

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Claremont Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£428,521 (incl £8761 for Nurs)		
<b>Total number of pupils</b>	651	<b>Number of pupils eligible for PP</b>	326 (incl Nurs)	<b>Date for next internal review of this strategy</b>	September 2020

2. Current attainment			
		Pupils eligible for PP	Pupils not eligible for PP National (2018)
<b>% achieving GLD or above in EY</b>		56%	74%
<b>% passing Year 1 Phonics check</b>		76%	85%
<b>% achieving ARE KS1</b>	Reading	63%	79%
	Writing	66%	74%
	Maths	63%	80%
<b>% achieving ARE KS2</b>	Reading	61%	80%
	Writing	77%	83%
	Maths	71%	81%
	Combined	57%	70%

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	The majority of pupils start the Foundation Stage well below age related expectations all areas.
<b>B.</b>	Very low attainment in reading on entry to Early Years and mobile children in Key Stages 1 & 2.
<b>C.</b>	Very high percentage of pupils have EAL.
<b>D.</b>	Many children have a limited life experience to draw upon which impacts on attainment, progress, self-confidence and resilience.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance of pupil premium pupils is lower than those of non-disadvantaged pupils which has a detrimental effect on their learning at school.
<b>F.</b>	High levels of socio-economic deprivation impacting on the social, emotional and mental health of adults and children.
<b>G.</b>	Large numbers of parents have English as an additional language so are not able to support learning at home.

<b>4. Desired Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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
<b>C.</b>	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.
<b>D.</b>	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
<b>E.</b>	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.
<b>F.</b>	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.
<b>G.</b>	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

2019/20

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.	Physical Education Senior Leader in Education (SLE)  All children have the WellComm screen on entry to Nursery	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 and a sports coach throughout the year on the fundamentals of movement. The aim is to improve gross motor control and improve writing.  EEF toolkit - Early Years Approaches provide +5 months' progress. All children will be screened for their understanding, speaking and listening and attention skills ensuring that need is identified early and support can be put in place to help children to catch up and keep up.	Monitoring by PE SLE Monitoring of data and impact of interventions by class teachers and during pupil progress meetings Monitoring by SENDCo	EY AHT & SLT PE SLE	June 2020
B. Accelerate progress from entry to the end each year in Reading, Writing and Maths.	Chess from Y2-6  Use of learning ladders to for personal development targets  INSET by Reading, Writing and Maths co-ordinators on subject developments and best practice.	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.  EEF toolkit – Meta-cognition and self-regulation strategies provide +8 months' progress All pupils are given individual targets in learning behaviours which are reviewed on a termly basis. They are discussed and evaluated with the children. All teachers will receive one half day out of class per term to meet with their class to review the targets and progress and this is shared with parents. (Learning Ladders).  EEF toolkit – Mastery learning provides +5 month's progress. Staff meeting each term to be set aside for AG&T co-ordinator alongside different subject co-ordinators to train staff in what greater depth looks like in the new curriculum and how to integrate this into quality first classroom teaching.	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 new 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. Planned role out through staff training. Purchase of resources to support staff Ring-fenced management time for AG&T, Reading and Writing co-ordinators to plan and implement INSET. Program of support for staff after INSET	SLT	June 2020

