

Pupil premium strategy statement



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 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.

School overview

Detail	Data
School name	Cleves School
Number of pupils in school	720
Proportion (%) of pupil premium eligible pupils	9% - 62 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Board of Trustees
Pupil premium lead	Mrs Karen Lintin
Governor / Trustee lead	Dr S Trinder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,805
Recovery premium funding allocation this academic year	£10,005
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	£106,810

Part A: Pupil premium strategy plan

Statement of intent

The intent for pupil premium children is to achieve excellence in all areas of learning including academically, emotionally and socially. We want our pupils to develop into well rounded individuals and to demonstrate our values: respect, high aspirations, kindness, perseverance and inclusiveness.

We intend for PPG pupils to achieve least as highly as their non PPG counterparts in reading, writing and maths. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and a range of meaningful experiences. They will represent the school in sport, competing as part of a team. They will play a musical instrument and perform in front of others. All PPG pupils will fully participate in school life and be active valuable members of our community. They will have aspirations similar to or above those of their peers. Their pupil premium profile, quality first teaching and the 'Cleves Guarantee' will play a fundamental role towards their success.

Challenges

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

Challenge number	Detail of challenge
1	Catch-up. Levels of engagement in remote/on school education varied during the pandemic. As a result, there are some pupils who need to catch-up so that they are at least working at age-related expectations.
2	Multiple barriers to learning. Some disadvantaged pupils also have a SEND, or P/LAC or CIN/CP need as well as emotional needs and behavioural difficulties.
3	In the lower school, the percentage of PPG children who make more than expected progress is less than for non PPG children.
4	A number of our PPG pupils have a less positive view of themselves, their ability, the school and their teachers. (reference PASS data).
5	Some PPG pupils are disadvantaged by not having adequate access to IT hardware and the internet.
6	Attendance rates for a small number of PPG pupils are lower than whole school average.

7	The parents and carers of a small number of PPG children can struggle to engage with some school day activities (e.g., supporting in school or on trips and joining curriculum workshops or parenting forums). Likewise, these parents and carers often find it difficult to contribute towards the cost of trips, special events and residential
8	A small number of PPG children do not have breakfast or a break time snack resulting in hunger and a potential lack of focus in their lessons. Holiday periods without access to free school meals may increase financial stresses on families. These children also do not have the same opportunities during school holiday time and do not have the same access to activities and clubs.

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
<p>For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths.</p> <p>To ensure that disadvantaged pupils with additional barriers to learning have individual needs addressed so that they make at least expected progress from starting points in reading, writing and maths.</p>	<p>100% of disadvantaged pupils who do not have a cognitive SEND need will reach age related expectations in reading, writing and maths.</p> <p>Those that have a SEND need will make more than expected progress from their individual starting points.</p> <p>The progress and attainment as well as the well-being and emotional/behavioural needs of these pupils will be discussed half termly with key actions recorded and shared.</p> <p>Pupil Premium profiles will be updated at least termly as a result of pupil conferencing and pupil progress meetings</p> <p>The books of Pupil Premium children will be marked first to ensure high quality feedback is given. Conferencing and verbal feedback will be given regularly.</p> <p>Learning targets will be set at least termly</p>
<p>Pupils are confident in what they can achieve, they like school and have an excellent attitude to their learning.</p>	<p>Detailed analysis of PASS data demonstrates improved attitudes</p> <p>Individual mentor for identified disadvantaged pupils</p>

<p>All pupils have equal access to IT and online learning resources</p>	<p>All PPG and other identified pupils on entry will be offered a Chromebook to use at home during their time at Cleves.</p>
<p>To reduce the effect of the local socioeconomic gaps</p>	<p>Outcomes and opportunities for disadvantaged pupils will be equal if not greater to their peers through the Cleves Guarantee.</p> <p>All PPG pupils will</p> <ul style="list-style-type: none"> • Represent the school in sport • Play a musical instrument • Have the opportunity to attend trips and residential visits • Attend after school, extra curricular and if appropriate a holiday club.
<p>For all disadvantaged pupils to attend school regularly and on time; ensuring they have a nutritional breakfast, break time snack and lunch each day</p>	<p>There will be a consistently close focus by teachers on the attendance and punctuality of disadvantaged pupils.</p> <ul style="list-style-type: none"> • Attendance and punctuality of targeted pupils will improve to be inline with all pupils. • Persistent absence will reduce • Disadvantaged pupils have an appropriate nutritional diet. (breakfast club and GAP club considered)
<p>The emotional, behavioural and health needs of all disadvantaged pupils are met fully</p>	<p>PASS data will demonstrate improved attitudes and self-worth</p> <p>Well being pyramid applied and considered for each child.</p> <p>Additional support provided could include</p> <ul style="list-style-type: none"> • Nurture group • Counselling • Mentoring • Outside specialist support

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: £880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retrieval practice (maths)	Retention of info for later learning EEF Report - Cognitive science approaches in the classroom	1, 2, 3
Whole Class Guided Reading	Comprehension, EEF T& L toolkit EEF whole class reading	1, 2, 3
Phonics/Spelling: SoundsWrite training for those staff new to lower school. Literacy subject leader to evaluate effectiveness of teaching, to plan appropriate remedial actions, monitor impact. (see Literacy action plan for more details)	The Rose report DfE reading framework Reading from key topical professionals such as Christopher Such and Lindsey Pickton Phonics toolkit EEF DfE accredited phonics programmes Phonics strategies, EEF T&L toolkit Ofsted documentation	1, 2, 3
Writing: develop teacher pedagogy through action research, focused in raising attainment in writing	EEF T& L toolkit , teacher subject knowledge	1, 2, 3
Quality first teaching, monitoring and CPD for all staff	EEF Research Case Studies Ofsted documentation	1, 2, 3

