

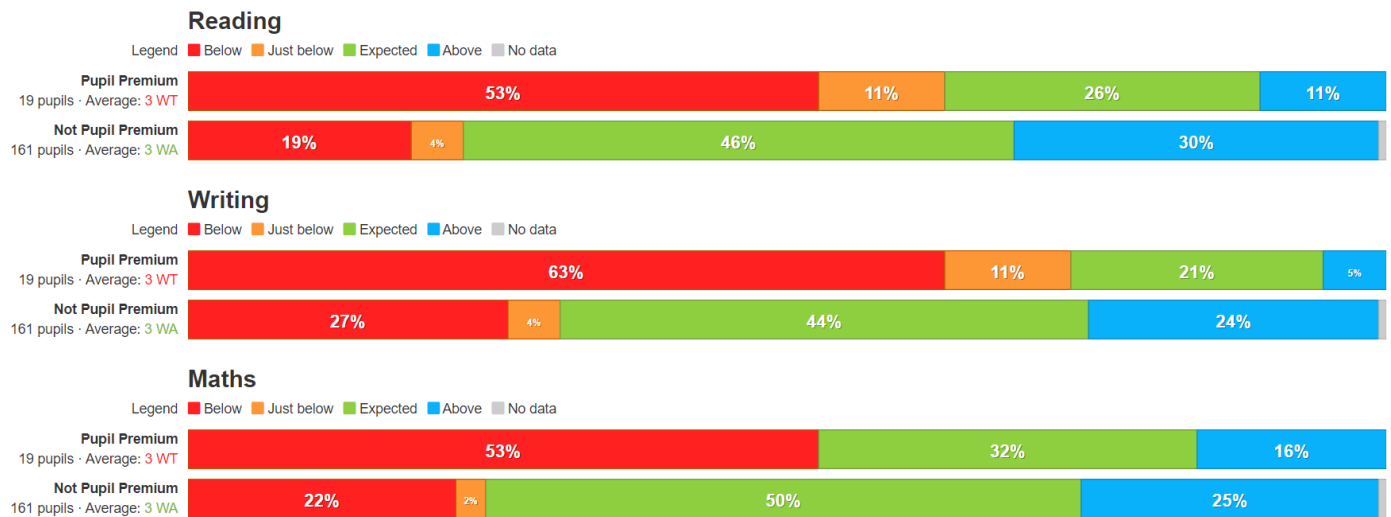
**YEAR 3**

Our year 3 group consisted of 180 pupils of which 19 pupils fall under the category of Pupil Premium. Three of these 19 pupils were also registered as SEND Support. On entry attainment for our PPG children showed generally below expected attainment

- 12/19 (64%) pupils were working below in reading at the end of KS1
- 14/19 (74%) pupils were working below in writing at the end of KS1
- 10/19 (53%) pupils were working below in maths at the end of KS1

