



'Doing our best to achieve our best'

Clarendon Primary School

Pupil Premium Strategy Statement

1. Summary information					
School	Clarendon Primary School				
Academic Year	2017/18	Total PP budget	£51,129	Date of most recent PP Review (External)	May 2017
Total number of pupils	240 (exc Nursery)	Number of pupils eligible for PP	39 (16%)	Date for next internal review of this strategy	September 2018

2. Current attainment (KS2 SATs 2017)		
	<i>Pupils eligible for PP (3 pupils = 10% of class)</i>	<i>Pupils not eligible for PP (27 pupils = 90% of class)</i>
% achieving expected standard in reading, writing and maths	Reading = 33%, Writing = 33%, Maths = 33% R, W, M combined = 33%	Reading = 78%, Writing = 81%, Maths = 78% R, W, M combined = 67%
% making expected progress in reading	New progress measure not available at date of publication – data will be added when published at end of Oct 2017	New progress measure not available at date of publication – data will be added when published at end of Oct 2017
% making expected progress in writing		
% making expected progress in maths		

Current attainment (Years 2 – 6: Summer 2017)		
	<i>Pupils eligible for PP (25 pupils)</i> <i>Data below based on 21 chn with data from Sum 16 – Sum 17</i>	<i>Pupils not eligible for PP (153 pupils)</i> <i>Data below based on 145 chn with data from Sum 16 – Sum 17</i>
% achieving expected standard (w+) in reading, writing and maths	Reading = 52% (w+) 71% (w and above) Writing = 48% (w+) 72% (w and above) Maths = 67% (w+) 72% (w and above)	Reading = 78% (w+) 85% (w and above) Writing = 64% (w+) 74% (w and above) Maths = 72% (w+) 81% (w and above)
% making expected progress in reading	81%	90%
% making expected progress in writing	76%	77%
% making expected progress in maths	95%	86%

1. 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.	Parental support and engagement with the school (including consistently listening to children reading at home)	
B.	Lack of exposure to a rich and varied vocabulary which impacts on reading and writing skills	
C.	Overall attainment of PP pupils (particularly in Reading and Writing)	
D.	Resilience and self-esteem needs for PP children (particularly LAC, previously been LAC or adopted - 21% of PP children in Clarendon fall into this category)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance and persistent absence for the FSM group	
F.	Lack of enrichment opportunities which consequently impact on children's writing	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improved parental engagement will support better working partnerships with parents and the joint aim for academic success.</p> <p>Class DoJo will be used by class teachers to send information to parents about the learning that their child has been involved in at school. Giving parents increased knowledge about their children's learning will help them to feel more involved in and improve relationships between parent, child and school.</p> <p>Rebrand workshops to encourage more parents to engage with the school – e.g. phonics party and target PP children to deliver some of the sessions in order to encourage their parents to come along.</p> <p>Stay and play sessions are targeted to PP parents.</p>	<p>Parents are more engaged in their children's learning and therefore more supportive with home learning, particularly reading.</p> <p>Strong partnerships between the school and parents will help drive aspirations for all learners.</p>
B.	<p>Use of quality texts to support the development of writing</p> <p>External (Babcock) training to support staff in planning and delivery of English grammar and writing lessons through high quality texts.</p>	<p>Disadvantaged pupils enjoy the texts read in class and talk enthusiastically about these.</p> <p>The attainment of disadvantaged children is in line with non-disadvantaged in reading and writing.</p> <p>Disadvantaged children demonstrate improved vocabulary in their writing.</p>
C.	<p>The gap in attainment between PP and non-PP will diminish (particularly where there are no other identified needs).</p> <p>PP achievement will be closely monitored and tracked. Each individual PP child will be discussed at regular Pupil Progress Meetings, where they will be high priority for revised QFT strategies or intervention.</p> <p>More able PP will be closely tracked to ensure they are reaching their full potential.</p>	<p>PP children attain in line with non-PP children, particularly in reading and writing.</p> <p>Pupils eligible for PP make at least the same amount of progress as 'other' pupils in reading, writing and maths.</p> <p>A diminished gap in progress, particularly in Reading, for PP and non-PP children.</p>