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

Budgeted cost: £73,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 maths tutoring	Third Space Learning – evidence for effectiveness EEF review of online maths tutoring (2016) In school impact reports	1, 2, 3
Lexia licences	Review of evidence of effectiveness of Lexia programme EEF study of Lexia Impact Reports Case Studies	1, 2, 3
RWI Intervention	EEF study in progress. Study into effectiveness here Impact Reports Case Studies	1, 2, 3
<p>Pupils who need to catch-up/vulnerable</p> <ul style="list-style-type: none"> • Pupil progress meetings held half termly. • Class teachers will be accountable for outcomes and provision, through agreed timetables/record of support for disadvantaged pupils (see provision map) • Individual pupil premium profiles for all disadvantaged pupils focusing on gaps in reading, writing and maths, gaps in learning and suggested strategies. These are shared with all staff • Reading, Writing and Maths small group teaching and intervention in all year groups 	<p>Teacher efficacy. Hattie Visible learning</p> <p>Feedback</p> <p>EEF T&L toolkit</p>	1, 2

<p>Disadvantaged and cognitive SEN.</p> <ul style="list-style-type: none"> SEND Support Plans for SEND/PP children will take into account the PPG funding available. This will be clearly linked to the PPG profiles (see below) 	<p>EEF Blog: Five evidence based strategies to support high-quality teaching for pupils with SEND</p>	<p>1, 2</p>
<p>Disadvantaged, Previously Looked after and Looked After x 7 pupils and those subject to a CP/CIN plan</p> <ul style="list-style-type: none"> Pupil Premium Profiles are developed by the class teacher and shared with all staff responsible for pupil learning. This will ensure a collective understanding of needs, responsibility and every learning opportunity maximised Access to mentoring and specialist external support as required. P/LAC teacher will make and establish links with families Staff training on attachment disorders PASS Survey completed twice to identify attitudes of PPG pupils towards school and learning – if required nurture group/intervention put in place 	<p>PHE, link between wellbeing and attainment</p> <p>Trauma informed schools, Beacon house</p> <p>Centre for education neuro science</p> <p>Nurture UK</p> <p>EEF T&L toolkit (social and emotional learning)</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £32,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social interactions, all disadvantaged pupils</p> <ul style="list-style-type: none"> • Each disadvantaged and PPG pupil will have a mentor, where deemed beneficial (member of staff) • Each PPG pupil will be entitled to one fee-paying extra-curricular club per term, free of charge • Teachers to monitor and evaluate impact of opportunities through pupil premium profile • Residential school trips fully funded for Years 3,4,5, & 6 • Free access to TreeTops and holiday care (including nutritional food and snacks) 	<p>Newcastle university (Nuffield foundation) after school clubs and academic performance</p> <p>Music in school – sound partnerships</p> <p>The importance of music – DfE</p> <p>ArtsEd research, music and academic performance</p> <p>SEL – EEF</p> <p>An Unequal Playing Field - report DfE guidance</p>	<p>2, 4, 6, 8</p>
<p>Future aspirations - All PPG and identified disadvantaged pupils</p> <ul style="list-style-type: none"> • All pupils will be offered leadership role in Year 6 • All pupils to represent the school in sport at least once each academic year • All pupils to play a musical instrument during each academic year. 	<p>Music in school – sound partnerships</p> <p>The importance of music – DfE</p> <p>ArtsEd research, music and academic performance</p> <p>SEL – EEF</p> <p>Sutton Trust, promoting access to schools and academic achievement</p> <p>Arts participation – EEF T& L toolkit</p>	<p>2, 4, 6</p>
<p>Support from Counsellors to ensure emotional and health needs are addressed and supported</p>	<p>Report on study (2021). Link to original study in the Lancet</p>	<p>2, 4</p>
<p>Free access to breakfast club and nutritional diet</p>	<p>DfE guidance</p> <p>EEF evaluation – also shows impact on attendance</p>	<p>8</p>
<p>Chromebook allocated to each PPG child on entry and Wifi dongle provided if internet access is limited.</p>	<p>EEF - Using Digital Technology to Improve Learning</p>	<p>5</p>

Opportunities to complete homework through lunchtime targeted club		
Financial support for trips and residential to ensure all PPG/disadvantaged children can attend	An Unequal Playing Field - report DfE guidance	7
<p>To improve attendance so that PA is below 1% and overall attendance is in line with all pupils.</p> <ul style="list-style-type: none"> Welfare Officer to continue to be tenacious in the tracking and following up of non-attendance. Follow up with attendance team, meeting with parents for all PP pupils who drop below 96%. Regular attendance meetings with SLT for those PPG/disadvantaged pupils causing concern. 	<p>Improving attendance, the key for school leadership summary of research and case studies</p> <p>EEF T&L toolkit, parent engagement</p>	4, 6, 7

Total budgeted cost: £ 106,810