

## Pupil premium strategy document 2020 – 2021 The Clinton C of E V.A. School

1. Summary information					
<b>School</b>	The Clinton C of E V.A. Primary School				
<b>Academic Year</b>	2020/ 2021	<b>Pupil Premium allocation</b>	£ 17,140	<b>Date of most recent External PP Review</b>	July 2017
<b>Total number of pupils</b>	36 (including preschool)	<b>Number of pupils eligible for PP</b>	12	<b>Date for next internal review of this strategy</b>	N/A

2, Current attainment (based on end of 2018/2019 data due to lack of data in 2019/ 2020 as a result of COVID 19 )			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>Early Years Foundation Stage achieved Good Level of development</b>	N/A	100% (2 pupils)	
<b>Year 1 phonics screening</b>	N/A	100% (1 pupil)	

2.Current attainment (based on end of 2018/2019 data in 2019/2020 as a result of COVID 19)			
<b>End of KS1</b>	<i>Pupils eligible for PP (your school) (2 pupils – 1 with significant SEND)</i>	<i>Pupils not eligible for PP (your school) (2 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% reaching the expected standard in reading</b>	50%	100%	75% *
<b>% reaching the expected standard in writing</b>	50%	100%	75% *
<b>%reaching the expected standard in maths</b>	50%	50%	76% *

<b>2.Current attainment (based on end of 2018/2019 data in 2019/2020 as a result of COVID 19)</b>			
<b>End of KS2</b>	<i>Pupils eligible for PP (your school) (2 pupils, 1 moved to the school in November 2018)</i>	<i>Pupils not eligible for PP (your school) (2 pupils, 1 moved to the school in March 2019)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in reading, writing and maths</b>	0%	50%	64% *
<b>% reaching the expected standard in reading</b>	0%	100%	75% *
<b>% reaching the expected standard in writing</b>	50%	50%	78% *
<b>%reaching the expected standard in maths</b>	50%	50%	75% *

### **3. Barriers to future attainment (for pupils eligible for PP, including high ability)**

<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	A majority of the pupils were previous Low prior attainers - 66% of the pupils did not achieve ARE in previous years.
<b>B.</b>	Mathematical vocabulary and inability to reason within maths because of this.
<b>C.</b>	Pupils with PP have limited experiences to support development of learning through all subjects.
<b>D.</b>	Some PP children have poor attitudes to learning, they have limited aspirations and have limited courage to take risks.
<b>E.</b>	41% of children have ongoing poor attendance which then impacts on learning.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	50% of the PP children did not engage in home learning during lock down which in turn has had an impact on their stamina for learning as well as their knowledge and understanding of key curriculum objectives.
<b>F.</b>	66% of PP pupils come from families hard to reach. Parental engagement is required to develop appropriate support for the PP pupils at home and to development knowledge and understanding of expectations of pupils at each group.
<b>4. Desired outcomes</b>	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.	PP children will have made accelerated progress to ensure they are inline or better than their peers within all core subjects. PP children without SEND will achieve ARE expectations in RWM by the end of the academic year. PP children with SEND will have achieved 100% of their small step targets for the year to ensure the gap is diminished between their peers.
<b>B.</b>	Improve maths vocabulary and use of stem sentences to support reasoning.	PP will be able to use sentence starters (STEM sentences) to support them in reasoning verbally with peers and then in sentences within books. Maths vocabulary will be focussed upon in teaching, on maths working walls and within bespoke math books to support children within the development of reasoning in maths.
<b>C</b>	Ensure all PP children have access to a broad and balanced curriculum and that their attainment within all subjects is in line with that of their peers.	A new Corners stones/ Curriculum Maestro online platform will enable staff to monitor the coverage of all subjects for PP children, the progression through areas of learning and evidence children's attainment against tall subject areas. Bespoke books will support the language of learning enabling children to talk through why they are learning what they are learning and how it is supporting their progress.
<b>D</b>	Significantly raise self - esteem and self-motivating of PP pupils.	PP pupils consistently: <ul style="list-style-type: none"> <li>● attempt challenging tasks readily</li> <li>● have a desire to learn</li> <li>● believe they can improve and are determined to do so</li> <li>● work well independently and as part of a group</li> <li>● have high aspirations for themselves and their futures.</li> </ul> <p>Character -</p> <p>As evidenced by: lesson and intervention observations, work sampling, weekly PP teacher / pupil conferencing, pupil voice questionnaires</p>
<b>E</b>	Improve attendance of PP children across the school.	All pupils will have 95% attendance or above unless exceptional circumstances or a SEND need does not allow it. Attendance trophies will be in place at each celebration worship. Head will monitor attendance of PP pupils every 2 weeks. Half termly reports will be drawn off for the head to interpret. Letters will be sent home and meetings held to support families. Outside agencies will be involved and a team around the family begun as and when needed.
<b>F</b>	Improve parental engagement to develop appropriate support for the PP pupils at home.	All PP parents / carers communicate with school regularly, hear children read at home and encourage with homework. School to host open afternoons to promote the types of learning that happens in school.