<p>D.</p>	<p>Growth Mindset will be used to support PP children (particularly LAC or those have been previously looked after or adopted) to understand that challenge and making mistakes are part of the learning process.</p> <p>Children use a Growth Mindset to understand that challenge and making mistakes are part of the learning process and not a sign of failure.</p> <p>Disadvantaged children are targeted to attend Pyramid Club.</p>	<p>The children demonstrate perseverance when faced with challenges and tackle these without fear of failure.</p> <p>Children talk about learning from their mistakes.</p> <p>Pyramid Club builds the children's self-esteem and they demonstrate increased confidence in their learning.</p>
<p>E.</p>	<p>Attendance of FSM children to improve.</p> <p>Attendance of all children is monitored daily by the school's Welfare Lead and the HT works in close liaison to monitor absence.</p> <p>A robust system is in place to follow up on low attendance / persistent absence.</p> <p>PP Lead monitors this monthly and liaises closely with Welfare Lead and Head Teacher about FSM/PP children's low attendance/persistent absence.</p> <p>An action plan is in place to address low attendance and persistent absence of PP children.</p> <p>Incentives for 100% attendance in place.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP</p> <p>Attendance for FSM children is in line with national at 96%</p> <p><u>Attendance:</u> Levels of attendance are in-line or better than national figures for FSM pupils.</p> <p><u>Persistent Absence:</u> A decrease in % of persistent absences so that FSM children are in-line with school and national non-FSM children.</p>
<p>F.</p>	<p>Disadvantaged children are offered the same opportunities as their peers.</p> <p>Offer children the opportunity to attend a funded after school club to give them further enrichment (very few children who are eligible for PP funding attend any extra-curricular clubs).</p>	<p>Disadvantaged children attend after school clubs and this in turn, supports their progress in school.</p> <p>Disadvantaged children have the opportunity to go on school trips and residential.</p>

3. Planned expenditure					
Academic year	2017 - 2018				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Consistently effective teaching enables every child to achieve their full potential regardless of socio-economic group.	High quality CPD for all staff to maintain high standards of teaching. New training is disseminated to all staff.	EEF Teacher's Toolkit: Quality First Teaching is the most effective at improving performance of pupils in the classroom.	SLT through regular learning walks, book and planning scrutinies. TA support	SLT	Termly
All disadvantaged children's individual needs are identified and support is in place to ensure each pupil meets age related expectations and makes expected / better than expected progress.	Pupil Progress Meetings	Quality First teaching has the greatest impact on pupil progress. During Pupil Progress Meetings the individual needs of disadvantaged pupils is discussed with HT and DHT in order to provide the most effective strategies to be implemented within lessons and if required – in addition to lessons.	PP Meetings happen at least termly. Impact of provision is reviewed half termly. Monitoring is focused on individual children where progress is a concern. Impact is monitored by PP Lead half termly.	SLT SENCo	Termly
Disadvantaged children will meet or exceed age related expectations and expected progress therefore diminishing the gap between them and their non-disadvantaged peers.	Teaching and Learning Booster Groups	Smaller groups will allow for more focussed teaching and learning and increased opportunities to address individual needs with 1:1 pupil conferencing. With increased confidence, disadvantaged pupils will be able to access the curriculum at a higher level and will be in line with other learners.	Trained, skilled staff (often class teachers) will deliver the sessions and will monitor the impact on progress half termly to ensure effectiveness.	LT	Half Termly
Total budgeted cost					£7,050