	<p>INSET for all adults on how to model, promote and expand vocabulary development. Use of PiXL to identify gaps in learning</p> <p>Introduction of character building opportunities for pupils across the school.</p>	<p>EEF toolkit – Oral Language Intervention provides +5 month's progress. Staff will have INSET in how to model, promote and expand pupils' vocabulary in ALL subjects.. EEF toolkit – Feedback provides +8 month's progress. Staff will use PiXL Question Level Analysis to identify gaps in learning and use these to support Quality First Teaching to better meet the needs of children.</p> <p>EEF toolkit – Social and Emotional Learning provides +4 month's progress. Staff will trained in and children will be taught the Claremont HEARTS programme which aims to build a variety of life skills which will support children in social interaction as well as academic achievement</p>	<p>Book scrutiny to monitor impact by co-ords and LT</p>		
<p><b>C.</b> Accelerate language acquisition and it's comprehension for those pupils where EAL is a barrier to learning.</p>	<p>Reading training for all staff.</p> <p>Designated EAL support in class</p> <p>ELKLAN</p>	<p>EEF toolkit – Reading comprehension strategies provide +6 months' progress and Phonics teaching provides +4 months' progress. All new staff will attend training at a Reading Recovery certified reading centre in how to support all pupils in improving all aspects of their reading. Training for support staff from completed in house</p> <p>The development of Language is supported by our trained bi-lingual team of 3 TAs and a teacher</p> <p>EEF toolkit – Oral Language Intervention provides +5 month's progress. Staff will have INSET to use ELKLAN strategies in class supporting children's oracy and verbal literacy.</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. Targeted EAL pupils make accelerated progress from baseline. Pupil progress meetings</p>	<p>SLT</p>	<p>April 2020 June 2020</p>
<p><b>D.</b> To enrich pupil experience through a range of different activities.</p>	<p>Specialist Art and Drama practitioners</p> <p>Enabling Enterprise Scheme</p>	<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>EEF toolkit – Collaboratiev Learning provides +5 months progress Children will take part in the EE projects throughout the year in all year groups. These aim to develop children's collaborative skills as well as raise aspiration for further education and work in the future.</p>	<p>Quality Assurance Regular Meetings Pupil Voice</p>	<p>SLT</p>	<p>April 2020 June 2020</p>

<p>F. To improve the physical and mental health and well-being of pupils</p>	<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. An SLE for PE will provide on-going rolling programme of 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 &amp; Staff Voice</p>	<p>Deputy Head PE SLE</p>	<p>April 2020 June 2020</p>
<b>Total budgeted cost</b>					£100,037

## 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
<p>A</p> <p>Accelerate pupil attainment from entry to the end of EY.</p>	<p>Gross and Fine motor control</p> <p>Speech and Language Therapy training for x2 TAs</p> <p>Play club</p>	<p>Many children have poor fine motor skills which inhibits their progress in writing. Training is provided for new 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 who have been 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 continue to invest in 'Play Club'. A targeted phonics support intervention for Phase 2 &amp; 3 phonics. It is provided for targeted pupils and is completed by parents at home after receiving support from staff in school.</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>	<p>EY AHT</p>	<p>April 2020 June 2020</p>
<p>B</p> <p>Accelerate progress from entry to the end of either Key Stage in Reading, Writing and Maths.</p>	<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,</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.</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>	<p>SLT &amp; Inclusion Lead</p>	<p>December 2019, April 2020 &amp; July 2020</p>

	<p>Catch-up Intervention, Inference Training 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</p> <p>Specific Literacy Difficulty Specialist (SpLD: Reading)</p> <p>AG&amp;T small group workshops for pupils in writing</p> <p>Introduction of PiXL programme</p>	<p>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 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>EEF toolkit - One-to-one tuition provides +5 months' progress. To identify pupils who are at risk of not progressing adequately and putting in place one-to-one tuition with them using teachers</p>	<p>Targetted pupils Clear understanding of the aspects to greater depth of target. Quality assurance Entry and Exit point assessment.</p>		
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<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>Use of ELKLAN</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>EEF toolkit – Oral Language Intervention provides +5 month's progress. Targeted children will have small group and 1-1 ELKLAN interventions to support their oracy and verbal literacy.</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 &amp; EAL lead teacher</p>	<p>December 2019, April 2020 &amp; July 2020</p>
<p>G To enable parents to support their children's learning.</p>	<p>EY Play Club</p> <p>Parents have Phonics and Reading Workshops to support their children at home</p>	<p>EEF EY toolkit - Parental engagement provides +5 month's progress. EEF EY toolkit - Early Literacy approaches provide +4 month's progress. For many of our pupil their baseline scores in reading and phonics upon entry to EY are well below their chronological age. Many of our parents will also speak English as an additional language and/or may not have been to school .Targeted pupils and families in both Reception and Nursery will access 'Play club' which is a program of phonics support for Phases 2 &amp; 3 and are done at home encouraging parental involvement. Parents receive a training session from our EY AHT before they take the play bags home.</p> <p>EEF EY toolkit - Parental engagement provides +5 month's progress. Parents will be invited to attend workshops which will support them in supporting children's reading at home.</p>	<p>Parental voice Pupil voice Timetable of award assemblies for pupils and parents to attend as they move through the different levels. Monitoring of standards across year group in pupil progress meetings</p>	<p>EY AHT</p>	<p>December 2019, April 2020 &amp; July 2020</p>
<b>Total budgeted cost</b>					<p>£227,897</p>



