

Pupil premium strategy statement

This statement details Clapham and Patching CofE Primary School's use of pupil premium (and recovery premium for the 2023 to 2024 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	58
Proportion (%) of pupil premium eligible pupils	29.6%
Academic year/years that our current pupil premium strategy plan covers (a single year to stay responsive to the needs of the children)	2023/2024
Date this statement was published	30/12/23
Date on which it will be reviewed	30/11/24
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	£18,915
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	£20,915

Part A: Pupil premium strategy plan

Statement of intent

Clapham and Patching CofE Primary School is a small school with high expectations for the whole school community. As a small, rural, church school rooted in theology, our Christian school vision underpins everything that we do.

We believe that a happy child is a successful one. Our vision is for our children to be confident, creative, kind and responsible individuals who, aspire to achieve their full potential with God. We do this by providing a welcoming, happy, safe and supportive learning environment, in which everyone is equal, can flourish and all achievements are celebrated. We '*Learn, Love and Flourish with God*'.

As such, we recognise the importance of providing a high quality curriculum for all our children; identifying their individual needs and providing extra support for those that may require it. To this end, we have recently designed a new curriculum based around our context and the needs of our learners. 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 groups of learners to flourish using a range of resources and expertise to include:

- Embedding of a knowledge rich culturally diverse curriculum where pupils know more and remember more
- Skilled and effective teaching staff demonstrating good subject knowledge and pedagogy
- Pupil progress tracked through termly summative and formative assessment
- Pupil progress meetings monitoring attainment, progress and attendance
- Identified groups of vulnerable learners supported through appropriate and effective interventions delivered by knowledgeable staff
- Internal and external support allocated to vulnerable groups so that pupils can flourish socially, emotionally and spiritually

The School Development Plan 2023-2024, directly addresses the areas for improvement identified by Ofsted Nov 2023.

These are as follows, and will directly improve the Quality of education offer for our Pupil Premium and other vulnerable groups

- Embedding and strengthening the curriculum
- Accurate assessment of gaps in knowledge
- Continuing Professional Development to strengthen teachers subject knowledge and pedagogy

- Monitoring teaching and learning to ensure that it is as least good for all groups of learners

Consequently, our 2023/2024 Pupil Premium strategy follows the tiered approach identified by The EEF Guide to the Pupil Premium September 2023

Taking a tiered approach to Pupil Premium spending helps you balance the essential ingredients of an effective Pupil Premium plan: high quality teaching, targeted academic support, and supporting wider strategies.

Our strategy is responsive to individual needs, rooted in diagnostic assessment, and no assumptions are made about the impact of disadvantage. We look to ensure that children are challenged in the work set and adaptations made to meet their need. We aim 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. We are committed to providing the best possible education for all our children enabling them to succeed and flourish.

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	Ensuring consistently good quality first teaching across the school delivered by highly skilled, professional and knowledgeable staff
2	Embedding a knowledge rich, sequential, diverse and inclusive curriculum.
3	Access to assessment resources and data analysis tools to identify and address gaps in learning, and to track pupil attainment and progress
4	High quality interventions to address gaps in learning, attendance and to support emotionally vulnerable learners.
5	Access to a healthy day and extra-curricular activities – education and wellbeing 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 access to Skilled and effective teaching staff demonstrating good subject knowledge and pedagogy	End of year individual staff skill surveys will show areas of weakness identified at the beginning of year addressed through high quality CPD Monitoring at all levels will show evidence of at least good teaching and learning.
The new curriculum will be embedded enabling PPG children to know more and remember more.	Pupils will be able to talk knowledgably about what they have learnt and how it links with prior learning and other subject areas.
PPU children will make good progress from their starting points therefore raising their attainment across the curriculum, with a particular focus on reading.	Outcomes of termly assessments, reading ages, and evidence in books will show clear evidence of good progress and raised attainment for PPU children.
Staff will identify gaps in children's knowledge and address these through high quality interventions and data analysis.	Monitoring and data analysis will show teaching methods and interventions designed to successfully address specific gaps in learning.
PPU children will have access to a skilled SEND LSA to deliver interventions with a focus on mental wellbeing, anxiety and other identified areas of need that could become barriers to learning.	PPU children and their families will feel listened to and barriers to learning reduced through sensitive targeted interventions.
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 be 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Embed and resource new curriculum in order for children to know more and remember more. 	<ul style="list-style-type: none"> Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium 	1,2, 3,4 <ul style="list-style-type: none"> Kapow Literacy Tree Little Wandle Accelerated Reader £2,870

<ul style="list-style-type: none"> Targeted high quality CPD for all staff to improve teacher subject knowledge and pedagogy (Ofsted Nov 23) 	<p>spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.</p>	<ul style="list-style-type: none"> Staff CPD with skilled consultant £1,000
<ul style="list-style-type: none"> Termly summative assessments and analysis systems to identify, track and close gaps for vulnerable groups 	<ul style="list-style-type: none"> Robust, ongoing analysis and assessment is central to developing a strategy that is fit for purpose. This alone makes sure that priorities are properly diagnosed and that the impact of any measures adopted as a result can be accurately monitored. (EEF September 23) 	<p>1,2, 3,4</p> <ul style="list-style-type: none"> Insight tracking approx. £200

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

Budgeted cost:

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> <p>2 hours per day for HLTA 3x a week</p> <p>1 hour a day for TA 5x a week</p> <p>Approx. £8,700</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>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>1, 2,3, 4 5</p> <p>SEND LSA 2 hours a day 5 days a week</p> <p>Approx £7,400</p>
ETMAS SLA	External support for Traveller and ELA PPU children	<p>1,2,3,4,</p> <p>Approx £300</p>
School milk	Children are not entitled to free milk after they turn five. School funds this cost for all PPU children in KS 1.	<p>5</p> <p>Approx £250</p>
Travel & enrichment		Approx. £200

Total budgeted cost: £20,920