

Pupil Premium Strategy Document

1. Summary information

School	Clawton Primary School				
Academic Year	2020/21	Pupil Premium allocation	£ 9725	Date of most recent External PP Review	Oct 2019
Total number of pupils	92	Number of pupils eligible for PP	10	Date for next internal review of this strategy	TBA

Due to Covid 19 there is no end of 2020 Academic Year data. Data used for this exercise is from Autumn Half Term Teacher Assessment.

2. Current attainment (TA Autumn 1a)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	60	86	
% reaching the expected standard in reading	60	50	
% reaching the expected standard in writing	60	40	
%reaching the expected standard in maths	70	55	

	<i>Pupils eligible for PP (your school) Break down per year groups of current cohort</i>					
	Year 1 3	Year 2 2	Year 3 1	Year 4 1	Year 5 0	Year 6 3
% achieving in reading, writing and maths	100	100	0	0	NA	33
% reaching the expected standard in reading	100	100	0	0	NA	33
%reaching the expected standard in writing	100	100	0	0	NA	33

% reaching the expected standard in maths	100	100	0	100	NA	33
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	Pupils NOT eligible for PP (your school) Break down per year groups of current cohort					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% achieving in reading, writing and maths	80	50	33	8	31	40
% reaching the expected standard in reading	80	86	33	8	54	67
% reaching the expected standard in writing	80	50	33	8	31	40
% reaching the expected standard in maths	80	50	33	23	62	73

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)

A.	Effects of COVID 19 on Reading, maths and writing progress.
B.	Inclusion and development of disadvantaged pupils who are also have SEND and SEMH needs.
C.	Lack of expectation for PP children
D.	Lack of knowledge by support staff on how to support the specific needs of the PP (pupils conferencing / addressing misconceptions / SEND needs)
E.	Lack of resilience from children in their learning and an underdeveloped Growth Mindset
F.	Pace to which misconceptions in learning are identified and children supported pupils to close the gaps and progress learning
G.	Higher ability children's trajectory not being met
H.	Lack of understanding by pupils how to improve their work and progress
I.	Less developed vocabulary and speaking and listening skills

External barriers (issues which also require action outside school, such as low attendance rates)		
J.	Some children have a lack of parental support or parents are focussed on needs that school do not identify with.	
K.	Attendance of one PP child is significantly low	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Increase engagement in learning	Pupils will be active in their learning and demonstrate good learning behaviours in class. Children are given opportunities to develop their character and SEMH through Outdoor Learning / provision. Their work in books will be high quality and demonstrate the knowledge they have and progress made.
B.	Children will develop a 'growth mindset' and resilience in learning to support them in moving their learning forward with effective strategies	Pupils will demonstrate good learning behaviours and use language associated with Growth Mindset when tackling work. Pupils will make progress in work.
C.	Develop staff expertise in identifying pupils misconceptions, supporting pupils effectively to address misconceptions and set robust next steps to progress learning.	Effective pupil conferencing will happen and pupils will know how to improve in their work. Misconceptions will be identified in books and addressed so that pupils make progress. When observed, staff will confidently set next step targets that specifically relate to the needs of the pupil.
D.	Children will develop their vocabulary enabling them to be able to articulate their feelings and ideas. This will also impact on their writing.	Pupils' will have increased levels of vocabulary understanding and be able to access other learning more effectively.
E.	Raised attainment of all PP pupils (high ability PP to work at GD and other PP children to achieve EXP levels in reading, writing, maths).	Data will show that pupils are meeting EXP or GD in the core subjects.
F.	The school's provision to support pupils' mental health is developed further by providing 'experts' in school to meet their needs through a specific programme of strategies and activities.	There will be regular activities and groups in school to support SEMH (gardening, eco learning, Lego/art therapy) These will be monitored as interventions and will happen on a regular basis.
G.	further improve and develop parental engagement and expectation for their children	School has a positive relationship with parents and keep them regularly informed of the support in place for their children. They support this and work with the school to ensure progress and achievement for their children. Attendance is high.