<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Action</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>Review</b>
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 2020
D. To enrich pupil experience through a range of different activities.	Subsidised visits and in-house experiences	Many pupils have limited cultural capital. By providing subsidised trips and in and out of school experiences pupils are motivated and engage with their learning, especially writing. Pupil voice has also shown that these are significant learning experiences in their time at Claremont.	Pupil Voice Attainment Quality of work from visits Data from pupil progress meetings	LT	June 2020
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 2020
<b>Total budgeted cost</b>					£100,587

## 6. Review of expenditure

Previous Academic Year

2018-19

### 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)																																								
<p><b>A.</b> Accelerate pupil attainment from entry to the end of EY.</p>	<p>An additional teacher employed across Nursery and Reception to provide intervention and support in key target areas.</p> <p>Physical Education Senior Leader in Education (SLE)</p>	<p>Additional Teacher focus</p> <table border="1" data-bbox="689 408 1375 695"> <thead> <tr> <th></th> <th>Nursery End of Year</th> <th>Reception End of Year</th> <th>National (2018)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>15%</td> <td>56%</td> <td>77%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>56%</td> <td>74%</td> </tr> <tr> <td>Listening and Attention</td> <td>30%</td> <td>78%</td> <td>86%</td> </tr> <tr> <td>Speaking</td> <td>25%</td> <td>61%</td> <td>85%</td> </tr> <tr> <td>Understanding</td> <td>20%</td> <td>61%</td> <td>86%</td> </tr> </tbody> </table> <p>PE SLE focus</p> <table border="1" data-bbox="689 778 1375 1007"> <thead> <tr> <th></th> <th>Nursery End of Year</th> <th>Reception End of Year</th> <th>National (2018)</th> </tr> </thead> <tbody> <tr> <td>Moving and Handling</td> <td>55%</td> <td>83%</td> <td>90%</td> </tr> <tr> <td>Health and Self care</td> <td>75%</td> <td>83%</td> <td>91%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>56%</td> <td>73%</td> </tr> </tbody> </table>		Nursery End of Year	Reception End of Year	National (2018)	Reading	15%	56%	77%	Writing	36%	56%	74%	Listening and Attention	30%	78%	86%	Speaking	25%	61%	85%	Understanding	20%	61%	86%		Nursery End of Year	Reception End of Year	National (2018)	Moving and Handling	55%	83%	90%	Health and Self care	75%	83%	91%	Writing	36%	56%	73%	<p>Pupils made excellent progress from very low baselines but continue to be behind all pupils nationally.</p> <p>Pupils continue to make excellent progress from very low start points and were broadly in-line with national averages for all pupils. Writing is still some way behind national but there will be an increased focus on writing and both the indoor and outdoor provision.</p>
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<p><b>B.</b> Accelerate progress from entry to the end each year in Reading, Writing and Maths.</p>	<p>Chess from Y2-6</p>	<p>A vast majority of pupils say how much they enjoy playing Chess in school. Many pupils say that it has improved their thinking skills and makes them more confident. “.....it lets my brain think about tactics and strategy.” “...it helps with your memory and you won't forget if you are doing something in lessons.” “I can remember the forks and pins and it makes me more confident.”</p> <p>Pupils have been more involved in 4 inter-school competitions this year.</p> <p>School continues to sign post children and parents to extra curricular Chess tournaments and we have seen improvements in self-esteem and behaviour.</p>	<p>Chess has been highly successful and pupils are overwhelmingly positive about their experiences in Chess. Children have been involved in 5 inter-school chess competitions. Pupils have also taken part in monthly chess tournaments, attended the city wide Megafinals and 2 children made it through to the north of England Gigafinals at Wright Robinson High School.</p> <p>Targeting of pupils with the capacity to excel at chess to have other experiences.</p>																																								

Use of learning ladders to for individual targets in core subjects

Learning ladders continue to be well received by pupils and parents as it allows them to see where to improve in both academic and pastoral targets as well as being able to see what progress they need to make by the end of the year and track themselves in R, W and M throughout the year.

