

Pupil premium strategy statement

| 1. Summary information | | | | | |
|-------------------------------|--------------------------|---|------------|---|------------|
| School | Claremont Primary School | | | | |
| Academic Year | 2016/17 | Total PP budget | £449538.00 | | |
| Total number of pupils | 670 | Number of pupils eligible for PP | 353 | Date for next internal review of this strategy | April 2017 |

| 2. Current attainment | | | |
|---------------------------------------|----------|------------------------|---|
| | | Pupils eligible for PP | Pupils not eligible for PP all National |
| % achieving GLD or above in EY | | 67% | 72% |
| % passing Year 1 Phonics check | | 79% | 83% |
| % achieving ARE KS1 | Reading | 61% | 78% |
| | Writing | 53% | 70% |
| | Maths | 56% | 77% |
| % achieving ARE KS2 | Reading | 62% | 72% |
| | Writing | 75% | 79% |
| | Maths | 77% | 76% |
| | Combined | 52% | 60% |

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

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | The majority of pupils start the Foundation Stage well below age related expectations all areas. |
| B. | Very low attainment in reading for on entry to Early Years and mobile children in Key Stages 1 & 2. |
| C. | Very high percentage of pupils have EAL. |
| D. | Many children have a limited life experience to draw upon which impacts on attainment, progress, self-confidence and resilience. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| E. | Attendance of pupil premium pupils is lower than those of non-disadvantaged pupils which has a detrimental effect on their learning at school. |
| F. | High levels of socio-economic deprivation impacting on the social, emotional and mental health of adults and children. |
| G. | Large numbers of parents have English as an additional language so are not able to support learning at home. |

4. Desired Outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
|-----------|--|---|
| A. | Accelerate attainment from entry to the end of EY of pupils eligible for PPF | Pupils eligible for PPF will achieve aspirational targets by the end of Early Years |
| B. | Accelerate progress from entry to the end of either Key Stage in Reading, Writing and Maths of pupils eligible for PPF | Pupils eligible for PPF will achieve aspirational targets by the end of their key stage |
| C. | Accelerate language acquisition and it's comprehension for pupils eligible for PPF with EAL | Pupils eligible for PPF who have EAL make expected or more progress. |
| D. | To enrich the experience of pupils eligible for PPF through a range of different activities. | Pupils eligible for PPF will make accelerated progress in writing |
| E. | To improve the attendance of pupils eligible for PPF | Diminish the difference between the attendance of Pupils eligible for PPF and those not eligible for PPF to ensure improved progress and attainment. |
| F. | To improve the physical and mental health and well-being of pupils eligible for PPF | Pupils will be more ready to learn and engage with the curriculum and those eligible for PPF will achieve aspirational targets by the end of their key stage. |
| G. | To enable parents of children eligible for PPF, to be able to support their children's learning. | Better parental engagement and accelerated progress and attainment in each year group. |

5. Planned expenditure

Academic year

2016/17

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 | Review |
|--|--|---|--|------------------------|-----------|
| A. Accelerate pupil attainment from entry to the end of EY. | URLEY Training | EEF toolkit - Communication and Language approaches provide +6 month's progress EEF toolkit – Play-based learning approaches provide +3 month's progress Pupils enter school with well below baseline scores in speaking. All EY teaching staff will have URLEY training to support reluctant speakers through play and to extend the language of more able pupils. This will impact phonics, reading, writing and pupil confidence. | AHT for EY supporting staff during and after training. Quality Assurance by lead member of staff Monitoring of data and impact of interventions by class teachers and during pupil progress meetings | EY AHT & SLT PE SLE | June 2017 |
| | Recruitment of Physical Education Senior Leader in Education (SLE) | EEF toolkit - Physical Development approaches provide 2+ months' progress. Pupils enter school with well below average baselines in physical development. All EY staff will be supported by our PE SLE throughout the year on the fundamentals of movement. The aim is to improve gross motor control and improve writing. | Monitoring by PE SLE Monitoring of data and impact of interventions by class teachers and during pupil progress meetings | | |
| B. Accelerate progress from entry to the end of either Key Stage in Reading, Writing and Maths. | Chess from Y2-6 | Teaching children chess from an early age provides our pupils with important new skills in how to problem solve and reason. It encourages flexibility in their approaches to learning and is a life-long skill. | Quality Assurance by SLT. Timetabled sessions with every class in each year group. Scheme of progression throughout the year and over the year groups. Regular Meetings with the Chess specialist Dedicated time for staff to complete ladders. Training for staff on how to complete the ladders and expectations on what to include and discuss. Multi-lingual letters to go to parents to ensure understanding of a new development. Monitoring during book scrutiny and feedback to staff. | SLT | June 2017 |
| | Use of learning ladders to drive bespoke individual targets in core subjects | EEF toolkit – Meta-cognition and self-regulation strategies provide +8 months' progress All pupils are given individual targets in Reading, Writing and Maths and learning behaviours which are reviewed on a termly basis. They are discussed and evaluated with the children. All teachers will receive one day out of class per term to meet with their class and the targets and progress are shared with parents. (Learning Ladders). | Planned role out through staff training. Purchase of resources to support staff Ring-fenced management time for AG&T, Maths and English co-ordinators to plan and implement INSET. | | |
| | INSET by AG&T co-ordinator on teaching to the top in lessons | EEF toolkit – Mastery learning provides +5 month's progress. Staff meeting each term to be set aside for AG&T co-ordinator alongside Maths and English co-ordinators to train staff in what greater depth looks like in the new | | | |

