

Pupil premium strategy statement

This statement details Clapham and Patching CofE Primary School's use of pupil premium (and recovery premium for the 2022 to 2023 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.

This document was written in consultation with

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupilpremium>

School overview

Detail	Data
School name	Clapham and Patching CofE Primary School
Number of pupils in school	34
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (a single year to stay responsive to the needs of the children)	2022/2023
Date this statement was published	12/12/22
Date on which it will be reviewed	30/11/23
Statement authorised by	S Jones
Pupil premium lead	Mrs J Chubb
Governor / Trustee lead	Mr P Panayiotou

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13, 850
Recovery premium funding allocation this academic year	£2,000
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	£15,850

Part A: Pupil premium strategy plan

Statement of intent

Thinking hard about the specific contextual factors of your school, and any necessary 'intelligent adaptations', is essential when interpreting the evidence that informs your strategy. (EEF)

Clapham and Patching CofE Primary School is a small school with high expectations for all children, regardless of their background or the challenges they may face. Our core values of

'Community, Integrity, Respect, Resilience and Excellence sit at the heart of everything we do.

We recognise the importance of providing a high quality of education to all our children across the whole curriculum. Whilst quality first teaching meets the needs of most pupils, additional interventions and provisions are required for some children, including those who are in receipt of Pupil Premium funding.

Our aim at Clapham and Patching CofE Primary School is for all our children to reach their potential, using a range of resources and expertise to include

- A knowledge rich culturally diverse curriculum where pupils know more and remember more
- Pupil progress tracked through termly summative and continual formative assessment.
- Pupil progress meetings discuss attendance, attainment and progress gaps and how these are filled using appropriate and effective intervention.
- SEND LSA allocated to support groups and individuals so that pupils can succeed academically as well as socially and emotionally.

The key principles of this plan reflect our SEF and follow our School Development Plan 2022-2023 for where we look to improve the overall areas of:

- Quality of education, teaching and learning, behaviour and attitudes, personal development, leadership and management, christian distinctiveness

With a focus on outcomes through

- Curriculum - intent, implementation, impact
- Reading - moving into fluency
- Identifying, tracking and addressing attendance, attainment and progress gaps between groups

Our approach will be responsive to individual needs, rooted in diagnostic assessment, not assumptions made about the impact of disadvantage. We will look to ensure that children are challenged in the work set and adaptations made to meet their need, to act swiftly to intervene if additional support is required and ensure that all staff take responsibility for pupil outcomes and ensure expectations are appropriately high.

EEF research states The Pupil Premium is designed to support schools to raise the attainment of socially disadvantaged children. However, many of the most effective ways to do this— including improving the quality of teaching—will also benefit other groups: that is fine.

Challenges

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

Challenge number	Detail of challenge
1	Access to a knowledge rich, sequential, diverse and inclusive curriculum.
2	Access to a culturally rich reading environment where attainment and progress is routinely assessed.
3	Access to resources for summative assessment to identify gaps and monitor pupil progress
4	Increased levels of attendance
5	Access to extra-curricular activities – education experiences such as trips and physical activities crucial to development.

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
PPG children will have greater access to knowledge rich, sequential, diverse and inclusive curriculum.	Books and PPG pupil conferencing will show evidence of children knowing more and remembering more.
Data will show improved attainment in reading among PPG children pupils.	Outcomes of termly formal reading assessments will show an increase in average reading age for PPG children.
Attainment gaps will between PPG group and other children will have been identified.	Results of summative assessments will inform interventions to close attainment gap between groups.
Accurate tracking of attainment and progress of PPG and other groups of children.	Progress of PPG group will be evident in order to plan interventions for next small steps in learning.
Reduced rates of persistent absence, avoidable absence and persistent lateness among PPG.	PPG children will arrive at school on time and attend regularly.
PPG pupils able to participate in trips, residential visits and extra-curricular activities which support and enhance the school's curriculum.	PP children will able to access extra-curricular activities and learning beyond the classroom.

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of schemes and units of work to form part of the whole school curriculum	(EEF) Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.	1,2
Termly summative assessments in reading and maths	(EEF) 'gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy'.	1,3
Insight tracking system	(EEF) Collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify priorities and target additional support.	1,4
Culturally diverse book stock aligned with Accelerated Reader scheme.	(EEF) 'Successful implementation of a Pupil Premium strategy is a carefully staged process that takes time, rather than being a one-off event. The strategy needs to be aligned with other school development plans and existing practices to ensure a sustained impact.	1,2,3

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions and tutoring in all areas where low attainment and slow progress has been identified.</p>	<p>(EEF)Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF Guide to Pupil Premium highlights how 'good teaching is the most important ever schools have to improve outcomes for disadvantaged pupils.'</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide funding to allow PP pupils to fully participate in school trips and residential visits which support and enhance the school's curriculum. Social skills, independence, perseverance and team work are developed through participation in group activities and overnight stays</p>	<p>If children are able to access the full breadth of the carefully planned curriculum, enhanced through first-hand experiences, their ability to benefit academically is improved.</p> <p>Social skills are developed along with the ability to emotionally regulate through team building activities. (EEF)</p>	<p>5</p>

Establish breakfast club to reduce rates of persistent lateness and absence of PPG children.	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	5
Counselling	Social skills are developed along with the ability to emotionally regulate through counselling activities.	5
School milk	Children are not entitled to free milk after they turn five. School funds this cost for all PPU children.	

Total budgeted cost: £15,000