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## Clandon CofE Primary School Pupil Premium Strategy Statement 2021-2022 PART A

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	Clandon CofE Primary School
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Victoria Voller
Pupil Premium Lead	Victoria Voller
Governor Lead	Emma Palmer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,315
Recovery premium funding allocation this academic year	£1,958
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,273

# Part A: Pupil premium strategy plan

## Statement of intent

There are a high proportion of children supported through the pupil premium at Clandon. As such we have both the opportunity and responsibility to focus on holistic outcomes; using this funding we can have a strong positive impact.

Whilst each child is, of course, an individual there are many similar barriers that are common to this cohort. Our internal data demonstrates that these include poor attendance and punctuality, lack of high-quality pre-school provision leading to poor early learning skills on entry, low reading and phonic levels and identified or emerging complex SEMH needs.

Our three-year strategy is based on extensive evidence, including recent research by Mark Rowland (An updated practical guide to the Pupil Premium) which cites the vital importance of quality first teaching and high-quality pastoral care as the foundation for good outcomes. Our focus will be to improve pupil attendance and punctuality, to improve progress and attainment in reading and to plan effective provision for pupils with social and emotional needs.

## Challenges

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

Challenge number	Detail of challenge
1	Identified or emerging complex SEMH needs (with a legacy of these needs being unmet).
2	Chronic poor attendance and/or punctuality
3	Lack of quality EYFS experiences, leading to poor early learning skills on entry.
4	Poor reading and phonic skills.

## 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
<p>Improve attendance through school wide strategies.</p>	<ul style="list-style-type: none"> <li>• Children with falling attendance are identified at the earliest opportunity.</li> <li>• Robust procedures in place for day-to-day management of attendance, inc. calling parents on the first day of absence and following up on the third day of absence.</li> <li>• The school invites parents to meet with leaders when attendance drops below 95%</li> <li>• The school uses personalised, early outreach to improve attendance.</li> <li>• The school works closely with the GRT community where poor attendance is particularly prevalent.</li> <li>• A Walking Bus Scheme is in place.</li> <li>• A school-run Breakfast Club is in place.</li> <li>• Absentees are positively reintegrated and welcomed.</li> </ul>
<p>Improve outcomes in reading through high quality teaching</p>	<ul style="list-style-type: none"> <li>• All children, including the least able, love to read and listen to stories.</li> <li>• The teaching of reading is highly effective.</li> <li>• The lowest 20% of readers are well supported through quality first teaching and timely intervention.</li> <li>• All children make at least the expected rate of progress in reading across the school.</li> <li>• The reading curriculum is coherently mapped with clear end points.</li> <li>• % of children who pass the phonics screen in Year 1 is at least in line with national average.</li> </ul>
<p>Support children's SEMH needs through targeted nurture intervention</p>	<ul style="list-style-type: none"> <li>• All staff are alert to the signs of emerging social and emotional needs.</li> <li>• All staff know who to talk to about these concerns.</li> <li>• Children can self-refer if they are worried about their own or another child's emotional needs.</li> <li>• Parents are given plentiful opportunities to talk about their child's emotional wellbeing. This is given a high priority in meetings at the school.</li> <li>• All staff understand that behaviour is communication.</li> <li>• Practitioners use the Boxall Profile to assess children's needs and find possible causes.</li> </ul>

	<ul style="list-style-type: none"><li>• Practitioners hold multi-agency meetings within the school (involving child, parents, teachers) to unpick issues.</li><li>• Children with SEMH needs and their families are well supported.</li><li>• Intervention is timely and effective.</li><li>• Intervention increasingly takes place in the classroom.</li><li>• Home Time talking service offered to all families.</li></ul>
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## 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: Improve outcomes in reading through high quality teaching