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5. Planned expenditure + SBS

Academic year	2020/21
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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	When will you review implementation?	Expenditure
Children are given opportunities to examine and develop their learning dispositions and their character virtues.	Whole school MAT approach to Character Education developed through the specialised provision of outdoor learning.	Children in the community have a distinct affinity to the outdoors. It is an environment that they are comfortable and secure in.	This will be developed and quality assured through the Trust delivery of the Character Virtues, tracked and monitored by a member of the Central Team	Outdoor Learning Teacher TBA	July 2021	£208
Through incremental coaching teachers develop their pedagogy to meet QFT and assessment needs to ensure children close gaps.	One coaching session per week with feedback and discussion.	The coach will explore the class provision map, teacher intervention and pedagogical choices of the teacher for best practice and real time development.	Coaches are quality assured by the NLE and MAT. Progress is recorded on iAbacus.	HT	July 2021	£3905
Development of language through opportunities to read	The Pie Corbett Reading Spine will be delivered in each class to ensure children are read to on a daily basis	Through child voice it has been established that there is a narrow exposure to quality texts outside of school. Reading through VIPERS in	Monitoring texts and development of vocabulary used in classrooms.	MS	July 2021	PTFA have purchased books.

	and have high quality, age appropriate books.	class is complemented by developing a love of reading.	AR has been purchased and will be implemented after May half term.			
Concentration on Talk Expectations and Private talk / public conversation.	As a class develop the structure of talk expectations in school, scaffolding the opportunities to talk and developing vocabulary around activity / learning.	Children have low aspiration and engagement. They need a structure to base development around that is consistent and progressive through the school. Askew and PT/PC delivers a tested strategy to ensure children have the confidence to participate.	Monitoring and drop in observation focus. Oracy is being developed in school.	HT	July 21	£2424
				Total budgeted cost		£6537
ii. Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Expenditure
Children are given opportunities to examine and develop their learning dispositions and their character virtues.	As part of the whole school MAT approach to Character Education targeted children will receive extra sessions to assign competency and intervene in their development	Children in the community have a distinct affinity to the outdoors. It is an environment that they are comfortable and secure in.	This will be developed and quality assured through the Trust delivery of the Character Virtues, tracked and monitored by a member of the Central Team	Outdoor Learning Teacher TBA	July 2021	Appropriate proportion of costs covered in section above i.a
Children have assigned confidence in their learning	Teachers develop the assigning confidence	Supporting active participation in class through pre-teach	Teachers completing the online training through future learn	HT	July 2021	£632

through active participation and pre-teaching.	through pre-teaching (course Babcock)		Use of chromebooks to support are teach.			
Targeted children are supported in class with their talk expectations	Children have TA support to plan their presentation around the PT/PC Talk expectations structure	Children have low aspiration and engagement. They need a structure to base development around that is consistent and progressive through the school. Through targeting with a TA the number of variable a child has to control in their learning is reduced and the end result is success.	Monitoring and drop in observation focus. Support staff are delivering interventions and recording this on sheets to demonstrate impact.	HT	July 2021	2424
Children know where they are in their learning and how to make progress.	Targeted children have support in responding to teacher 'live' marking and additional opportunity to discuss progress.	Children with lower ability need to have extra teacher time in order to ensure their understanding is correct. They also benefit from pre-teach and assigning confidence.	Class profiles, data capture, drop in observations. Bespoke work books allow for progressive marking and editing from children.	HT	July 2021	£499
Early intervention supports children to close gaps	Talk Boost Intervention in Nursery and KS1 identifies language deficit and puts interventions in place to support learning development.	Talk Boost is a proven approach from iCan.	Entry, exit data, child tracking, class profiles, data capture, drop in observations. This is being delivered in reception with progress evident in data.	HT	July 2021	£1227
Total budgeted cost						£4482
iii. Other approaches						

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
Improvement in social skills and emotional well being to support engagement in learning and growth mindset.	Outdoor Learning: Social and emotional learning – Character and wellbeing programmes during Lunchtime and after school	Self-esteem and self-motivation are hampering pupils in risk taking. PP pupils need to feel a personal connection with adults in school to develop their learning behaviours and self belief.	Staff training in a range of activities - Lego therapy / Art Therapy Pupil Voice Data analysis	SS JB	July 2021	£208
Total budgeted cost						£208