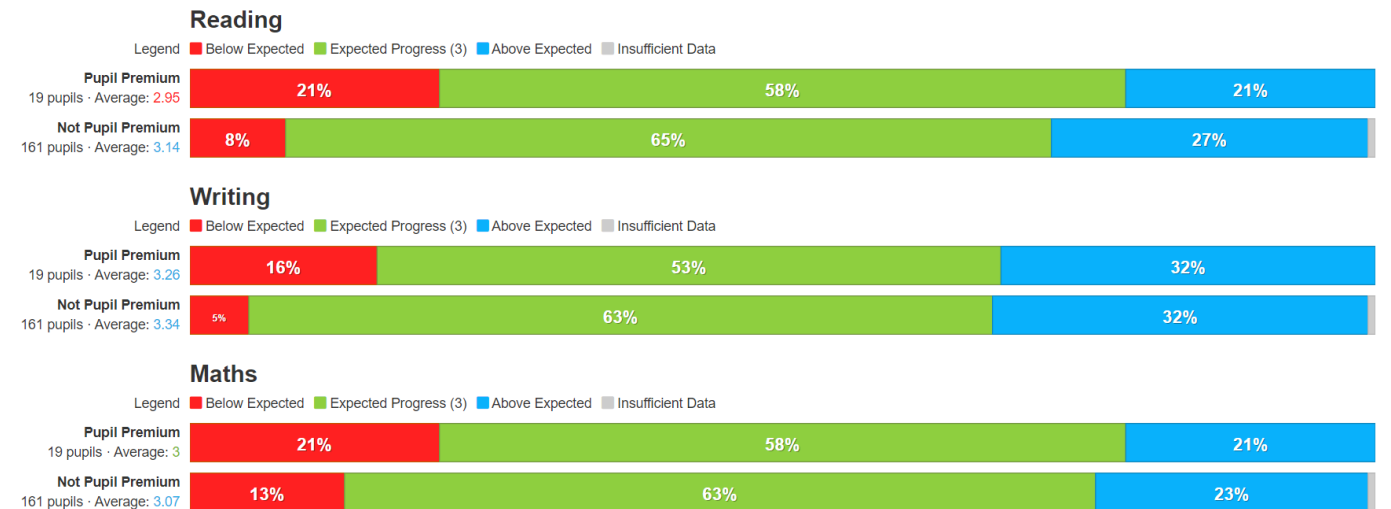
These pupils have had a difficult start to Cleves due to the coronavirus pandemic. In the autumn term, restrictions were in place that meant any additional intervention was difficult. This was followed by a period of school closure during the spring term. During this time, we prioritised our Pupil Premium pupils to either come into school or receive daily telephone calls from a staff member to talk through the day’s learning and offer additional structure and support. For those pupils working at home, all were provided with a school Chromebook to complete schoolwork on. In addition to the above support, each child’s class teacher offered a daily meet up via Google Meet to ensure daily contact was maintained. On return in the summer term, interventions were once again in place and Pupil Premium children were prioritised. This however continued to be a difficult term with restrictions still in place with a number of bubbles/children being sent home.

Attainment – Summer 2021



Attainment for pupil premium children is lower than non-pupil premium pupils but this is reflective of their starting points at the beginning of year 3. The graph below shows the progress made of these pupils and is a better reflection of the impact of the provision and support in place.

Progress since entry



- In reading...
  - 79% of pupils made expected progress or better with 21% making accelerated progress.
  - Just four pupil premium children (21%) didn't make expected progress. Three of these pupils are also on SEND register and have complex needs. The remaining pupil was not in school for a considerable part of the year due to being stranded abroad.
  - The four pupils who did not make expected progress are being targeted for intervention and support during the next academic year.
- In writing...
  - 85% of PPG pupils made expected progress or better with 32% (6 pupils) making accelerated progress.
  - Just three pupil premium children (16%) did not make expected progress. Two of these pupils are also on SEND register and have complex needs. The remaining pupil was not in school for a considerable part of the year due to being stranded abroad.
  - Carefully targeted support and intervention will be put in place for those pupils who did not make expected progress.
- In maths...
  - 79% of PPG pupils made expected progress or better with 21% making accelerated progress.
  - Just four pupil premium children (21%) didn't make expected progress. Three of these pupils are also on SEND register and have complex needs. The remaining pupil was not in school for a considerable part of the year due to being stranded abroad.
  - The four pupils who did not make expected support will receive 1:1 tuition in the autumn term from thirdspace learning.

