

# Pupil premium strategy statement : Claregate Primary School

September 2019 to be reviewed September 2020

## *What is Pupils Premium?*

*The Pupil Premium was introduced in April 2011 and is provided to improve the achievement of pupils who have been registered for free school meals at any point in the last six years, pupil who have been “looked after” continuously for more than six months and pupil of service personnel. Pupil in the Reception class are entitled to Early Years Pupil Premium Funding.*

*The Government believes that the Pupil Premium (which is additional to main school funding) addresses inequalities by ensuring that funding to tackle disadvantage reaches pupils who need it most. It is intended to be used to “diminish the difference” in achievement (standards and progress) between disadvantaged pupil and non-disadvantaged pupil.*

## *Who decides how the money is spent?*

*School Governors in consultation with the Headteacher decide how to use the funding, as they are the best placed to assess what their pupils need.*

## *How are Schools accountable for the spending of Pupil Premium?*

*Ofsted stated in their report “Pupil Premium Update 2014” that “Routinely, good and outstanding schools demonstrate unwavering commitment to closing the attainment gap. They target interventions forensically and have robust tracking systems in place to establish what is making a difference and what is not. School leaders must make sure that eligible pupils make faster progress than non-eligible pupils.” “The school should never confuse pupil premium funding with low ability and must support pupils of all levels of ability to achieve the highest levels, especially high achieving pupils.” It is our responsibility to make a difference!*

## **School overview**

<b>Metric</b>	<b>Data</b>
School name	Claregate Primary School
Pupils in school	397 (404 including Nursery)

Proportion of disadvantaged pupils	20%
Pupil premium allocation this academic year	£105,600
Academic year or years covered by statement	2019/2020
Publish date	3/9/2019
Review date	4/9/2020
Statement authorised by	Claregate Governing Board
Pupil premium lead	Mr. M Murphy
Governor lead	Mrs. Jane Hayward

**Disadvantaged pupil progress scores for last academic year. N.B. All results are unvalidated until DFE publish date expected November 2019.**

<b>Year 6</b>			
	<b>Progress Score</b>	<b>At Required Standard</b>	<b>Greater Depth</b>
Reading	0.48	93%	0%
Writing	-3.39	80%	0%
Maths	-2.6	79%	7%

<b>Year 2</b>		
	<b>At Required Standard</b>	<b>Greater Depth</b>
Reading	71%	0
Writing	57%	0
Maths	71%	0
<b>Reception</b>		
Good level of development	86%	

### **Strategy aims for disadvantaged pupils**

<b>Measure</b>	<b>Activity</b>	<b>Removing Barriers</b>	<b>Projected Spending</b>
Priority 1	Improve disadvantaged pupil's attendance and punctuality (attendance was 92.68, below the	Strong letters to parent / carers who condone absence. Positive messages via app re attendance.	MarvellousMe app.

