Clapgate Pupil premium report

Coronavirus: flexibility in reporting requirements

The DfE understands that due to coronavirus and school closures, it won't be possible for you to evaluate the impact of your pupil premium for all of the 2019/20 academic year.

Instead, they say you should monitor and report on the grant's impact at the end of the 2020/21 financial year. This report should cover the whole period between September 2019 and March 2021, but you can give most detail about the grant's use and impact for the period between September 2020 and March 2021. (Note that if you want, you can include any changes you made to your pupil premium spending due to coronavirus.)

Pupil premium spending 20-21

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2020	Date of next pupil premium review:	March 21
Total number of pupils (R-6):		Total value of pupil premium funding:	£257,895
Number of pupils eligible for pupil premium:	191	Amount of pupil premium received per child:	£1345

Note: the DfE doesn't expect you to re-evaluate your strategy annually. Instead it encourages you to:

> Set multi-year pupil premium strategies

> Reduce workload by only giving these a 'light touch' review every year

STRATEGY STATEMENT

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Our strategy:
- Improve quality first teaching for all pupils through staff training (teachers and teaching assistants) and through careful monitoring
- Develop clear whole school approaches to the teaching of reading, writing, maths
- Invest in staffing to allow for smaller teaching groups
- Use high quality evidence-based interventions to provide targeted support
- Invest in attendance support to improve attendance of all groups of pupils with poor attendance
- Develop a therapeutic team to support children with their SEMH needs

What has worked well:
- Interventions and small teaching groups have led to accelerated progress in KS2 resulting in disadvantaged pupils making better progress than disadvantaged pupils nationally in reading, writing and maths and disadvantaged pupils outperforming non-disadvantaged pupils nationally in combined reading, writing and maths
- In maths in KS1, disadvantaged pupils outperform disadvantaged pupils nationally, and the in school gap is reducing significantly (16.5% more disadvantaged pupils achieved the expected level than the previous year and the gap is now 5.1%)
- Attendance has improved year on year
- Our therapeutic team has had a significant positive impact on many disadvantaged pupils with SEMH needs and staff feel supported to be able to understand and manage the SEMH needs of their pupils
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What has not worked so well:
- Gaps in KS1 are still large (between disadvantaged and other pupils)
- Attendance is still not at our target of 96%

Our aims:
- For disadvantaged pupils to continue to make better progress than disadvantaged pupils nationally (KS1 to KS2)
- For the gap in achievement between disadvantaged and non-disadvantaged pupils to reduce in **writing at KS2** (currently gap of 16.3)
- For disadvantaged pupils to achieve at least as highly as disadvantaged pupils nationally (currently gap of 3.9%) in the **phonics check**
- For the gap between disadvantaged pupils in **writing at KS1** to narrow (currently 24.5 difference) and for disadvantaged pupils to achieve in line with disadvantaged pupils nationally
- For disadvantaged pupils to achieve in line with disadvantaged pupils nationally in **reading at KS1**
- To increase the percentage of disadvantaged pupils who are reading regularly at home (currently…)
- To address the difficulties that disadvantaged pupils have faced due to school closures (education gaps, SEMH needs)

Assessment information

Currently no data available for these tables. To be added when data is available.

EYFS				
	Pupils eligible for pupil premium (Clapgate)	Pupils not eligible for PP (Clapgate)	Pupils eligible for pupil premium (National)	Pupils not eligible for PP (National)
Literacy				
Maths				
Understanding the world				
Expressive arts and design				

END OF KS1				
	Pupils eligible for PP (Clapgate)	Pupils not eligible for PP (Clapgate)	Pupils eligible for PP (national)	Pupils not eligible for PP (National)
% at or above ARE in reading				
% at or above ARE in writing				
% at or above ARE in maths				

YEAR 2 PHONICS SCREENING CHECK*		
Pupils eligible for PP	Pupils not eligible for PP	National average

* Year 1 pupils who missed the summer 2020 check because of coronavirus will take the check during the second half of the autumn term in year 2. Add in the results once you receive them at the end of the autumn term.