Year Group	Pupil Premium pupils	Non-PP pupils	National floor standard
Year 1	58%	54%	65%
Year 2	56%	57%	65%
Year 3	64%	54%	65%
Year 4	70%	59%	65%
Year 5	67%	44%	65%
Year 6	58%	67%	65%

Staff, pupils and parents were pleased with the insight and time for reflection which the Leaders Ladders provided. Pupils reported that it gave them a focus area to improve and a sense of achievement. Due to a change in the assessment system being used by the school the use of learning ladders is being reviewed and a revised version will be implemented in the coming year ensuring that we maintain the positive aspects which were talked about by staff, pupils and parents.

INSET by AG&T co-ordinator on teaching to the top in lessons focus on Reading and Writing

Challenge in lessons continues to be a focus and teachers report being much more confident in the teaching of Mastery in lessons. Monitoring shows that more children are being challenged in lessons and that more pupils are being moved onto more challenging work more quickly.

**End of KS1**

Subject	Pupil Premium Pupils	Non-PP pupils	National Average all pupils 2018
Reading	16%	18%	27%
Writing	13%	13%	16% (2017)
Maths	13%	16%	22%

**End of KS2**

Subject	Pupil Premium Pupils	Non-PP pupils	National Average all pupils 2018
Reading	12%	7%	25%
Writing	14%	33%	21%
Maths	23%	36%	27%
R, W & M Combined	2%	9%	11%

KS1 results show that PP pupils are performing in line with all pupils nationally in writing and below in Reading and Maths. KS2 results show that PP pupils are below all pupils nationally in Reading and Writing and broadly in-line with all pupils in Maths. We will continue to support teachers and provide INSET which ensures that we teach to the top and will use Question Level Analysis to be able to provide more challenge for those children working at a higher level and those on the cusp.

