



## Clive CE Primary School

### Pupil Premium Strategy Statement 2021-22

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 children.

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	Clive CE Primary School
Number of pupils in school	74
Proportion (%) of pupil premium eligible pupils	6.8% (5)
Academic year/years that our current pupil premium strategy plan covers	September 2021 to August 2022
Date this statement was published	December 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Nicola Brayford
Pupil premium lead	Nicola Brayford
Governor lead	Jane Thompson/Rick Kubilius

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,725.00
Recovery premium funding allocation this academic year	£ 2,000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b>	<b>£8,725.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### Our Vision Statement: "Aim High"

Underpinning the vision statement is a series of **aims**, the 'why' we do what we do, this is what we believe education is about.

As a school:

- We believe that we will provide a happy and safe learning community.
- We believe that we will nurture and inspire each other to achieve our best.
- We believe that we will strive to build independence and develop responsibility through a life-long love of learning.
- We believe that everyone will be motivated to achieve their full potential now and for their future.
- We believe that we will immerse everyone in exciting challenging learning through the delivery of inspirational and innovative opportunities.

#### Objectives for children in receipt of Pupil Premium:

- Diminish the difference between children in receipt of Pupil Premium and other children within the school and nationally.
- Support social and emotional well-being to enable the children to develop positive relationships and develop their attitude towards learning.
- Provide opportunities for children in receipt of Pupil premium to participate in wider life experiences.

#### Aims of our Pupil Premium strategy

- Ensure Quality First Teaching for all children.
- Provide targeted interventions to close the learning gap between disadvantaged and other children.
- Provide pastoral support when required to meet the emotional needs of children allowing them to engage with learning and make progress.
- Provide targeted support to ensure SEND children make expected progress.
- Increased participation by disadvantaged children in wider school activities, e.g. clubs, music lessons, residential visits.
- Parents will engage more readily with school. They will feel more supported to assist their children's emotional well-being and learning.

#### Key principles of the strategy plan

- To improve the quality of teaching and learning for all children, so that they learn more and remember more.
- To develop basic skills in reading, writing and mathematics.
- To develop a growth mindset; improve resilience and attitudes towards learning.
- To provide targeted interventions based on the needs of the individual.
- To develop children's love of learning through the provision of a broad, balanced curriculum and exposure to wider experiences.
- To promote the well-being of children through PSHE lessons, Play Therapy and pastoral support.
- To encourage attendance by developing strong relationships with families.

### Challenges

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

Challenge number	Detail of challenge
1	Overall, disadvantaged children are not attaining as well as 'other' children in the core subjects.
2	Loss of learning due to two lockdowns.
3	Attendance issues which impacts on progress and engagement in learning.
4	Emotional health and well-being.

### Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan and how we will measure how they have been achieved.

Intended Outcome	Success Criteria
Children will have a positive attitude to school and learning.	High engagement with families. Children accessing the wider curriculum enrichment opportunities. Attainment of children in receipt of Pupil premium demonstrate individual progress over time. Well-being will continue to grow with some children accessing 'Life Shed' and 'Think Brick'.
To target the individual needs of the children so that they can access the whole curriculum.	Pastoral support addresses barriers to learning. Engagement with families is positive and consistent. All children make progress from their starting point.
To achieve and sustain well-being as the children move into school.	On entry parent meetings with families established. Liaison with home and previous settings robust. Families made aware of policies and school practice on entry to school.

### Activity in this academic year

This details how we intend to spend our pupil premium (and recovery funding) **this academic year** to address the challenges listed above.

### Equality of opportunity

Budgeted cost: £2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of pastoral support through interventions such as 'Think Brick' £700	EEF Toolkit: social and emotional learning +4;	3 4
Attendance support through regular meetings with the EWO (educational welfare officer) £300	EEF Toolkit: Parental engagement +3.	3
Promoting emotional and health and well-being. Support offered at whole class level through to targeted support when required. £700	EEF Toolkit: social and emotional learning +4.	3 4
Engaging families – time with staff £500	EEF Toolkit: parental engagement +4	3 4

### Teaching

Budgeted cost: £4,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving the quality of teaching and learning in writing and GPS.</p> <p>Work with English leads to develop high quality first teaching in English. £800</p> <p>Pupil progress meetings are used to identify gaps in children's learning. £600</p> <p>Daily spelling and handwriting lessons.</p> <p>Encourage wider reading, ensure that children have access to a broad range of texts. £750</p> <p>Purchase of Guided Reading books to support engagement and delivery of lessons £750</p>	<p><u>The reading framework</u>EEF Toolkit: Mastery Learning +5; meta-cognition and self-regulation +7; feedback +8; collaborative learning +5; Oral Language Interventions 6+.</p> <p>Quality First Teaching.SEN Code of Practice</p>	1 2
<p>Quality first teaching of mathematics using a mastery approach tailored to the school's needs.</p> <p>Work with the Trust's Maths specialist to develop mastery approach. £1250</p>	EEF Toolkit: Mastery Learning +5; meta-cognition and self-regulation +7;	1 2

## Targeted Academic Support

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted English and mathematic interventions – depending on the needs of the child. Using 100% of the recovery funding and the remaining £500 from pupil premium funding. Targeted support will include small group tuition and 1 to t1 support where required. £2,500	EEF Toolkit: Teaching Assistants +1; small group tuition +4; one to one tuition +5; reading comprehension strategies +6	1 2

## Total budget £8850

### Part B: Review of outcomes from the previous year

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

*Due to COVID-19, performance measures have not been published for 2020 to 2021 results will not be used to hold schools to account.*

### 2021/22 Pupil Premium Review

Throughout the pandemic, children continued to receive individual support, whether that was through additional pastoral care, targeted interventions, support of additional technology, support with transition and individual welfare support.

- Areas of need continue to be identified rapidly.
- Pastoral support in place both in class groups and specific targeted time.
- Spaces in school for children in receipt of Pupil Premium during lockdown.

Where additional support is required.

- Online platforms such as Seesaw are already well established to support children.
- The approach to supporting our children is consistent across all year groups and we know our children and families well.
- Family engagement is high.
- All children continued to make progress throughout 2020/21 but many did not make accelerated progress due to the extended time at home and engagement with home learning. Teachers recognise that parents/carers are not teachers, and all have additional demands on their lives and time at home. Children have been targeted and supported and curriculum has been adapted (not narrowed) to ensure children get the support they need to progress both emotionally and academically.

## Service Pupil Premium Funding

### Measure

How did you spend your service pupil premium allocation last academic year?

### Detail

Due to our small numbers of children who receive service pupil premium funding we treat them as we do all children – targeted support to help them overcome any barriers to learning.  
Pastoral support provided in school.  
Gaps in attainment caused by moving schools are addressed.