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Additional teacher works with Year 5 and 6 children in maths to raise attainment	Group teacher support	EEF Teacher's Toolkit: Small group intervention +4 months is the most effective at improving performance of pupils in the classroom.	Regular Pupil Progress Meetings which carefully track data of the children. Learning walks show high standards of teaching which is raising attainment of children in the group.	SLT	July 2018
Additional teacher works with Year 6 children in maths to raise attainment	Teacher led booster/small group sessions	EEF Teacher's Toolkit: Small group intervention +4 months is the most effective at improving performance of pupils in the classroom.	Regular Pupil Progress Meetings which carefully track data of the children. Targeted sessions are carefully planned to meet individual needs and fill gaps in learning.	SLT	July 2018
Targeted TA support to ensure that all disadvantaged pupils will achieve expected progress and attain in line with their peers	Targeted TA support	Smaller groups will allow for more focused teaching with increased opportunities to address individual needs within a small group or on a 1:1 basis.	Trained and skilled TAs and HLTAs will deliver the sessions and monitor the progress and attainment impact of any small group or 1:1 intervention	SLT SENCo	Termly
Increasing children's engagement with regular daily reading	TA support Beanstalk reading	EEF Toolkit indicates that focused reading comprehension support can increase children's reading by +4 months.	Pupil Progress Meetings will identify children who need additional reading support – impact of this provision will be measured at least termly.	SLT English Lead	Half termly
Resilience and self-esteem in some disadvantaged children (particularly LAC, previously LAC and adopted) improves.	Emotional Literacy Training Support Bridge Builders Programme Pyramid Club	If a pupil has high resilience and high self-esteem they are likely to make more progress. They will be happier, independent and more confident learners. Bridge Builders will give 1:1 role models who have been successful in business. This will inspire children to achieve and recognise the importance of a good education	ELSA trained member of staff to support children's wellbeing. Bridge Builders Programme training will be attended by HT and SENCo. Pyramid Club surveys will identify children most in need of support and focus on PP children (especially where there are emotional issues.	SLT SENCo	July 2018
Raise attainment of DP pupils	1:1 tuition 3rd Space Learning	EEF Teacher's Toolkit: Small group intervention +4 months	Teachers to take targeted 1:1 intervention/booster groups. 3 rd Space Learning 1:1 monitored by maths leader	SLT	July 2018
Total budgeted cost					£44,500

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils are able to benefit from a range of enrichment opportunities e.g. after school clubs and residentials	Extra-Curricular Activities and Trips	<p>Raised self-esteem and increased confidence which in turn motivates learning. When a child enjoys a club or trip this can be a hook for them wanting to come to school.</p> <p>Attending clubs and trips gives the pupils experiences on which they can draw upon and increases their cultural capital.</p> <p>DP children offered the opportunity to take up ambitions they may have in areas such as music and sport.</p> <p>Educational clubs help to diminish the difference between non-disadvantaged pupils and disadvantaged pupils.</p>	<p>All clubs, school trips, residentials and any other extra-curricular enrichment activities are fully inclusive and open to all children.</p> <p>In the case of financial barriers, PP funding has been used to enable participation of PP children who would otherwise be able to take part.</p> <p>Participation in clubs, for example, is tracked to monitor attendance.</p> <p>Liaise with office to ensure that all DA children are able to attend school trips and to support financially where needed.</p>	DHT	July 2018
Attendance of FSM children to improve	Welfare Support HSLW	<p>There is statistical evidence that low attendance/ persistent absence directly impacts on the rate of progress that children make.</p> <p>Being away from school can affect a child's self-esteem and confidence on their return which in turn impacts on their ability to learn.</p>	<p>Attendance of all PP children is monitored weekly by the HT and Welfare Lead. A robust system is in place to follow up on low attendance/ persistent absence.</p> <p>PP lead monitors the absence closely and action plans are put in place for persistent absentees and children with low attendance.</p>	HT Welfare Lead DHT	July 2018
Disadvantaged children will be better supported at home and this will improve their progress and attainment.	Parental Workshops (rebranded as Parties) HSLW	<p>"At the age of 7, parental influence on learning is 6 times that of the school," Professor Charles Deforges.</p> <p>HSLW can help to break down the barriers between school and home</p>	<p>Analysis of Parental Workshops will evaluate the effectiveness of rebranding and targeting PP children.</p> <p>Appraisal role of HSLW will monitor the effectiveness of HSLW working with PP families.</p>	HSLW HT/DHT	Termly
Disadvantaged children are involved in lunchtime clubs and activities to improve their self-esteem and interaction with peers	Lunchtime provision	<p>When a children enjoys activities outside of the classroom this can be a hook for them wanting to come to school.</p>	<p>PP lead to monitor which Disadvantaged children are not attending any after school clubs and target these children to attend lunchtime clubs or activities.</p>	DHT	Termly
Total budgeted cost					£8,500