<p><b>C.</b> Accelerate language acquisition and it's comprehension for those pupils where EAL is a barrier to learning.</p>	<p>Reading training for all staff.</p>	<p>Progress of Pupil premium pupils in reading where EAL is a barrier is outstanding (88%) at an average of +3.2 points over the year (3 points is good progress)</p> <table border="1" data-bbox="689 212 1373 330"> <thead> <tr> <th colspan="3">Pupils achieving ARE + in Reading across school</th> </tr> <tr> <th></th> <th>Baseline</th> <th>End of Year</th> </tr> </thead> <tbody> <tr> <td>PP EAL pupils</td> <td>62%</td> <td>66%</td> </tr> <tr> <td>Other EAL</td> <td>40%</td> <td>51%</td> </tr> </tbody> </table>	Pupils achieving ARE + in Reading across school				Baseline	End of Year	PP EAL pupils	62%	66%	Other EAL	40%	51%	<p>Progress continues to be at least good and training has been well received and well implemented in class. We will continue to support all teachers at whole school and individual levels to ensure that pupils maximise their progress.</p>																				
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	<p>Designated EAL support in class</p>	<p>Support is put in place for children who are new to the country or in their second or third year learning English.</p> <p>End of Key Stage 1</p> <table border="1" data-bbox="689 632 1350 825"> <thead> <tr> <th></th> <th>EAL PP children</th> <th>EAL non-PP children</th> <th>National all pupils 2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>62%</td> <td>61%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>66%</td> <td>57%</td> <td>70%</td> </tr> <tr> <td>Maths</td> <td>62%</td> <td>71%</td> <td>76%</td> </tr> </tbody> </table> <p>End of Key Stage 2</p> <table border="1" data-bbox="689 908 1350 1101"> <thead> <tr> <th></th> <th>EAL PP children</th> <th>EAL non-PP children</th> <th>National all pupils 2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>63%</td> <td>70%</td> <td>73%</td> </tr> <tr> <td>Writing</td> <td>78%</td> <td>81%</td> <td>78%</td> </tr> <tr> <td>Maths</td> <td>70%</td> <td>88%</td> <td>79%</td> </tr> </tbody> </table>		EAL PP children	EAL non-PP children	National all pupils 2018	Reading	62%	61%	75%	Writing	66%	57%	70%	Maths	62%	71%	76%		EAL PP children	EAL non-PP children	National all pupils 2018	Reading	63%	70%	73%	Writing	78%	81%	78%	Maths	70%	88%	79%	<p>EAL children entitled to the Pupil Premium continue to outperform our EAL children who are not entitled to Pupil Premium in Writing are in-line in Reading and below in Maths. KS1 but all pupils are significantly behind all pupils nationally due to the low start points upon entry. In KS2 the large majority of EAL PP pupils made at least good progress in line with their start points in KS1 in Reading, Writing and Maths.</p>
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<p>D. To enrich pupil experience through a range of different activities.</p>	<p>Specialist Art and Drama practitioners</p>	<p>Art and Drama specialists are particularly valued by both pupils and teachers and is counted as a highlight of learning during the year. In each year group pupils are making at least good progress (3 points) and in some are making outstanding progress.</p> <p><u>Y1-6 Progress in Writing PP vs. Non-PP</u></p> <table border="1" data-bbox="689 293 1032 754"> <tr> <td rowspan="2">Year 1</td> <td>Pupil Premium</td> <td>+3.0</td> </tr> <tr> <td>NOT Pupil Premium</td> <td>+3.1</td> </tr> <tr> <td rowspan="2">Year 2</td> <td>Pupil Premium</td> <td>+3.0</td> </tr> <tr> <td>NOT Pupil Premium</td> <td>+3.4</td> </tr> <tr> <td rowspan="2">Year 3</td> <td>Pupil Premium</td> <td>+3.0</td> </tr> <tr> <td>NOT Pupil Premium</td> <td>+3.7</td> </tr> <tr> <td rowspan="2">Year 4</td> <td>Pupil Premium</td> <td>+3.0</td> </tr> <tr> <td>NOT Pupil Premium</td> <td>+3.7</td> </tr> <tr> <td rowspan="2">Year 5</td> <td>Pupil Premium</td> <td>+3.3</td> </tr> <tr> <td>NOT Pupil Premium</td> <td>+3.8</td> </tr> <tr> <td rowspan="2">Year 6</td> <td>Pupil Premium</td> <td>+3.8</td> </tr> <tr> <td>NOT Pupil Premium</td> <td>+5.0</td> </tr> </table>	Year 1	Pupil Premium	+3.0	NOT Pupil Premium	+3.1	Year 2	Pupil Premium	+3.0	NOT Pupil Premium	+3.4	Year 3	Pupil Premium	+3.0	NOT Pupil Premium	+3.7	Year 4	Pupil Premium	+3.0	NOT Pupil Premium	+3.7	Year 5	Pupil Premium	+3.3	NOT Pupil Premium	+3.8	Year 6	Pupil Premium	+3.8	NOT Pupil Premium	+5.0	<p>Drama and writing opportunities have been carefully linked to Topic work this year and this has helped integrate knowledge into writing. Pupils thoroughly enjoy their Drama and Art workshops and teachers state the improved quality of writing around these sessions.</p>
Year 1	Pupil Premium	+3.0																															
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Year 6	Pupil Premium	+3.8																															
	NOT Pupil Premium	+5.0																															
<p>F. To improve the physical and mental health and well-being of pupils</p>	<p>To employ an SLE for PE to provide high quality PE and school sport in all key stages.</p>	<p>Pupils access to high quality PE and physical activity throughout the year through the creation of a progressive, differentiated whole school approach to the teaching of both PE and Nutrition and Health and well-being Staff receive a rolling programme of CPD in teaching of PE to create a whole school approach. X62 Sports Leaders, Ambassadors or MUFC Leaders trained to deliver lunchtime clubs to KS1 and EY. Fit Friday continues to support children in doing exercise in the morning and encourages children to come in early to school with healthy breakfast. Both mile-a-day and mini-mile have been embedded at class level for children from Y1-6 and children have been very enthusiastic about this. We have seen an increase in the number of inter school competitions this year from x12 to x15 Embedding indoor lunchtime activities with dance club. It is well attended and children are enthusiastic about it.</p>	<p>Children talk about how much better lunchtimes are with sports leaders. This was noted within the latest OFSTED report where PE featured as a particular strength of the school Sport leaders are very proud of their position and the role that they play. Sports leaders continue to support Lunchtime organisers on the playground and are valued for their contribution. Pupils continue to be pleased with the number and variety of activities available at lunchtime. We need to better identify future sport leaders who are pupil premium children.</p>																														
	<p>Place 2be counsellor to work with classes on circle time</p>	<p>Pupils report that they enjoy working with the Place2Be counsellor in class. Where our P2B manager has worked in classes the incidence of persistent negative behaviours have reduced and there were many fewer instances of repeat behaviour. P2B manager has also supported and provided training for our NQTs to better support their</p>	<p>Teachers have said how positive circle times are with our place 2 Be counsellor and how they support children in understanding their role in class based issues. We need to better target the counsellor at newer qualified teachers to support their development.</p>																														