	non-disadvantaged pupil which was 96.38).	<p>Targeted meetings with parent carers of known poor attenders.</p> <p>First morning telephone calls to ensure that people are up and on time and home visits where this is unsuccessful.</p> <p>Legal procedures for holidays over 5 days and persistent non-attendance.</p>	<p>Mrs. Fielding. Local Authority Service Level Agreement for Educational Welfare Officer.</p>
		Free breakfast club for pupil whose circumstances could be improved.	£3.00 per session
		Weekly attendance totals for classes with rewards for winners.	Mrs. Fielding.
		Understanding cultural differences for non-attendance at school.	Miss Evans.
Priority 2	Ensure that more disadvantaged pupil reach Greater Depth throughout the school.	<p>Use assessment data to challenge progress and plan catch up.</p> <p>Give disadvantaged pupils extra support to ensure that their learning is secure and that their learning is extended. P.M. intervention from a.m. misconception.</p>	<p>Cornerstones assessment.</p> <p>Higher Level / Teaching Assistants.</p>
Priority 3	27% of disadvantaged pupil are at an early stage of speaking English. Rapidly accelerate how quickly pupils with English as an Additional Language attain vocabulary and grammar to achieve well in the curriculum.	<p>Family interviews on entry to assess first language, English capacity and family functioning.</p> <p>Resource pack for staff to aid smooth entry and immediate learning.</p> <p>Extra phonics, reading comprehension and basic grammar lessons.</p> <p>Ensure that sequencing of learning for EAL pupil is allowing them to make good progress.</p>	Miss. Evans.
Priority 4	Improve the ways that families demonstrate to their pupils that learning is important.	<p>Ensure that disadvantaged parents attend "inspire" days where we demonstrate learning.</p> <p>Inspire parent / carers to read high quality books to and with their pupil instead of screen time. Enthuse via book fair, author visits, inspire days in Reception, Reading meetings in Y 1 and 2.</p> <p>Help parent / carers to value homework and positively address misconceptions. Parent homework and parenting workshops.</p> <p>Talking about their achievements and giving positive messages.</p>	<p>Mrs. Fielding to make contact and encourage.</p> <p>English Lead.</p> <p>Miss. Evans.</p> <p>MarvellousMe app.</p>
Priority 5	Disadvantaged pupil often do not have vocabulary needed to understand a lesson.	<p>Pre teach vocabulary to disadvantaged pupil before the lesson starts.</p> <p>Higher Level / Teaching Assistants identify where a child has not understood or they need</p>	HL/TA's.

	Intervene in pupil's learning where they do not understand or have a misconception.	extra help. Then spend time explaining during and after the lesson	
Priority 6	Whole school initiative on reading for enjoyment.	"Free Reading Friday". Displays, author visits, library visits, parents meetings, book fairs.	Mrs. Plant
Priority 7	Raise staff and parent / carers expectations of disadvantaged pupil. Support and challenge families.	Have productive home routines. Meetings with families to give advice on bedtime and morning routines, illnesses that can be battled through and what is excludable.	Mrs. Fielding
		Do things as a family that help learning such as talking time and reading.	Miss. Evans / Miss. Evans
		Signposting to other services in the locality who may help overcome barriers.	Mrs. Fielding

### **PROJECTED SPENDING**

#### **Internal Staffing for Specific Interventions as above**

20% of Mrs Fielding, Miss Evan's, the Teaching Assistants and the full cost of staffing for Y6 "booster classes".

**Sub Total** **£97, 091**

#### **External Staffing / Services for Specific Interventions**

20% of Educational Psychology Services to reduce disaffection and improve specific teaching, Specialist Teacher for SEND intervention, Educational Welfare Officer to boost attendance

20% of Educational Psychologist Service Level Agreement to reduce disaffection, involve external services and improve specific teaching.

20% of Specialist Teacher to lead precision teaching techniques for disadvantaged children with Special Educational Needs.

20% of Educational Welfare Officer to boost attendance.

20% of Safeguarding Officer to advise school on effective strategies to remove pastoral barriers to learning.

20% of data support to allow school to analyse data via complex software (FFT).

Breakfast club for 2 children @£30 per week.

**Sub Total** **£4, 749**

#### **Curriculum Resources**

20% of English as an Additional Language hub subscription. £28

20% of "Learning Village Online" software for EAL pupils. £156

20% Cornerstones Assessment and tests to track pupil progress termly. £320

Nurture room equipment to provide a calm and positive place for "mindful" practice. £1,000

20% of homework books to improve home school learning. £227.