		School to organise spelling, English and maths open afternoons to equipment parents with the knowledge of expectations for each year group.
--	--	---

**5. Planned expenditure £ 17,140**

<b>Academic year</b>	<b>2020/2021</b>
----------------------	------------------

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?	Expenditure
<b>A</b> to raise attainment and aspirations of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.	Daily targeted teaching of basic literacy and numeracy skills.	<p>End of year data (July 2019) shows that PP pupils are not achieving their potential, or ARE in reading, writing and maths</p> <p>Teacher observations and pupils' books show that poor literacy skills are hindering progress in writing and reading comprehension.</p> <p>Poor numeracy skills are hindering progress in other areas of Maths as well as developing reasoning skills.</p> <p>Quick recall of number facts within maths is limited which is having an impact on simple arithmetic based work.</p>	<ul style="list-style-type: none"> <li>Teachers continue to embed spelling programme to a high standard and receive constant support from spelling champion to ensure best possible outcomes for children.</li> <li>Teachers to plan opportunities within literacy lessons to practise spelling patterns and grammar expectations for their year groups.</li> <li>Development of Oracy and how this supports learning to be led by English lead this year (learning walls, vocab walls, bespoke books, workshops for parents, training for staff)</li> <li>All teachers will participate in MAT wide comparative judgement of writing to support pedagogy and raising writing expectations.</li> </ul>	<p>Head</p> <p>PP LSC lead</p>		<p>£304</p> <p>£1884</p> <p>£414</p>

			<ul style="list-style-type: none"> <li>Planned time-line of lesson observations learning walks and pupil conferencing</li> <li>Close monitoring of pupils' exercise books, formative and summative assessments.</li> <li>Teachers to attend phase hub meetings across the MAT to continually develop pedagogy and understanding of end of year expectations.</li> <li>Key stage 2 teacher to build in regular arithmetic assessments and then work through gaps in learning.</li> <li>Key stage 2 teacher to attend the Jurassic hub mastery maths research group this year to develop understanding of mastery maths and use of power maths books within this teaching.</li> <li>Teacher rubric and incremental coaching to support ongoing progression of teacher practise across the school.</li> </ul>			
<p><b>B. Improve vocabulary in maths and ability to reason.</b></p>	<p>Teachers to use a wide vocabulary when speaking</p> <p>Teachers provide opportunities for discussion and debate in the classroom.</p> <p>Teachers provide a maths vocab rich environment.</p>	<p>PP pupils' limited vocabulary is hindering the ability to reasoning within maths lessons.</p>	<ul style="list-style-type: none"> <li>Bespoke work books will include maths vocabulary that supports development of language.</li> <li>Maths working walls will include a vocabulary list for the unit of work.</li> <li>Oracy development will enable the progress of vocabulary development across all subjects enabling children to talk with confidence about their learning and to reason well.</li> </ul>	<p>Head</p> <p>PP LSC member lead.</p>		<p>Included within subject leader teacher release time above.</p> <p>£235</p>