**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)											
A Accelerate pupil attainment from entry to the end of EY.	Gross and Fine motor control	Reception pupils achieving ELG in Writing <table border="1" data-bbox="689 323 1326 472"> <thead> <tr> <th></th> <th>Baseline</th> <th>End of Year</th> <th>National (2018)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>15%</td> <td>56%</td> <td rowspan="2">73%</td> </tr> <tr> <td>Non-PP</td> <td>11%</td> <td>55%</td> </tr> </tbody> </table>		Baseline	End of Year	National (2018)	PP	15%	56%	73%	Non-PP	11%	55%	From a significantly lower start point than last year progress has been excellent and attainment of pupil premium children is in-line with non-pupil premium children at school, However this is still significantly behind all pupils nationally. <b>Greater emphasis will be placed on better integrating writing in the outdoor provision to better engage all children.</b>
		Baseline	End of Year	National (2018)										
	PP	15%	56%	73%										
Non-PP	11%	55%												
Speech and Language Therapy training for x2 TA	Reception pupils achieving ELG in speaking <table border="1" data-bbox="689 662 1326 810"> <thead> <tr> <th></th> <th>Baseline</th> <th>End of Year</th> <th>National (2018)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>25%</td> <td>61%</td> <td rowspan="2">85%</td> </tr> <tr> <td>Non-PP</td> <td>30%</td> <td>64%</td> </tr> </tbody> </table>		Baseline	End of Year	National (2018)	PP	25%	61%	85%	Non-PP	30%	64%	Pupil Premium pupils are making excellent progress towards Age Related expectation. However, attainment is still below that of all pupils nationally,	
	Baseline	End of Year	National (2018)											
PP	25%	61%	85%											
Non-PP	30%	64%												
Play club	Percent age of pupils at age related expectations in reading in EY: <table border="1" data-bbox="689 1027 1317 1182"> <thead> <tr> <th></th> <th>Baseline</th> <th>End of Year</th> <th>National (2017)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>15%</td> <td>56%</td> <td rowspan="2">77%</td> </tr> <tr> <td>Non-PP</td> <td>13%</td> <td>57%</td> </tr> </tbody> </table>		Baseline	End of Year	National (2017)	PP	15%	56%	77%	Non-PP	13%	57%	Play club contributes to the significant improvement in reading attainment and accelerates progress for a vast majority of our pupils. Better links between reading and writing now need to be made to improve writing outcomes.  Continue to target pupil premium pupils for this intervention.	
	Baseline	End of Year	National (2017)											
PP	15%	56%	77%											
Non-PP	13%	57%												

