

Pupil premium strategy statement

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	Claremont Primary School
Number of pupils in school	642
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022/ 2022-2023 /2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Anne Conboy
Pupil premium lead	Wendy Birks
Governor / Trustee lead	Alan Cross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£454,962
Recovery premium funding allocation this academic year	£63,998
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£518,960

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, and we aim to provide all children access to a variety of exciting opportunities and a rich and varied curriculum.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	The majority of pupils start the Foundation Stage well below age related expectations in all areas.
2	Very low attainment in reading on entry to Early Years and mobile children in Key Stages 1 & 2.
3	Very high percentage of pupils have EAL.
4	Many children have a limited life experience to draw upon which impacts on attainment, progress, self-confidence and resilience.
5	High levels of socio-economic deprivation impacting on the social, emotional and mental health of adults and children.
6	The education and wellbeing of many of our pupils have been impacted by partial school closures. These findings are supported by national studies and shows that this has resulted in significant gaps in knowledge leading to pupils falling further behind.

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
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

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
Accelerate language acquisition and its comprehension for pupils eligible for PPF with EAL	Pupils eligible for PPF who have EAL make expected or more progress
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.
To enrich the experience of pupils eligible for PPF through a range of different activities.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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.
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.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 130,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerate pupil attainment from entry to the end of EY.	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. WellComm and Neli screening and interventions 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.	1
Purchase of a DfE validated Systematic	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	2/6

Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics Toolkit Strand Education Endowment Foundation EEF	
Accelerate progress from entry to the end of each year in Reading, Writing and Maths.	<p>EEF toolkit – Mastery learning provides +5 month’s progress. Staff meetings set aside for co-ordinators to share best practice and how to integrate this into quality first classroom teaching.</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.</p> <p>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 be trained in and children will be taught the Nurturing Schools Programme which aims to build a variety of life skills which will support children in their behaviour and social interactions as well as academic achievement</p>	2/4/6
Accelerate language acquisition and its comprehension for those pupils where EAL is a barrier to learning.	<p>EEF toolkit – Reading comprehension strategies provide +6 months’ progress and Phonics teaching provides +4 months’ progress. All new staff including support staff will receive training in class and through INSET from our AHT Reading Recovery Teacher on how to support all pupils in improving all aspects of their reading. The development of Language is supported by our trained bi-lingual team of 3 TAs</p> <p>EEF toolkit – Oral Language Intervention provides +5 month’s progress. Staff have had INSET to use ELKLAN strategies in class and will continue to develop its use in supporting children’s oracy and verbal literacy.</p> <p>Phonological Awareness Project will be used to improve children’s phonological awareness with a specific focus on blending and segmenting and phase 1 phonics.</p>	3/6
To enrich pupil experience through a range of different activities.	EEF toolkit – Arts participation provides +2 months progress. Every year group participates in a project which develops pupils' writing through drama and artwork. Pupils talk about how much they enjoy this, and the writing produced is always of an incredibly high quality.	4/6
Enhancement of our maths teaching and curriculum planning in line	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3

with DfE and EEF guidance.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	
National Nurturing School approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers):	5/6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 245,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerate pupil attainment from entry to the end of EY.	<p>EEF toolkit - Communication and Language approaches provide +6 month's progress TAs are trained in running speech and language sessions (NELI) to target pupils who have been identified after assessment</p> <p>EEF toolkit - Communication and Language approaches provide +6 month's progress Daily intervention on rotation after assessment to support Speech and Language</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 extra phonics support for children and provide a targeted phonics support intervention for Phase 2 & 3 phonics. It will be provided for targeted pupils and is completed by parents at home after receiving support from staff in school.</p>	1
Additional phonics reading and maths sessions targeted at all pupils who require further support.	<p>EEF toolkit - Reading comprehension strategies provide +5 months' progress and Phonics teaching provides +4 months' progress. 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>	1/2/3

	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. Phonics Toolkit Strand Education Endowment Foundation EEF	
Accelerate language acquisition and its comprehension for those pupils where EAL is a barrier to learning.	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.	3
To enable parents to support their children’s learning.	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 pupils 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 EY and KS1 will receive sessions in school to support the learning of phonics and reading. These will be provided by our EY AHT and our AHT reading specialist.	5/6
Engaging with the National Tutoring Programme to provide a blend of tuition, and school-led tutoring.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3/4/5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 143,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enrich pupil experience through a range of different activities.	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.	4/5
To enrich pupil experience through a range of different activities.	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.	4/5

<p>To improve the attendance of pupil premium pupils.</p>	<p>Children cannot make progress if they are late or not attending school.</p> <p>The role of the AO is to monitor and track attendance and punctuality across school and support families to improve this.</p> <p>To employ family support specialists to work alongside families who are having difficulties which are impacting on the learning of their child.</p> <p>To support vulnerable pupils to have a breakfast and calm start to the morning.</p>	<p>5/6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 518,960

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as google classrooms and those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Nurturing Schools Programme	nurtureuk.org

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.