END OF KS2				
	Pupils eligible for PP Clapgate	Pupils not eligible for PP Clapgate	Pupils eligible for PP (National)	Pupils not eligible for PP (National)
% at ARE or above in reading				
% at ARE or above in writing				
% at ARE or above in maths				
Reading progress				
Writing progress				
Maths progress				

Barriers to learning

- Low attendance and poor punctuality
- Lack of engagement with learning during school closures
- Lack of encouragement to read regularly at home
- Speech and language difficulties
- Poor vocabulary
- Lack of life experiences (trips and visits)
- Poor parental perception of school
- Cognitive delays
- Starting school well below age related expectations
- SEMH difficulties
- Low confidence and esteem
- Safeguarding concerns
- Low income and high levels of social and economic deprivation (including children who do not qualify for pupil premium funding)
- Unsettled family arrangements
- Language barriers
- Challenging behaviour

BARRIERS TO FUTURE ATTAINMENT	
Academic barriers:	
A	Low communication skills (poor vocabulary and sentence structure)
B	Poor reading fluency
C	Difficulties with retaining information

ADDITIONAL BARRIERS	
External barriers	
D	Low attendance and poor punctuality
E	Lack of encouragement to read or complete other learning at home
F	Lack of access to technology to support home learning in the case of school closures/bubble closures/isolation

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	Successful implementation of the Write Stuff leading to better outcomes in writing	All teaching of writing good or better across school. Outcomes for disadvantaged pupils at KS1 in line with disadvantaged nationally.
B	Increased enjoyment of reading leading to improved outcomes in reading and across the curriculum (all pupils but in particular disadvantaged pupils)	Higher proportion of children report reading on a regular basis at home. Outcomes for disadvantaged pupils in KS1 in line with disadvantaged nationally. All teaching of reading good or better across school. Implementation of Hooked on Books.
C	Improved outcomes for all children accessing support from our therapeutic team	Boxall and other questionnaires show that an improvement is seen for 95% of children accessing support.
D	Attendance initiatives and support leading to higher rates of attendance for disadvantaged pupils and a reduction in persistent absence figures.	Persistent absence lower than 10.4%. Reduced gap between disadvantaged pupils' attendance and the attendance of non-disadvantaged pupils.

Planned expenditure for current academic year

ACADEMIC YEAR					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Employ extra teacher every morning and out of class SENDCo with group teaching responsibility for 1 hour per day	Create smaller class sizes to meet the learning needs of all different groups of pupils.	Extra support for pupils working well below ARE ensuring that all pupils are given appropriate support to meet their learning needs.	Close liaison between class teacher and additional teachers. Tracking of progress of the children. Feedback from SLT. Conversations with SENDCo to monitor success. Support with planning for extra teacher.	NS, HF, HT	
Leadership team to support teachers through team teaching and through small group teaching.	SLT support teachers to ensure that all teaching is good or better. SLT also teach small groups to improve progress across targeted year groups.	Ensures quality first teaching supporting teachers to improve teaching and learning. Small group teaching provided by the leadership team allows teaching to be targeted to the needs of different groups.	Close liaison between SLT and teachers. Data analysis to ensure needs are being carefully targeted. Regular feedback for teachers.	NS, HF, HT	

Employ 4.5 extra teaching assistants (in addition to one in every class and our one-to-one Tas)	To provide support in classes were there is a high level of need (academically and pastorally)	In classes where there is high need due to SEN, this ensures that all children access TA support.	TA appraisal. Support from SENDCo. Feedback following learning walks and lesson observations. Teacher feedback to SLT.	HF, VW	
Provide cover for reading, writing, science and maths leaders and TLR payments for reading and writing leaders	To allow subject leaders to monitor progress in their subject and to plan training for other members of staff	To successfully implement new approaches (such as MathsNoProblem, The Write Stuff and Hooked on Books), we need to invest in quality training for staff and we need to carry out rigorous monitoring to assess progress and plan further training	Staff and pupil questionnaires about progress in subjects. Feedback following observations and book scrutiny. Regular staff training sessions. PSQM evidence supporting us to focus in on areas for development.	NS, HT, HF, SS, MB	
Buy resources for The Write Stuff	To ensure that teachers have all the necessary resources to successfully implement The Write Stuff	To successfully implement The Write Stuff including all the different elements of the approach in order to bring about improvements in children's writing.	Learning walks/environment walks to check all resources are being used appropriately. Staff training on use of resources. Work scrutiny and feedback provided. Evaluate progress in writing and use to asses further training needs.	LJ, NS, HT	
Leadership time for TA training (mainly SENDCo and S Procter)	To develop TA expertise in line with EEF guidance	Quality first teaching will be further strengthened through improving TA subject knowledge and understanding of how to effectively support pupils	Teachers to provide regular feedback to TAs. VW, NS and SP to observe TAs across school and provide feedback. VW, NS and SP to support teachers with their TA deployment. Use of EEF materials to give feedback and provide clear expectations for TAs.	SP, VW, NS	