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The teaching of reading is highly effective.</p> <ul style="list-style-type: none"> <li>The literacy team meet to plan the curriculum intent.</li> <li>The literacy team identify and implement a Federation wide reading and phonics scheme.</li> <li>The literacy team identify and embed a phonics assessment system.</li> </ul>	<p>The National College for Teaching and Leadership (National College) has published a report summarising good practice on closing the attainment gap under the 2014 primary National Curriculum. The report is based on projects run by 12 teaching school alliances.</p> <p>The report identifies the common themes that emerged from the projects:</p> <ul style="list-style-type: none"> <li>Addressing barriers to learning</li> <li>Building resilience</li> <li>Using a multi-sensory approach</li> <li>Investigating outstanding practice</li> <li>Making effective use of classroom support</li> <li>Improving literacy</li> </ul>	3 & 4
<p>The lowest 20% of readers are well supported through quality first teaching and timely intervention.</p> <ul style="list-style-type: none"> <li>The SENDCo/Literacy Lead has additional release time to develop strategies to support the least able readers.</li> <li>The SENDCo/Literacy Lead has additional release time to work directly with the least able readers.</li> <li>Literacy for All workshops for staff.</li> </ul>	<p>The Education Endowment Foundation (EEF), together with the Sutton Trust, has created a research-based teaching and learning toolkit for schools. According to the toolkit, the following strategies are backed up by evidence to say they can raise the attainment of disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>Oral language interventions</li> <li>Peer tutoring</li> <li>Phonics</li> <li>Social and emotional learning</li> </ul> <p>The EEF says that each of these interventions can add up to at least four months additional progress over the course of an academic year.</p>	3 & 4
<p>All children, including the least able, love to read and listen to stories.</p>	<p>The DfE has published a number of research papers on the importance of reading for pleasure. Reports state that there is a growing body of evidence which illustrates the importance of reading for pleasure for</p>	3 & 4

<ul style="list-style-type: none"> <li>• Raise the profile of reading with all stakeholders.</li> <li>• Reading and book displays around school.</li> <li>• Competitions</li> <li>• World Book Day</li> <li>• Time to read to children</li> </ul>	both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).	
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## Targeted academic support: Tutoring for less able readers

Budgeted cost: £773

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The lowest 20% of readers are well supported through quality first teaching and timely intervention.</p> <ul style="list-style-type: none"> <li>• The SENDCo/Literacy Lead has additional release time to develop strategies to support the least able readers.</li> <li>• The SENDCo/Literacy Lead has additional release time to work directly with the least able readers.</li> <li>• Literacy for All workshops for staff</li> </ul>	<p>The Education Endowment Foundation (EEF), together with the Sutton Trust, has created a research-based teaching and learning toolkit for schools. According to the toolkit, the following strategies are backed up by evidence to say they can raise the attainment of disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>• Oral language interventions</li> <li>• Peer tutoring</li> <li>• Phonics</li> <li>• Social and emotional learning</li> </ul> <p>The EEF says that each of these interventions can add up to at least four months additional progress over the course of an academic year.</p>	3 & 4

## Wider strategies: Attendance

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quickly identify children with falling attendance data, including punctuality.</p> <ul style="list-style-type: none"> <li>• Half termly register checks with IWO.</li> <li>• Federation wide attendance policy</li> <li>• Named Federation Attendance Lead</li> </ul>	<p>The London Borough of Barnet has published research on improving attendance in primary schools. The study suggests that, clearly allocating responsibilities for attendance among staff, tracking attendance data rigorously over time, analysing it by pupil group, targeting pupil premium funding and having robust procedures in place for day-to-day management of attendance, including calling parents on the first day</p>	2