20% of Times Tables Rock Stars.	£20
20% of "Linguascope".	£60
20% of Classroom Secrets.	£84
20% of Grammasaurus.	£40
20% of Master the Curriculum.	£100
<b>Sub Total</b>	<b>£2, 035</b>
<b>Other Resources</b>	
20% MarvellousMe app keeping parents in touch with the life of the school.	£120
<b>Sub Total</b>	<b>£120</b>
<b>Training</b>	
20% of EAL training day for all staff.	£130
20% of overall other training budget to encouraging better teaching.	£2,000
<b>Sub Total</b>	<b>£2,130</b>
<b>Total</b>	<b>£106, 125</b>

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Rapidly accelerate the progress of pupil who are at the early stages of speaking English	1 month. Children to know simple classroom instructional and school routine vocabulary. Also learn vocabulary for personal care. 3 months. Know phase 1, 2 and 3 phonics, prepositional words and one step instructions in a sentence. 1 year. Speak in sentences articulating basic needs and answering simple comprehension questions.
	Disadvantaged children learn to read for enjoyment.	Ongoing.
Progress in Writing	Improve the quality of the vocabulary that children use in their descriptive and technical writing.	July 18 <sup>th</sup> 2020.
Progress in Mathematics	Ensure that the progress of the most able disadvantaged mathematicians make good progress from EYFS to KS1 and then to KS2.	May 15 <sup>th</sup> 2020.
Progress in Foundation Subjects	Ensure that standards in Foundation Subjects match those in the core curriculum.	Ongoing throughout the academic year.

Phonics	% achievement	June 2020.
Other	Improve the attendance of disadvantaged pupils so that it is in line with that of non-disadvantaged pupils. ADD	July 17 <sup>th</sup> 2020.

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Monitoring and Implementation

Area	Challenge	Monitoring
Teaching - Priority 2, 3, 5,	<p>Priority 2. Use marking, question level analysis in termly tests to inform future planning and interventions.</p> <p>Priority 3. Getting to know children's language capacity and planning intervention.</p> <p>Priority 5. Over teaching vocabulary.</p>	<p>Priority 2. Planning and work scrutiny by middle leaders to assess the level of challenge.</p> <p>Termly disadvantaged data to the Deputy and Headteacher. Pupil progress meeting by the DHT to further challenge pupil progress.</p> <p>Priority 3. Phase leaders report to DHT about the quality and timeliness of assessments. Inclusion leader - termly supervision with Headteacher.</p> <p>Priority 5. Class teachers will plan and monitor the quality of interventions reporting to phase leaders. Subject leaders will assess how much progress is being made by individuals via work scrutiny and data trawls.</p>
Targeted support – Priority 1.	Ensure that attendance is good.	Weekly attendance trends to be tracked. Monthly reports to the Headteacher. Termly reports to Governors. Analysis if what is working and further action required.
Wider strategies – Priority 4.	Ensuring engagement.	Lists of attendees will be handed to the Inclusion Lead. Reading records of disadvantaged children will be scrutinised. HT to monitor app messages via weekly reports.

## Review: last year's aims and outcomes

Aim	Outcome
Improving attendance for disadvantaged pupils.	Published data for autumn and summer shows that our absence for disadvantaged pupils was 6.1% against national average of 5.4% with 21.7% persistent absence compared to 15.7% national.
<p><b>Commentary</b></p> <p>We carried out all of the general tasks such as monthly attendance displays, rewards for class attendance and monthly plots of attendance. We rang and visited families who were not at school, targets were set and there were many meetings. However, some families were difficult to influence and poor attendance continued.</p> <p>We now employ an Inclusion Leader, who will guide individual strategies with individual families. We will also intervene more quickly when new children begin to show signs of non-attendance.</p> <p>Also, small differences in absence across many families makes a statistical difference. Many children achieved between 92 and 96% attendance which is not officially classified as persistent absence (90%). Next year, we challenge holidays out of term time more rigorously and will do more</p>	

to explain the difference that small amounts of non-attendance makes cumulatively, while explaining to parent / carers strategies for managing minor illnesses.