			<ul style="list-style-type: none"> <li>Reasoning will be built into every mastery maths lesson and stem sentences will be modelled to support pupil's language development.</li> </ul>			
<p><b>C.</b>Ensure all PP children have access to a broad and balanced curriculum and that their attainment within all subjects is in line with that of their peers.</p>	<p>A new Corners stones/ Curriculum Maestro online platform will enable staff to monitor the coverage of all subjects for PP children, the progression through areas of learning and evidence children's attainment against all subject areas. Bespoke books will support the language of learning enabling children to talk through why they are learning what they are learning and how it is supporting their progress.</p>	<p>Current curriculum planning shows subject areas covered each term but there is limited evidence of progression throughout year group in each subject.</p> <p>There is limited resources within school to support the monitoring and assessment of attainment of PP children in all subjects.</p> <p>Books show evidence of some subjects being covered throughout the year but not all.</p>	<ul style="list-style-type: none"> <li>HT will monitor the planning on Cornerstones and publish this on the school website as evidence of progression.</li> <li>Termly monitoring built into the schedule will enable staff to assess on cornerstones and develop and full picture of a child's attainment in every subject.</li> <li>Book looks across the staff will enable teachers to begin to develop an understanding of what age related looks like in all subject areas – moderation could also be built in across the hub for other subject areas such as history etc.</li> </ul>	<p>Head PP LSC lead.</p>		<p>£186</p>

<p><b>D.</b> Significantly raise self - esteem and self-motivation of PP pupils.</p>	<p>Character education</p>	<p>Bereavement experienced through lock down and COVID 19 has had a significant impact on some PP's behaviours and attitudes to learning.</p> <p>There is limited resilience and determination in all PP children across the age groups.</p> <p>Limited aspiration in PP pupils means there is limited 'buy in' to learning.</p>	<ul style="list-style-type: none"> <li>• The new character education approach being implemented will enable children to focus on their virtues.</li> <li>• Weekly worships will focus on key character virtues and link to how this supports learning and life chances.</li> <li>• The development of the school vision will focus on raising aspiration for all pupil groups.</li> <li>• Weekly taught virtues in class will support pupil understanding of virtues and how this develop character.</li> </ul>	<p>Character education lead and head.</p>		<p>£2,000 to support the implementation of character education across the school.</p> <p>CPD of character education for staff to be built in through weekly PDM's and inset days.</p>
<p><b>E.</b> Improve attendance of PP children across the school.</p>	<p>Class teacher will promote attendance in class. Class teacher will share attendance of pupils with parents in consultation meetings. Call teacher will liaise with admin when a child is absent to determine why and work with parents to ensure the child returns to school with limited time off.</p>	<p>Poor attendance of PP children highlighted when completing analysis of whole school attendance last year.</p>	<ul style="list-style-type: none"> <li>• Head regularly monitor attendance of key groups in the school with support from admin.</li> <li>• Attendance policy to be followed and letters home and parental meetings to be organised when needed.</li> </ul>	<p>Head PP LSC lead</p>		<p>£530</p>

**Total budgeted cost**

£5553

**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?	Expenditure
<p><b>A</b> To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.</p>	<p>LSA and teacher targeted interventions arithmetic, phonic intervention and spelling, Accelerated Reader, Pre-teaching sessions in maths and pupil conferencing</p>	<p>Skills in literacy and numeracy are well below ARE and pupils require additional targeted interventions.</p>	<ul style="list-style-type: none"> <li>• Support staff to deliver key interventions and keep account of learning within these to report to PP lead.</li> <li>• Specialist maths teacher to work with key PP children in years 5 and 6 throughout the year.</li> <li>• Teacher and HLTA to monitor Accelerated reader and how frequently the PP children are using it. Support staff to provide additional reading support based on findings.</li> <li>• HLTA to deliver precision teach style interventions to support spelling progression of key PP children.</li> <li>• IXL package to support key PP children in school if they are not accessing it at home.</li> <li>• Head to monitor assessments</li> </ul>	<p>Class teachers and head.</p>		<p>£1,164</p> <p>£651</p> <p>£3580</p> <p>£176</p>
<p><b>B.</b> Improve oral language skills for pupils eligible for PP.</p>	<p>Key maths interventions  Stem cell sentencing work.</p>	<p>PP pupils' limited vocabulary is hindering the ability to read text for meaning as well as vocabulary choices in writing so additional targeted interventions are required.</p>	<ul style="list-style-type: none"> <li>• Support staff to deliver precision teaching style interventions to support vocabulary development.</li> <li>• Oracy development workshops for HLTA to support understand of vocabulary</li> </ul>	<p>Class teachers and English lead  LSC PP lead</p>		<p>£226</p>