6. Review of expenditure

Review undertaken by incoming Head teacher

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
Children are given opportunities to examine and develop their learning dispositions and their character virtues.	Whole school MAT approach to Character Education developed through the specialised provision of outdoor learning.	Pupils will be able to articulate learning, the how and the why. Pupils will be able to articulate how character development impacts on learning and vice versa. Pupils learning behaviours and attitudes to learning are much improved with a sense of ownership over learning and behaviour around the school.	This has been an effective approach as seen in learning walks, books looks, pupil conferencing etc. Character education will continue to be taught, caught and sought in September and interwoven into the whole C360.	£208
Through incremental coaching teachers develop their pedagogy to meet QFT and assessment needs to ensure children close gaps.	One coaching session per week with feedback and discussion.	Quality of teaching and learning continues to improve in all classes with staff taking ownership of professional learning through the coaching approach.	All teachers are now trained in coaching. This will continue in September with mini schools structuring in coaching sessions weekly.	£3905
Development of language through opportunities to read	The Pie Corbett Reading Spine will be delivered in each class to ensure children are read to on a daily basis and have high quality, age appropriate books.	Good quality guided reading is delivered daily to enable ongoing progress of reading for every child.	Accelerated reader was also bought this year to support the development of reading. Consideration needed in September over whether whole class guided reading or individual/ grouped reading is best - this needs to be driven by the ITT team phonics and reading leads. The oracy innovative task team have supported the development of language and speaking this year and will continue to be embedded next year with the	PTFA have purchased books.

			lead for the trust working in the year ½ class next year. Consideration needed over the quality of texts in every class book corner.	
Concentration on Talk Expectations and Private talk / public conversation.	As a class, develop the structure of talk expectations in school, scaffolding the opportunities to talk and developing vocabulary around activity / learning.	All children will speak confidently in all situations - both in small groups, in front of classes, the school and external visitors. This in turn will have an impact on writing.	The 6 inspiring changemaker challenges have supported all pupils with the development of this aspect - especially the inspiring speaker challenge. This will be continued in September and based around the Oracy framework/ criteria for each year group to show progression.	£2424
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
Children are given opportunities to examine and develop their learning dispositions and their character virtues.	As part of the whole school MAT approach to Character Education targeted children will receive extra sessions to assign competency and intervene in their development	Pupils will be able to articulate learning, the how and the why. Pupils will be able to articulate how character development impacts on learning and vice versa. Pupils' learning behaviours and attitudes to learning are much improved with a sense of ownership over learning and behaviour around the school.	Children that have needed support have had 1:1 or group work where appropriate. Support has been given around the bespoke work books and how this all links together. Moving forward ALL children will have opportunities to develop character in curriculum time so this aspect of the PP plan will not be required.	Appropriate proportion of costs covered in section above.
Children have assigned confidence in their learning through active	Teachers develop the assigning confidence through pre-teaching (course Babcock)	Pre-teach will provide key children to access lessons confidently and engage in whole group and class discussions. Pre-teach will provide key vocabulary needed to support access to lessons.	The chromebooks have been an exceptional resource when looking at pre teach. This will continue in the new academic year.	£632

participation and pre-teaching.			Mini schools and School Improvement Leads to consider how they build pre teach into their school day and what can be sent home to support.	
Targeted children are supported in class with their talk expectations	Children have TA support to plan their presentation around the PT/PC Talk expectations structure	All children will speak confidently in all situations - both in small groups, in front of classes, the school and external visitors. This in turn will have an impact on writing.	Support staff have provided key interventions where appropriate to enable all children to achieve their awards. Moving forwards, mini schools to consider how to build support and opportunities into the school day to ensure all pupils improve their language skills and achieve their Inspiring speaker challenges.	2424
Children know where they are in their learning and how to make progress.	Targeted children have support in responding to teacher 'live' marking and additional opportunity to discuss progress.	Responding to live marking will support accelerated progress in all aspects of learning and this will be seen in pupils' books.	More professional learning time needs to be built in next year to consider what makes effective marking to enable accelerated progress - link to the new marking and feedback policy.	£499
Early intervention supports children to close gaps	Talk Boost Intervention in Nursery and KS1 identifies language deficit and puts interventions in place to support learning development.	Talk boost will continue to develop childrens' language skills and ability to form sentences which will in turn support progress in writing.	This has been a really successful intervention this year ith progress evident in the assessment and intervention paperwork. This will be continued in EYFS and key stage 1 next year.	£1227
iii. Other approaches				

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
Improvement in social skills and emotional well being to support engagement in learning and growth mindset.	Outdoor Learning: Social and emotional learning – Character and wellbeing programmes during Lunchtime and after school	Outdoor learning will build resilience and enable children to develop a strong sense of self confidence.	Wild tribe happened in the spring term which all children benefited from. There is a gardening club and a volunteer who supports outdoor learning. Moving forward key staff to be trained in wild tribe to continually develop this.	£208