**Improve more able disadvantaged children's progress.**

Year 6. Of the 15 disadvantaged children, none achieved the higher standard in all three subjects. Progress in reading for disadvantaged children was statistically better than average and this reflects the level of intervention. Published data did not accurately reflect progress made by non-mobile disadvantaged children and results were somewhat skewed e.g. progress in Reading for non-mobile disadvantaged children was +1.47, which is well above average. Progress in Mathematics and Writing were in the average band, but again mobility made the results seem worse than they were.

Year 2. 10% of children reached greater depth in Maths, but no children achieved it in Writing or Reading. However, none were more able at the end of Reception. Changing this will take many years of intervention, but we are optimistic.

Currently, across the school, very few disadvantaged children are reaching above age related expectations.

**Commentary**

Year 6. Progress in Reading reflected the high level of intervention. Analysis shows that the lower success rates in Maths and Writing was due to ineffective targeting. Next year we will use more sophisticated tracking data from "Fischer Family Trust" so more effective targets and expectations can be set.

Year 2. There were few children who were close to grade boundaries of Greater Depth and intervention will be required over a number of years to turn this around.

Reading out loud to an adult was an effective strategy across the school and will continue. Moving disadvantaged more able pupils from Age Related Expectations to above ARE requires teachers to "spot the potential" and give children more encouragement, raising expectations of their progress for their teachers, their families and themselves.

Having fewer children at ARE does not mean that they are not making progress within the ARE level. Particularly in Reading, we are pleased that the more able disadvantaged pupils are making good progress. In writing, the most important issue next year is consistency and applying what they have identified through editing. In mathematics, improving attendance is the biggest issue because we found gaps in the children's knowledge.

**Diminish the difference in Reading, Writing and Maths.**

Reception disadvantaged children made better than average progress and achieved more highly than the non- disadvantaged. Some children were classified as disadvantaged as the year progressed, so did not receive full entitlement to interventions. At KS1, the progress in Reading and Writing from EYFS was better than average, but in Mathematics conversions from 3 at EYFS to Greater Depth at KS1 were not secure.

At KS2, Reading was again a success story, but this did not translate to writing and Maths very mixed.

**Commentary**

Where we put the most input i.e. Reading, we diminished the difference in all but one year group. This did not carry over to writing and there was a very mixed picture in Mathematics. If we are to replicate these results in writing, teachers need to establish independence after intervention and ensure that the improvements that they make are embedded and do not wain or become variable. To improve Mathematics, we need the attendance measures to take effect and for teachers to be more precise about intervention required

<b>Diminishing the difference in other subjects.</b>	Work scrutiny showed that on the whole the disadvantaged children were more prone to variable quality of work and that the teacher had to work harder to ensure consistency. With this intervention, there was no discernible difference in the quality of work produced between advantaged and disadvantaged children by the end of the academic year.
<b>Commentary</b> This needs to remain a focus for the person leading learning including HLTA's and expectations should remain high.	
<b>Enhanced marking and better independent editing.</b>	The focus really helped to ensure that children held themselves to account for avoidable mistakes. Work scrutiny showed that short term gains were made for the vast majority of disadvantaged children and that in the longer term accuracy improved.
<b>Commentary</b> It required a lot of adult intervention to embed the level of care and attention that was needed to make this effective. However, it is not a strategy that will improve fluency, or higher order writing skills. This is done through teaching good quality lessons and high quality discourse including advancing vocabulary. This will be a focus next year.	
<b>More Accelerated Reader quizzes.</b>	Accelerated Reader lost its effectiveness because they quiz questions were based on recall whereas new tests were based on inference or deduction. Question level analysis of tests showed that pupils answered recall questions better than inference.
<b>Commentary</b> In 2019/20 the school will no longer invest resources in this as a method of encouraging reading and move to systems that encouraging love of reading.	
<b>Booster classes</b>	Analysis shows that those keen to engage in booster classes did improve their raw scores.
<b>Commentary</b> Those who did not attend well, or were disgruntled about attending did not and their value added progress suffered. Next year we will build more enjoyment into the classes and use more refined engagement tactics.	