

Pupil premium strategy statement

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	Clifton-upon-Teme Primary
Number of pupils in school	83
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Karen Groves
Pupil premium lead	Karen Groves
Governor lead	Dr Sue Everitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,520
Recovery premium funding allocation this academic year	£3,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24,700

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The core of our approach is these children access high quality teaching, rich experiences and are equipped to access the school's ambitious curriculum so they can flourish. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school-led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is informed by common barriers faced by disadvantaged pupils here at Clifton-upon-Teme Primary, as well as supporting individuals with less common but more specific needs. Assessment is used to track pupil progress, combined with detailed screening of pupil's progress against developmental milestones and cross referenced against pupil's attendance records, behaviour, Special Educational Needs provision, involvement with other professionals and safeguarding information to tailor our approach at a whole school, cohort and individual level.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils have fallen behind in Reading, Writing and Mathematics as a result of Covid-19 and the enforced school closures.
2	A number of our pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning.
3	Some of our pupils have lower self-esteem and have a lower sense of self-worth and have low aspiration.

4	Some of our higher attaining disadvantaged pupils do not reach their true potential as a result of limited life experiences compared to other pupils in school.
5	Paucity of life experiences to draw upon in comparison with some peers which left unaddressed provides them with little context to which to make deep cognitive links across different areas of the curriculum, this can lead to lower attainment and rates of progress if not addressed.
6	Complex family circumstances having an impact on pupil welfare with a causal link to slow progress and lower attainment if not addressed.

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
Sustained progress in Reading	Improve progress for disadvantaged pupils (in line with their starting points and when compared to peers)
Sustained progress in Writing	Improve progress for disadvantaged pupils (in line with their starting points and when compared to peers)
Sustained progress in Mathematics	Improve progress for disadvantaged pupils (in line with their starting points and when compared to peers)
Sustained levels of achievement in Reading, Writing and Mathematics	Academic achievement for disadvantaged pupils is at least broadly in line with that of their peers. The small number of disadvantaged pupils in each cohort makes this statistically unrepresentative to measure therefore comparisons are drawn against national and whole school measures
Sustained levels of achievement in phonics	Ensure pupils who are disadvantaged are given the appropriate diet and support to meet the expected standard in PSC
Engagement in real life experiences	To provide further enrichment learning opportunities within different curriculum areas in order to foster lifelong learning and habits
Mental health and well-being are fully supported	Ensure pupil welfare concerns are considered in a holistic manner in order to support mental health and well-being fully.

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: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessment software and technology to ensure all children can access this within school e.g. Nesy, Third Space	Standardised tests can 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: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1,2,3,4,5,6
Purchase of a DfE validated Systemic Synthetic Phonics programme (Little Wandle) to secure strong phonics teaching for all pupils	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3,4,5,6
Ensure gains from previous Reading CPD opportunities are sustained through retention of staff.	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,3,4,5,6
High quality Mathematics CPD opportunities are disseminated.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf	1,2,3,4,5,6

Dissemination of CPD on Vocabulary and Language teaching	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,3,4,5,6
Provide high quality continuous professional development to ensure pupils have a broad curriculum e.g. Investment in foundation subjects such as Art, Music.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2,3,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £4,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured small group intervention led by teaching staff	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2
Targeted 1:1 tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training	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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	3,6
Small group and 1:1 wellbeing support	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3,6
Mental Health Champion training	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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	3,6
Access to enhanced curriculum experiences e.g. educational visits, residential, visitors to school	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	3,4,5,6

Total budgeted cost: £24,850