

Pupil premium strategy statement

This statement details Clapham and Patching CofE Primary 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.

This document was written in consultation with

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

School overview

Detail	Data
School name	Clapham and Patching CofE Primary School
Number of pupils in school	28
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (a single year to stay responsive to the needs of the children)	2021/2022
Date this statement was published	30/12/21
Date on which it will be reviewed	30/12/22
Statement authorised by	K. Hayler
Pupil premium lead	Mrs J Chubb
Governor / Trustee lead	Mr P Panayiotou

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8070
Recovery premium funding allocation this academic year	£2000
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	£10,070

Part A: Pupil premium strategy plan

Statement of intent

Clapham and Patching CofE Primary School is a small school with big aspirations for all children regardless of their background or the challenges they 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 right across the curriculum. While 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

- Pupil progress tracked through termly summative and continual formative assessment.
- Detailed tracking to record attainment and progress and identify gaps in knowledge
- Pupil progress meetings discuss attainment and progress gaps and how these are filled using appropriate and effective interventions.

The key principles of this plan reflect our SEF and follow our School Development Plan 2021-22 for where we look to improve the overall areas of:

- Quality of Education, teaching and learning, behaviour and attitudes, personal development, leadership and management

With a focus on

- Phonics and early reading
- Literacy, particularly reading;
- Identifying and addressing attainment 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	Formative assessments to identify levels of attainment of disadvantaged group not in place
2	Effective tracking system to monitor attainment and progress of disadvantaged groups not in place
3	No validated systematic, synthetic phonics scheme in place as required by DfE
4	Lower level of literacy skills in PP children, which impact on progress in all areas of the curriculum, from EYFS through to KS2.
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
Attainment gaps will between disadvantaged 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 of disadvantaged group and other groups of children.	Progress of disadvantaged group will be evident in order to plan interventions for next small steps in learning.
School will adopt a validated phonics scheme to use across all key stages where necessary to close attainment gap between groups.	Higher proportion of disadvantaged group meeting the expected level of knowledge to pass the statutory National Phonics Screening
Data will show improved attainment in reading among disadvantaged pupils.	Outcomes of termly formal reading assessments will show an increase in average reading age for disadvantaged pupils.

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: £2856

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of 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'.	1,2
PHAB2 - phonological assessment tool	(EEF) Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.	
Boxall Profile – SEMH assessment tool	Study of Early Education and Development (SEED): Positive impacts primarily fell into three key (inter-connected) areas: <ul style="list-style-type: none"> • Confidence and personal wellbeing, • Improved social skills, • Condition improvement. 	1,4,
Purchase of 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, 2
Purchase of Little Wandle government validated systematic synthetic phonics teaching scheme and aligned book stock	(EEF) Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	3,4

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

Budgeted cost: £ 6714

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions in all areas where low attainment and slow progress has been identified.	<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>	1, 2, 3, 4

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

Budgeted cost: £500

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.</p>	5

Total budgeted cost: £10,070