4. Review of expenditure				
Previous Academic Year		2016 - 17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Class teachers to have in-class TA support to enable targeted group/1:1 work	Support by teaching assistants	<p>Whole school in-house data 2016-17 for disadvantaged pupils shows good progress has been made (particularly in Writing and Maths): Reading = 81% (- 9% compared with non-PP) Writing = 76% (- 1% compared with non-PP) Maths = 95% (+ 9% compared with non-PP)</p> <p>The progress gap between PP and non-PP has been diminished.</p>	Careful monitoring of the use of TAs and targeted 1:1/group work has been effective and will therefore continue.	£16,000
To fund an additional teacher to deliver groups in Years 5 and 6, reducing class size for all	Group teacher	<p>Of the 6 PP children in Year 5/6 in-house data shows:</p> <p>Progress (Minimum of 6 steps in-year) (NB. only 4/6 children have data – 2 children joined mid-year) Reading = 100% Writing = 100% Maths = 100%</p> <p>Attainment (NB: 33% of children have identified SEN): Reading = 67% are at 'expected' standard Writing = 50% are at 'expected' standard (1 child working at 'w' so just one step behind) Maths = 33% are at 'expected' standard (1 child working at 'w' so just one step behind)</p>	Progress data	£25,000

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
1:1 interventions and booster groups to raise attainment of DP and target them to reach the 'expected' standard at the end of KS2	Qualified teacher support	<p>The progress gap between PP children and non-PP children has diminished.</p> <p>Of the 2 PP children who were targeted to receive 1:1 intervention and booster lessons: 100% made at least 6 steps progress in reading, writing and maths (in Reading, 1 child made 11 steps of progress in 1 year). 1 PP child (with no SEN need) achieved the 'expected' standard in Reading, Writing and Maths.</p>	<p>Where no identified SEN need progress and attainment had the most significant impact.</p> <p>Continue with this approach but look carefully at future groupings.</p>	£9,000
To improve achievement in phonics	HLTA/TA led support	<p>Of the 7 children targeted for Wave 3 Phonics intervention in Year 1 57% of the children (4 of the 7) achieved the pass mark in the Phonics Screening at the end of Year 1.</p> <p>Where the children did not achieve reach the pass mark for this screening they had additional SEND needs or extenuating circumstances.</p> <p>The 1 PP child who was re-screened in Year 2 achieved exceeded the pass mark in the re-screening.</p>	<p>Where there were no other identified needs this approach was successful.</p> <p>Continue this approach but look at alternative ways of supporting children with additional needs to achieve the pass mark in the Year 1 Phonics Screening.</p>	£5,000
To fund 1:1 support for reading	Beanstalk reading volunteers	<p>Results show that 100% of PP children made at least the expected progress in reading as a result of their targeted intervention.</p>	<p>Successful for the small number of children involved.</p> <p>Will be continued alongside other strategies to raise standards (e.g. daily reading opportunities for all PP children)</p>	£1,284
To provide pastoral support to children and families. To support the emotional wellbeing of the pupils so that they are better equipped to learn and progress.	HSLW	<p>Where there has been HSLW engagement with PP families this has strengthened partnership with the school.</p> <p>Where HSLW has been involved with PP families their attendance has not been a concern.</p>	<p>The work of the HSLW has been effective in supporting the emotional wellbeing of PP pupils. Of the 38 PP children the HSLW regularly works with 18% of these families. This support has led to positive engagement with courses available to support families.</p> <p>To be continued but to try and engage more PP families with different approaches.</p>	£5,000

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All pupils, inclusive of PP, are able to access residential and day visits	Curricular and extra-curricular enrichment	Improved confidence and self-esteem. Improved engagement with learning as a result of inclusion in enrichment experiences.	Continue support and develop this further to include after-school clubs and possibly also breakfast and after school clubs.	£1,200

5. Additional detail
<p>In this section you can annex or refer to additional information which you have used to inform the statement above. Our full strategy document can be found online at: www.aschool.sch.uk</p>