behind.	3-7

Insight to ensure progress is accurately tracked to identify areas of need and specific progress of disadvantaged pupils	Interventions will run prioritising PP pupils alongside peers of a similar ability level so that pupils close the attainment gap	
Implement a variety of interventions to support and accelerate progress. Nurture/intervention room will be running full time with nurture member of staff released from other duties by a new TA so that interventions can take place. This will also be partly funded by the in school tuition funding. <ul style="list-style-type: none"> • Letterjoin • RWInc • Phonic interventions • Dyslexia gold • Socially speaking • Time for talk 	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	1-5 and 7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5275

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Clubs and trips to enhance pupils wider cultural experiences and to offer them support</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	6

	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)	
Developing staff skills and abilities to support pupil wellbeing, social skills and dealing with anxiety Training for support staff – Mental Health First Aid Awareness and sharing of strategies Training for senior staff - A strategic approach to Whole School Emotional Health and Wellbeing (Thrive) Interventions may include: • Nurture Groups • Drawing and Talking • Lego Therapy • Elsa – Emotional Literacy Support Assistant	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 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 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 5 and 6 Play therapy/counselling offered to children experiencing pastoral or family issues 5 and 68 9 worsened considerably over the past decade. ⁴	6
Nurture room in the afternoons provided to support pupils who struggle to regulate. Those PP pupils with well being issues are also prioritised in these sessions.		1-7
Breakfast club and after school club sessions for PP children	To support parents who are attending work or college as well as to support parents with childcare needs and offer	6

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Total budgeted cost: £ £54,275

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Currently attainment is lower and the majority of disadvantaged pupils fall into the lower attainment category within the school. Attendance has also been low for some disadvantaged pupils. They have also been often the pupils displaying higher level of anxiety and lower self-esteem.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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.