	of absence and following up on the third day of absence will have a positive impact on school attendance. This will, in turn, have a positive impact on pupil outcomes.	
<p>Seek to understand the reasons for poor attendance in pupil groups and for individuals.</p> <ul style="list-style-type: none"> <li>• Re-write attendance letters, using traffic light system, so that they are more supportive and less punitive.</li> <li>• Attendance meetings held internally with trusted school staff, in the first instance.</li> </ul>	<p>US organisation Attendance Works has published guidance and resources for schools on improving attendance. The report suggests that seeking to understand the barriers to attendance is vital in order to work with families and improve attendance effectively.</p>	2
<p>Take robust yet compassionate action to support families so that attendance improves.</p> <ul style="list-style-type: none"> <li>• Walking Bus Scheme</li> <li>• School-run breakfast club</li> <li>• Absentees positively reintegrated.</li> </ul>	<p>US organisation Attendance Works has published guidance and resources for schools on improving attendance. The report suggests that engaging pupils and parents is key. From experience we know that families at our school require positive support rather than punitive approaches to impact behaviours.</p> <p>A case study from Rushey Green Primary School in Lewisham used a Walking Bus Scheme to good effect. Calling at children's doors improved both attendance and punctuality.</p>	2
<p>Raise the profile of school attendance.</p> <ul style="list-style-type: none"> <li>• Newsletters</li> <li>• School website</li> <li>• Social media platforms</li> <li>• Federation wide attendance policy</li> </ul>	<p>In an article in Headteacher Update, Nadia Jarana explains what strategies were used to boost attendance when she was the deputy headteacher of Orchard Primary School. This included raising the profile of attendance and the impact of poor attendance throughout the school community.</p>	2
<p>Support families so that pupils can access the full curriculum.</p> <ul style="list-style-type: none"> <li>• Subsidise for school trips, uniform, milk and after school clubs.</li> </ul>	<p>Our own evidence tells us that when pupils do not have the resources required to fully participate in school, or where parts of the wider curriculum are not accessible due to cost, attendance, and punctuality decline. This is because families and children would rather not be in school than attend without the necessary resources. Ensuring children are well equipped improves overall attendance.</p>	2

## Wider Strategies: Nurture (pastoral care as a foundation for good outcomes).

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children with emerging social and emotional needs are quickly identified by the school.</p> <ul style="list-style-type: none"> <li>• Staff training in addition to safeguarding.</li> <li>• Posters around school identify who children can talk to.</li> <li>• Nurture staff are high profile in the school and offer in-class outreach to children.</li> <li>• The school raises the profile of SEMH needs through its social media platforms, newsletter, and website.</li> </ul>	<p>Queens University Belfast (QUB) was commissioned by the Department for Education to undertake an evaluation of nurture groups and examine the impact of the 30 groups then funded by the Department.</p> <p>The QUB evaluation found clear evidence that nurture groups are having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning within a mainstream class. The same effects were not evident among children in similar circumstances attending a school without a nurture group. The report also found that nurture groups are cost effective with the potential to deliver significant savings to the education system.</p>	1,2,3
<p>Practitioners seek to understand the root causes of social and/or emotional needs.</p> <ul style="list-style-type: none"> <li>• Boxall training and profile.</li> </ul>	<p>Nurture UK states that "by doing the Boxall, you become aware of the social and emotional skills that a child is lacking, which may be at the root of his difficulties in learning and behaviour. The Boxall helps you identify the needs and pinpoints the areas where the child may need your support to function better in school."</p>	1,2,3
<p>The school provides high quality support for pupils with social and emotional needs.</p> <ul style="list-style-type: none"> <li>• Children with SEMH needs and their families are well supported.</li> <li>• Intervention is timely and effective.</li> <li>• Intervention increasingly takes place in the classroom.</li> <li>• Home Time talking service offered to all families.</li> </ul>	<p>Ofsted's report entitled 'Supporting children with challenging behaviour through a nurture group approach' outlines a survey examining the use of nurture groups and related provision in a small sample of 29 infant, first and primary schools. It states that nurture groups are small, structured teaching groups for pupils showing signs of behavioural, social or emotional difficulties, particularly those who are experiencing disruption or distress outside of school. The survey considered what makes nurture group provision successful and evaluates the impact on the pupils and their families.</p>	1,2,3



	<p>The survey found that when the nurture groups were working well they made a considerable difference to the behaviour and the social skills of the pupils who attended them. Through intensive, well-structured teaching and support, pupils learnt to manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions.</p>	
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**Total budgeted cost: £ 38,273**