

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	79
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 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Karen Crawford
Pupil premium lead	Karen Crawford
Governor lead	Nichola McCauley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,570
Recovery premium funding allocation this academic year	£2,320
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	£26,890

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: £15,500

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. Spelling Shed, TTRS, 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
Continued subscription to 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
High quality Reading CPD opportunities are disseminated.	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

CPD opportunities for Teaching Assistants to ensure they are able to deliver research-based interventions	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=teaching%20as	1,2,3,4,5,6
Additional class support staff to allow for small group support, single year teaching/support or reduced group size for teaching English/maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size#:~:text=International%20research%20evidence%20suggests%20that%20reducing%20class%20size,p ositive%20impact%20on%20disadvantaged%20pupils%20than%20their%20peers. https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course	1,2,3,4,5,6
Provide high quality CPD to ensure the provision for pupils with SEND is outstanding	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. The following EEF guidance report provides the starting point for focussed CPD opportunities: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2,3,6
Provide high quality continuous professional development to ensure pupils have a broad curriculum e.g. Investment in foundation	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	2,3,5

subjects such as Art, Music.	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	
------------------------------	--	--

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

Budgeted cost: £4,450

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 via Third Space (DfE accredited NTP)	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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing 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 carried out by ELSA	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3,6
Motional subscription to support ELSA and TISUK Practitioner with their practise and interventions	Motional is a suite of evidence-based tools designed to measure, positively impact and report on emotional health across the school; https://www.motional.io/	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, music lessons, residential, visitors to school, after school activities	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 https://www.swimming.org/swimengland/health-and-wellbeing-benefits-of-swimming/	3,4,5,6

Total budgeted cost: £26,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. Our small cohorts, alongside small numbers of disadvantaged pupils in each year group (2 pupils out of a cohort of 14 who were eligible for Pupil Premium in Year 6 cohort 2022) makes the use of data alone difficult to measure the impact. In Year 2, 6 pupils out of a cohort of 14 were eligible for Pupil Premium.

	KS2 Reading EXS+	KS2 Writing EXS+	KS2 Maths EXS+
CUTPS (PP , non PP)	100% 86%	100% 79%	50% 50%
	KS1 Reading EXS+	KS1 Writing EXS+	KS1 Maths EXS+
CUTPS (PP , non PP)	67% 88%	33% 88%	67% 88%

This, alongside our internal data, demonstrates that there has been progress made towards our aims of sustained progress (from starting points and against peers) and the challenges faced by each cohort has been taken into account when reviewing and revising our strategy this year.

The challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic and our observations have demonstrated that the impact on disadvantaged pupils has been particularly acute. We continue to place a high emphasis on supporting the emotional wellbeing and mental health of all our pupils and in particular our disadvantaged pupils.