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| | Introduction of Singapore Maths in Y1 | <p>curriculum and how to integrate this into quality first classroom teaching.</p> <p>New KS1 Maths lead (TLR2) identified and employed. INSET for all Y1 staff in teaching of Singapore Maths and purchase of all materials.</p> | <p>Program of support for staff after INSET Book scrutiny to monitor impact by co-ords and LT</p> <p>Regular INSET for Y1 staff. Dedicated time Maths leads to observe lessons and scrutinise work books Pupil Progress meeting</p> | | |
| C. Accelerate language acquisition and it's comprehension for those pupils where EAL is a barrier to learning. | <p>Reading training for all staff.</p> <p>Designated EAL support in class</p> | <p>EEF toolkit – Reading comprehension strategies provide +5 months' progress and Phonics teaching provides +4 months' progress. All staff will attend training at a Reading Recovery certified reading centre in how to support all pupils in improving all aspects of their reading.</p> <p>The development of Language is supported by our trained bi-lingual team of 3 Tas and a teacher</p> | <p>Dedicated training for member of staff at designated Reading Recovery teaching school, including monitoring visits from RR tutor. Time for staff to work with pupils. Monitoring of progress by RR teacher, class teacher and SLT during pupil progress.</p> <p>The targeted EAL pupils make accelerated progress from baseline. Pupil progress meetings</p> | SLT | June 2017 |
| D. To enrich pupil experience through a range of different activities. | Specialist Art and Drama practitioners | <p>EEF toolkit – Arts participation provides +2 months progress. Every year group participates in project which develops pupils writing through drama and art work. Pupils talk about how much they enjoy this and the writing produced is always of an incredibly high quality.</p> | <p>Quality Assurance Regular Meetings Pupil Voice</p> | SLT | June 2017 |
| F. To improve the physical and mental health and well-being of pupils | <p>To employ an SLE for PE to provide high quality PE and school sport in all key stages.</p> <p>Place 2be counsellor to work with classes on circle time</p> | <p>EEF toolkit – Sports participation provides +2 month's progress. Appointment of an SLE for PE will provide high quality CPD for all staff impacting on pupil confidence, self-esteem and physical and mental well-being.</p> <p>EEF toolkit - Behaviour interventions provide +3 months' progress. At times issues arise from Place2talk that highlight whole class issues. The class teacher and resident counsellor can work through sessions with the whole class.</p> | <p>Quality assurance through timetable of monitoring and observations Regular meetings Pupil & Staff Voice</p> | Deputy Head PE SLE | June 2017 |
| Total budgeted cost | | | | | 97,900 |

ii. Targeted support

| Desired outcome | Action | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review |
|---|--|---|--|----------------------|---------------------------------------|
| A Accelerate pupil attainment from entry to the end of EY. | <p>Gross and Fine motor control</p> <p>Speech and Language Therapy training for x2 TAs</p> <p>Play club</p> <p>Early Reading and Writing Support</p> | <p>Many children have poor fine motor skills which inhibits their progress in writing. Training is provided for TAs to deliver targeted fine motor skills sessions every afternoon. Children are targeted for a term.</p> <p>EEF toolkit - Communication and Language approaches provide +6 month's progress TAs trained in running speech and language sessions to target pupils who have been identified after assessment with a Speech and Language need. These children will have 2 early language support sessions per week for 16-20 weeks.</p> <p>EEF toolkit - Early Literacy approaches provide +4 month's progress EEF toolkit - Parental Engagement approaches provide +5 month's progress School will invest in 'Play Club'. A targeted phonics support intervention for Phase 2 & 3 phonics. It is provided for targeted pupils and is completed by parents at home after receiving support from staff in school.</p> <p>EEF toolkit - Early Literacy approaches provide +4 month's progress A TA will receive training in providing Early Reading and Writing support and provide this for targeted pupils for 5 mornings a week.</p> | <p>Quality assurance of programs by lead staff. Monitoring of data and impact of interventions by class teachers and during pupil progress meetings Pupil voice Parent voice</p> | EY AHT | June 2017 |
| B Accelerate progress from entry to the end of either Key Stage in Reading, Writing and Maths. | <p>Training a Reading Recovery teacher to work with individuals in Y1 and impact on quality first teaching of reading across the school.</p> <p>TA led: Reading: Phonics Intervention, Catch-up Intervention, Inference Training</p> | <p>EEF toolkit - Reading comprehension strategies provide +5 months' progress and Phonics teaching provides +4 months' progress.</p> <p>Our data analysis shows that a number of disadvantaged pupils enter Y1 significantly below age related expectations By having a specialist reading recovery teacher we aim to diminish the difference between their attainment and their non-disadvantaged peers.</p> <p>EEF toolkit - One-to-one tuition provides +5 months' progress. Analysis of attainment data shows that a percentage of pupils in all year groups are not achieving in-line in reading and maths. TAs in each year group or</p> | <p>Regular training for the member of staff External supervision in place. Pupil progress meetings Programme of intervention Learning Walks for quality assurance Entry and exit points mapped</p> | SLT & Inclusion Lead | December 2017, April 2017 & July 2017 |