<p><b>B</b> Accelerate progress from entry to the end of either Key Stage in Reading, Writing and Maths.</p>	<p>Reading Recovery teacher to work with individuals in Y1 and impact on quality first teaching of reading across the school.</p>	<p>Reading progress in school has been at least good in all year groups and across school reading continues to be a focus due to the high level of EAL which exists in the whole school population. Pupil outcomes in Y1 phonic screen have been broadly in-line with other pupils in school.</p>	<p>Our Reading Recovery Teacher will continue to work with both staff across school and pupils in Y1 to support accelerated progress.</p>																												
	<p>TA led: Reading: Phonics Intervention, Catch-up Intervention, Inference Training Maths: Numicon Intervention, Numbers Count, SEN: Toe-by-toe 5-minute box</p>	<p>Interventions for targeted children proved successful throughout the school and led to pupil premium children making better than expected progress (where good progress is +3.0 points) in reading, writing and maths in many cases.</p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>+3.1</td> <td>+3.0</td> <td>+3.0</td> </tr> <tr> <td>Year 2</td> <td>+3.3</td> <td>+3.0</td> <td>+3.5</td> </tr> <tr> <td>Year 3</td> <td>+3.1</td> <td>+3.0</td> <td>+3.0</td> </tr> <tr> <td>Year 4</td> <td>+3.0</td> <td>+3.0</td> <td>+3.0</td> </tr> <tr> <td>Year 5</td> <td>+3.2</td> <td>+3.3</td> <td>+3.2</td> </tr> <tr> <td>Year 6</td> <td>+3.3</td> <td>+3.8</td> <td>+4.0</td> </tr> </tbody> </table>	Year Group	Reading	Writing	Maths	Year 1	+3.1	+3.0	+3.0	Year 2	+3.3	+3.0	+3.5	Year 3	+3.1	+3.0	+3.0	Year 4	+3.0	+3.0	+3.0	Year 5	+3.2	+3.3	+3.2	Year 6	+3.3	+3.8	+4.0	<p>Interventions for pupils have been successful with all pupils involved. Reading interventions were reviewed this year and better targeted at need for individual children.</p>
	Year Group	Reading	Writing	Maths																											
	Year 1	+3.1	+3.0	+3.0																											
Year 2	+3.3	+3.0	+3.5																												
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Year 5	+3.2	+3.3	+3.2																												
Year 6	+3.3	+3.8	+4.0																												
<p>Tutoring – “The Tutor Trust”</p>	<p>Pupils accessing Tutor Trust provision continue to make good progress this year. The tutoring was targeted at reading and maths. 12 pupil premium pupils accessed the tutoring program. 100% of those pupils receiving tutoring achieved at least EXS 100+.</p>	<p>Continue to identify pupils at risk of not meeting expected standard and making sure that they get the extra support to accelerate progress.</p>																													
<p>Speech and Language Intervention from a specialist</p>	<p>Pupils who have had S&amp;L intervention from a therapist have made good progress towards their own personal S&amp;L targets.</p>	<p>The school recognises the importance of speech and language being the basis for reading and writing. We are committed to ensuring all pupils with a need receive the support that they need and bespoke learning to support them.</p>																													

	Specific Literacy Difficulty Specialist (SpLD: Reading)	All pupils accessing SPID support made accelerated progress in Reading Accuracy, Reading Rate and Reading Comprehension.	Continue to identify which pupils are at risk of falling behind due to specific SpLD difficulties and ensure that they are targeted appropriately.												
	Introduction of PiXL programme	Teachers were given time out of class to work with individuals or small groups at risk of not achieving the expected standard or greater depth in Year 6. Pupils reported that they more engaged in and valued more interventions run by teachers. Children made good progress from their start points	We will be continuing to provide teachers with time out of class to work with targeted children to support them achieving expected standards in Y6. We will be looking at using certain aspects of the PiXL process with years 1-5 over the course of the coming year.												
C. Accelerate language acquisition and it's comprehension for those pupils where EAL is a barrier to learning.	Appoint a specialist EAL teacher co-ordinate EAL team and teach International New Arrivals in Year 5 and 6	EAL pupil Premium children made at least good progress (where good progress is 3 points) over course of the year in both Y5&6. <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>+3.2</td> <td>+3.3</td> <td>+3.2</td> </tr> <tr> <td>Year 6</td> <td>+3.4</td> <td>+3.8</td> <td>+4.2</td> </tr> </tbody> </table>		Reading	Writing	Maths	Year 5	+3.2	+3.3	+3.2	Year 6	+3.4	+3.8	+4.2	The EAL team continues to focus this year on best practice and the teaching of reading as the gateway skill.
	Reading	Writing	Maths												
Year 5	+3.2	+3.3	+3.2												
Year 6	+3.4	+3.8	+4.2												
G To enable parents to support their children's learning.	EY Play Club	Parent participation was high and all pupil premium pupils completed the sessions. Parental feedback was wholly positive about the programme. <table border="1"> <tbody> <tr> <td>Percentage of pupils making at least expected progress</td> <td>92% (12/13)</td> </tr> <tr> <td>Percentage of PP pupils making accelerated progress</td> <td>85% (11/13)</td> </tr> </tbody> </table>	Percentage of pupils making at least expected progress	92% (12/13)	Percentage of PP pupils making accelerated progress	85% (11/13)	To continue to offer this to parents and intervene more quickly when a lack of participation is identified.								
Percentage of pupils making at least expected progress	92% (12/13)														
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### iii. Other approaches

