

Pupil Premium Strategy 2020-21

Pupil premium spending

SUMMARY INFORMATION			
Date of most recent pupil premium review:	Sept 20 (financial)	Date of next pupil premium review:	Sept 21 (school)
Total number of pupils:	Jan 20 census = 92	Total pupil premium budget:	£39,005
Number of pupils eligible for pupil premium:	29	Amount of pupil premium received per child:	£1345

STRATEGY STATEMENT
Please see our published policy for a full picture of our strategy and our evidence base.

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Poor Self-Management
B	Limited learning strategies and learning behaviours (resilience and concentration)
C	Low levels of oracy, literacy and numeracy
D	Poor Metacognition skills
E	Limited vocabulary, underdeveloped oral language and associated lower starting points
F	Low confidence and poor view of themselves as a learner
G	Lack of access to high quality EY provision

ADDITIONAL BARRIERS

External barriers

H	Low level of parental engagement and ability to support learning at home
I	Attendance and punctuality in school
J	Lack of access to cultural enrichment

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	<p>Quality First Teaching</p> <p>Close the gap between Pupil Premium and non-Pupil Premium children at all statutory assessment points including:</p> <p>EYFS Profile</p> <p>Year One Phonics Screening Check.</p> <p>End of KS1 assessments</p> <p>Yr 4 times table check</p> <p>KS2 SATs</p>	<p>Standards report for EYFS and KS1 & KS2 is produced termly and shared with staff and Governors</p> <p>Pupil progress data meetings with teachers to address interventions that have or will take place to aid children.</p> <p>Barriers to learning identified and specific actions to be followed through to create impact.</p>
B	<p>Develop a nurturing culture across the school</p> <p>Children to identify and label their emotions.</p> <p>Children will have an increased level of resilience to access their learning.</p> <p>Children's well-being will be increased</p> <p>Children's will develop healthier social relationships with their peers</p>	<p>Teachers constantly meet the needs of their classes, and work towards the curriculum intent. They develop a toolkit of teaching skills by working together to develop their practice.</p>
C	<p>Ensuring that children have everything they need in order to feel part of the Clandon school community and be ready for learning.</p> <p>Provide opportunities for all children to participate in after school clubs and school trips to deliver a balanced and equal curriculum to all.</p>	<p>PP children have access to participate in an after school club. They are able to attend all school trips.</p>
D	<p>Engagement with families, including increased attendance rates.</p>	<p>Overall attendance figure improves</p> <p>Specific children with persistent absence are quickly identified and support is put into place which leads to improvement in absence</p>

Planned expenditure for current academic year

ACADEMIC YEAR						
Quality of teaching for all						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Impact
The provision of high quality and timely intervention based on assessed need.	Close the gap between Pupil Premium and non-Pupil Premium children at all statutory assessment points including: EYFS Profile Year One Phonics Screening Check. End of KS1 assessments Yr 4 times table check KS2 SATs	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	Phonics training for staff Phonic lesson observations. Pupil progress reviews. Staff timetables effectively planned to ensure they are available when lessons and interventions are best delivered. Target TA time in the mornings for example. Timetable allows staff time to prepare interventions	VV (HT) EM & CH (SEND)	Ongoing assessment throughout the year. Quality First Teaching Observations. Pupil Progress Meetings termly Book Scans Termly	
Total budgeted cost:					£9,068	

Targeted support						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Impact
Develop a Nurture Room provision with appropriately skilled staff and a range of suitable resources	Children to identify and label their emotions. Children will have an increased level of resilience to access their learning. Children's well-being will be increased Children's will develop healthier social relationships with their peers	The six principles of nurture (Holmes and Boyd, 1999): 1) Developmental approach 2) Creating a safe base 3) Developing wellbeing 4) Developing language 5) Behaviour as communication 6) Supporting transition	Time throughout the day to meet with key children. Timetabling in order to ensure regular access to provision for appropriate children. Nurture Room is appropriately equipped All staff will be mindful of children's mental health and holistic development when they are working with them	VV (HT) LB (Nurture) GH (Nurture)	Termly	
Provide training and development for Nurture Room staff	Nurture staff have skills and knowledge that they need to be able to support our vulnerable learners.	Creating opportunities to engage with missing nurturing experiences develops social and emotional skills and resilience (Holmes and Boyd, 1999).	Training for Nurture Room staff Staff Appraisals Staff skills/needs audit	VV (HT) EM (SEND)	Termly	
Total budgeted cost:					£29,037	

Other approaches						
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?	Impact
Provide the opportunities for all children to participate in after school clubs and school trips to deliver a balanced and equal curriculum to all.	Children will have opportunities to: Excel at something Expand and diversify their interests Build self-esteem Establish new friendships (meet people who share similar interests) Learn about long-term commitments Develop teamwork.	Education Endowment Foundation (EEF) case studies Our Own Pupil Premium Policy and Evidence Base	PP children are offered an after school club free a term (using PP money) All trips for PP children are paid for using the PP funding	VV (HT) KJ (SB)	Ongoing	
Identify and engage with families, who have lower attendance rates.	Attendance rates will increase and persistent absence will decrease.	School attendance data	Regular meetings with Inclusion Officer TA to engage with families to encourage good attendance	VV (HT) LB (Nurture) GH (Nurture)	Termly	
Ensuring that children have everything they need in order to feel part of the Clandon school community and be ready for learning.	All children will have the required uniform for the wider curriculum, be well fed and hydrated and have the tools they need for learning.	Research shows that in order that children can be ready for learning, their basic needs must be met.	Staff checking that children have all that they need and providing items if required e.g. waterproof trousers for forest school, milk, breakfast, healthy snacks, stationery items	All curriculum staff and admin staff	Termly	
Total budgeted cost:					£900	