Invest in new books and establish new library for all key stages.	To promote a love of reading and increase the amount of time children spend reading in and out of school.	Outcomes for children across the curriculum will improve with increased reading fluency and confidence. Reading will lead to improved vocabulary, sentence structure speaking and listening skills. Children will access all areas of the curriculum more easily if they are more confident in reading.	The library will be actively promoted over the year and whole classes will have lessons in the library on a regular basis. Teachers have a target on their appraisal to find ways to encourage children to read more at home as well as throughout the day at school.	MB, NS, HF, HT	
				Total budgeted cost:	£142, 670

Targeted academic support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
SENDCo and middle leader to provide training for TAs involved in delivering interventions	To support individual children and groups of children to make progress through interventions	To ensure that TAs are delivering interventions successfully. Training is needed to ensure that this can happen.	Time for TAs to implement new interventions with back up support from trainers (revisiting in later training sessions). Ensure teachers are given clear information about the interventions. Give feedback following observation of interventions. Teacher feedback about how interventions are impacting on learning of pupils in whole class sessions.	VW, SP, NS	

Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
SENDCo to support class teachers to meet the needs of SEND children in whole class teaching	To support teachers to include all learners (including SEND) to access the curriculum with the whole class	All learners need to be taught by a teacher. Teachers benefit from support from the SENDCo to be able provide appropriate scaffolding and differentiation for SEN learners in order to include them in whole class lessons.	Regular conversations between teachers and SENDCo. Feedback following lesson observations and learning walks. Staff feedback.	VW, NS	
Employ extra TAs to deliver interventions	To ensure sufficient staff are available to deliver all planned interventions	Interventions need to be carried out regularly to be successful. In classes where there is high need, just using the class TA is not always sufficient to be able to run all the planned interventions.	All TAs will receive relevant training and constructive feedback. Progress of children in interventions will be carefully monitored and adaptations made where necessary. The SENDCo will oversee TAs who are delivering interventions and assess the impact of each intervention.	VW, NS	
Extra teacher to teach small groups for 3 afternoons a week	To provide extra teaching to selected pupils across Y5 and Y6 to accelerate progress of children below ARE	To provide pre-teaching and post-teaching to support children working below ARE to access whole class teaching with the rest of their class	Experienced teacher is carrying out this role Support provided by the deputy head and the SENDCo when necessary Close liaison between the teacher and the class teachers	HT, VW, NS	
				Total budgeted cost:	57,335
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?

Employ staff for dedicated therapeutic team	Support with SEMH needs and reduce barriers to learning	Many of our children need emotional support to enable them to access learning and to prevent instances of unwanted behaviour interrupting learning for all	Work of the therapeutic team to be overseen by the SENDCo who provides support, organises training and advises on appropriate interventions. Success of different interventions to be evaluated by entry and exit scores, Boxall profiles and results used to inform further practice. Therapeutic lead to support other members of the therapeutic team and to maximise impact of therapeutic work through effective timetabling and targeting of support.	VS, NS, KS	
Employ a child and family support worker	Provide support for our most vulnerable children and families to improve outcomes for these children	Large number of children on early help plans, CP plans and CIN plans who need support to access school	Assistant Head and Headteacher will oversee the work of the child and family support worker and provide training. Child and family support worker will work closely with external agencies to provide appropriate support.	HF, JR, NS	
Employ an attendance support officer	Improve attendance of all pupils and reduce persistent absence	Persistent absence is high and overall attendance is below national average. Increased attendance is a vital part of supporting all children to make progress.	Impact of different interventions will be monitored, and actions adjusted accordingly. Attendance officer will liaise with Assistant Head and Headteacher to decide on actions that will impact most positively on attendance. Attendance officer and other staff will work directly with children to encourage good attendance through incentives (as well as with their parents).	ES, AS, NS	
				Total budgeted cost:	73,594

Review of expenditure from previous academic year

See separate evaluation document.