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|---|--|--|---|---------------------------------------|------------------|
| | <p>Maths: Numicon Intervention, Numbers Count, SEN: Toe-by-toe 5-minute box</p> <p>Tutoring – “The Tutor Trust”</p> <p>Speech and Language Intervention from a specialist S&L Therapist</p> <p>Specific Literacy Difficulty Specialist (SpLD: Reading)</p> <p>AG&T small group workshops for pupils in writing</p> | <p>phase will be trained in Phonics, Catch-up Reading, Inference training, Numicon, Numbers Count, Toe-by-toe and 5 minute box. Sessions for individual and small group teaching are timetabled into every afternoon to ensure accelerated progress.</p> <p>EEF toolkit - One-to-one tuition provides +5 months' progress. From data analysis those children who are not making expected progress are supported by additional hours with 1:1 tutors.</p> <p>EEF toolkit - Oral language Interventions provide +5 months' progress. A small group of disadvantaged pupils have been assessed with very specific Speech and Language needs. These need to be addressed. A Speech and Language Therapist is employed to meet the needs of these pupils.</p> <p>EEF toolkit - One-to-one tuition provides +5 months' progress. As pupils move through school a small number fail to make expected progress in reading and writing. As these children are identified in pupil progress meetings they are screened by a specialist SpLD teacher and will then receive 1-1 tuition to meet their needs.</p> <p>EEF toolkit – Mastery learning provides +5 month's progress. To identify pupils who are working at greater depth and further deepen their work by providing small group tuition.</p> | <p>Targetted pupils Clear understanding of the aspects to greater depth of target. Quality assurance Entry and Exit point assessment.</p> | | |
| <p>C. Accelerate language acquisition and it's comprehension for those pupils where EAL is a barrier to learning.</p> | <p>Appoint a specialist EAL teacher co-ordinate EAL team and teach International New Arrivals in Year 5 and 6</p> | <p>EEF toolkit - Oral Language interventions provide +5 months' progress. The school will employ an EAL team who will deliver lessons to those pupils where EAL is a continued barrier to learning, to better meet their needs and accelerate progress. This will reduce class sizes in Y5 and 6 during English and there will be a lower teacher to pupil ratio thus improving progress.</p> | <p>Quality assurance of programs by lead staff. Monitoring of data and impact of interventions by class teachers and during pupil progress meetings</p> | <p>SLT & EAL lead teacher</p> | <p>June 2017</p> |

| iii. Other approaches | | | | | |
|---|--|--|---|-------------------|---------------|
| Desired outcome | Action | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | Review |
| D. To enrich pupil experience through a range of different activities. | Specialist Music Tuition | EEF toolkit - Arts participation provides +2 month's progress. All children should have the opportunity to learn to play a musical instrument. Disadvantaged pupils are provided with peripatetic music teachers in steel pans, samba and guitar. | Music Co-ordinator timetabling all year groups and classes across the year Quality Assurance Regular Meetings | Music Lead | June 2017 |
| D. To enrich pupil experience through a range of different activities. | Subsidised visits | Many pupils have limited experiences of the world around them. By providing subsidised trips pupils are motivated and engage with their learning, especially writing. Pupil voice has also shown that they are significant learning experiences. | Pupil Voice Attainment Quality of work from visits Data from pupil progress meetings | LT | June 2017 |
| E. To improve the attendance of pupil premium pupils. | Attendance Officer PiP Subsidised Breakfast Club | Children cannot make progress if they are late or not attending school. The role of the AO is to monitor and track attendance and punctuality across school and support families to improve this. To employ family support specialists to work alongside families who are having difficulties which are impacting on the learning of their child. To support vulnerable pupils to have a breakfast and calm start to the morning. | Monitoring through attendance procedures Monitoring through EHAs | SLT | June 2017 |
| Total budgeted cost | | | | | £111,288 |