			progression across English and maths.			
<b>C.</b> Ensure all PP children have access to a broad and balanced curriculum and that their attainment within all subjects is in line with that of their peers	Precision teach of key vocabulary to support learning each week.	<p>Current curriculum planning shows subject areas covered each term but there is limited evidence of progression throughout year group in each subject.</p> <p>There is limited resources within school to support the monitoring and assessment of attainment of PP children in all subjects.</p> <p>Books show evidence of some subjects being covered throughout the year but not all.</p> <p>Pupils writing and range of vocabulary indicates limited exposure to specific vocabulary which will in turn inhibits learning.</p>	<ul style="list-style-type: none"> <li>• Cornerstones planning for the year will enable the class teacher to create banks of vocabulary to send home to learn at the start of each term.</li> <li>• HLTA to complete precision teach style interventions to pre teach vocabulary providing exposure before the learning task place in class.</li> </ul>	Class teacher and head		Included in time costs above.
<b>D</b> Significantly raise self - esteem and self-motivation of PP pupils.	<p>Key attachment based mentoring interventions.</p> <p>Individual music lessons where appropriate</p> <p>All PP children in key stage 2 to attend a residential.</p>	<p>Self-esteem and self-motivation are hampering pupils in risk taking. PP pupils need to feel a personal connection with adults in school to develop their sense of worth.</p> <p>Research has shown that learning an instrument raises self-esteem and cognitive abilities.</p>	<ul style="list-style-type: none"> <li>• Attachment based mentoring sessions for key PP children.</li> <li>• Enrichment opportunities within character education enable ALL pupils to experience learning a musical instrument.</li> <li>• MAT wide residential ensure ALL PP pupils across year 3 – 6 are given an opportunity to a range of experiences.</li> </ul>	<p>Class teacher and HLTA</p> <p>Character education lead</p> <p>LSC PP lead.</p>		<p>£1790</p> <p>£2,000 to support enrichment opportunities for PP children.</p>

E Improve attendance of PP children.	Inclusion team to be employed across the MAT and to support attendance of PP children.	Poor attendance of PP children highlighted when completing analysis of whole school attendance last year	<p>Head teacher will line manage the two inclusion officers for the MAT and work with them to consider case load.</p> <p>Inclusion officers to work with specific families to support parental engagement in school and understanding of the importance of school.</p> <p>Inclusion officers to work 1:1 with key children who sit in the persistent absentee bracket if appropriate.</p> <p>Evidence of impact to be created in cases studies, on CPOMs and the Devon wide rights for children platform.</p>	Head teacher and CEO where appropriate		£2,000
<b>Total budgeted cost</b>						£11587
<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Expenditure :</b>
F Improve parental engagement and knowledge of year group expectations	<p>Targeted invitations to attend parent consultation meetings / workshops on reading and maths.</p> <p>Use of virtual sessions to improve engagement.</p> <p>Creation of videos to put on website which all can access.</p>	Parental support is key to helping pupil progress.	<p>Ensure invitations to events are at times where parents can attend, invite on an individual basis by telephone, if necessary.</p> <p>Regular open afternoons for parents to attend.</p> <p>Virtual sessions on key subjects are planned each term to support parental engagement and improve parent understanding.</p> <p>Use of inclusion officers to support in developing parental engagement.</p> <p>Use of enrichment opportunities and annual planned character education</p>	<p>Head</p> <p>Character education lead</p> <p>Inclusion officer.</p> <p>LSC PP lead</p>	-	Included in costs above.

	Encourage use of online Maths and English software (IXL)		award ceremony to support parental engagement.			
	Chrome books for all Key stage 2 children					
<b>Total budgeted cost</b>						N/A
<b>Overall Expenditure</b>						£17,140

6. Review of expenditure				
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
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
iii. Other approaches				

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>