Desired outcome																												
<p>D. To enrich pupil experience through a range of different activities.</p>	<p>Specialist Music Tuition</p>	<p>Pupils said that they music was a valuable part of the curriculum and added value to their learning. Pupils report that they would not get to learn these instruments or any at all outside of school and it makes them want to carry on outside of school. Pupils report: "Music makes me feel calm and less stressed and this helps with my memory in lessons." "Music calms me down when I feel annoyed." "I remembered music when we talked about sound vibrations in science."</p>	<p>Pupils were able to perform in the school music recitals and showed greater confidence.</p>																									
<p>D. To enrich pupil experience through a range of different activities.</p>	<p>Subsidised visits</p>	<p>Pupils report that they all enjoy trips and form a highlight of the year. They report them as memorable events and incentivise learning and attendance. Pupils report: "We went to learn about the Egyptians and this helped me in my writing in History." "I enjoyed seeing architecture because this helped me in Maths." "Trips make me want to come to school."</p>	<p>The school has made good progress towards mapping trips to make them as varied and engaging as possible. We are looking to ensure that children are able to explore their community as well as going further afield.</p>																									
<p>E. To improve the attendance of pupil premium pupils.</p>	<p>Attendance Officer</p>	<table border="1" data-bbox="685 802 1379 1129"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">PA (10% all pupils Yr 1-6) Claremont</th> <th rowspan="2">PA (10% all pupils, national)</th> <th colspan="2">Overall pupil absence Claremont (Nursery-Year 6)</th> <th rowspan="2">Overall pupils absence (Yrs 1-6) national</th> </tr> <tr> <th>17/18</th> <th>18/19</th> <th>17/18</th> <th>18/19</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>3.15%</td> <td>4.75%</td> <td>8.7%</td> <td>2.98%</td> <td>3.58%</td> <td>4.2%</td> </tr> <tr> <td>Non PP</td> <td>6.35%</td> <td>4.46%</td> <td>8.7%</td> <td>3.43%</td> <td>3.62%</td> <td>4.2%</td> </tr> </tbody> </table>		PA (10% all pupils Yr 1-6) Claremont		PA (10% all pupils, national)	Overall pupil absence Claremont (Nursery-Year 6)		Overall pupils absence (Yrs 1-6) national	17/18	18/19	17/18	18/19	PP	3.15%	4.75%	8.7%	2.98%	3.58%	4.2%	Non PP	6.35%	4.46%	8.7%	3.43%	3.62%	4.2%	<p>The impact of spending on our attendance officer is significant.  PA for PP pupils is below national PA figures for all pupils nationally and in-line with non-PP pupils at school.  Attendance of pupil premium pupils is above attendance of all pupils nationally and in-line with non-PP pupils at school.  We aim to continue to provide an excellent service to our families and will look to continue to raise the bar for attendance for all families at Claremont.</p>
	PA (10% all pupils Yr 1-6) Claremont			PA (10% all pupils, national)	Overall pupil absence Claremont (Nursery-Year 6)		Overall pupils absence (Yrs 1-6) national																					
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	<p>PiP</p>	<p>Continues to work with our most hard to reach and vulnerable families. After targeted support 67% of pupils saw an improvement in their attendance and punctuality at school.</p>	<p>Families who have been supported by PiP worker have shown an improvement in both attendance and punctuality of pupils at school with a reduction of persistent absence. School PA for pupil premium pupils is below that of other pupils nationally and absence is in-line. To continue to identify vulnerable families that need support.</p>																									

	<p>Subsidised Breakfast Club</p>	<p>Pupils and parents say that they enjoy breakfast club especially the amount of activities which are on offer. Fit Friday and daily dance continue to be very successful "Breakfast club gives me more energy to concentrate in my work." "The food at breakfast club always cheers me up." "Breakfast club games help me collaborate with my friends."</p>	<p>To continue to monitor pupil and parent voice. Rotate activities so that more children are encouraged to participate.</p>
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