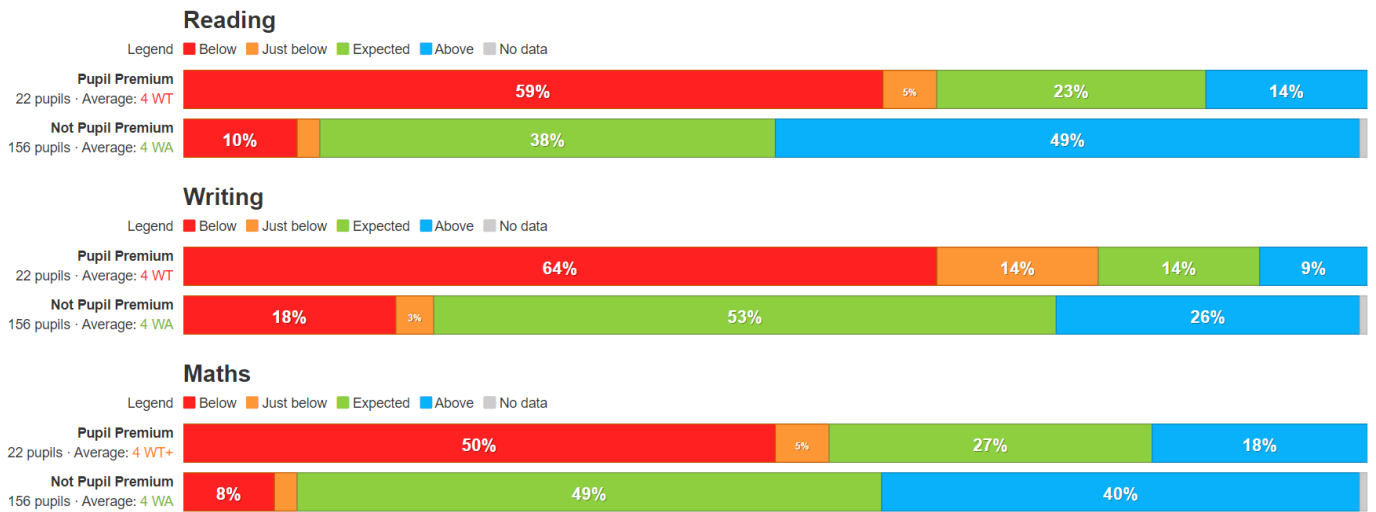
**YEAR 4**

Our year 4 group consisted of 180 pupils of which 22 pupils fall under the category of Pupil Premium. Seven of these 22 pupils were also registered as SEND Support. On entry attainment for our PPG children showed generally below expected attainment

- 13/22 (60%) pupils were working below in reading at the end of KS1
- 17/22 (78%) pupils were working below in writing at the end of KS1
- 11/22 (50%) pupils were working below in maths at the end of KS1

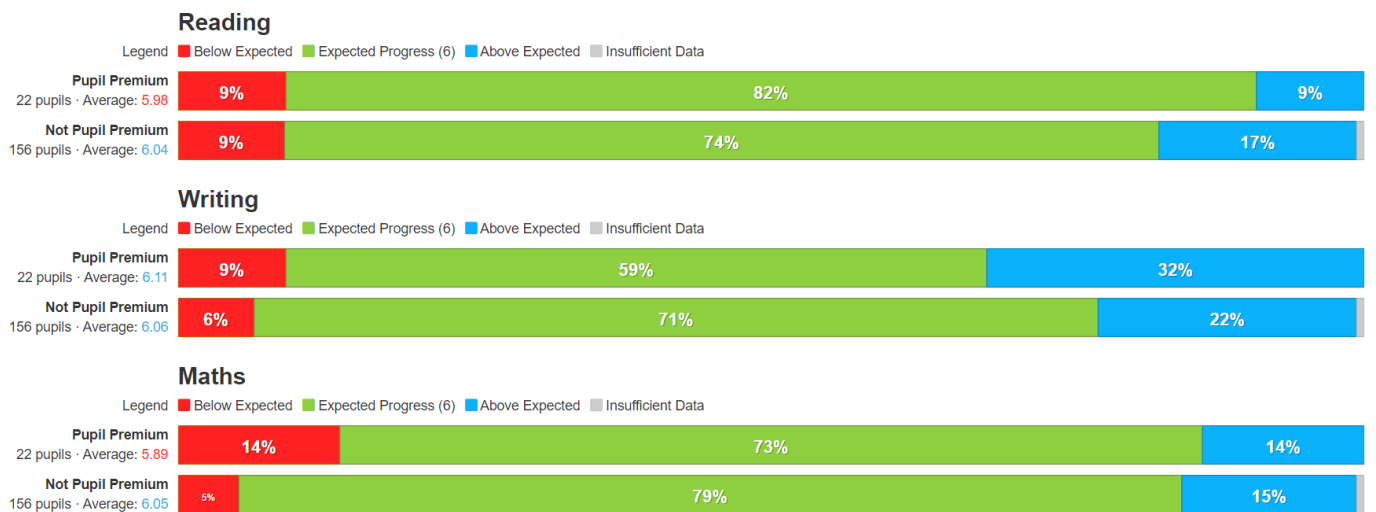
These pupils have also had a difficult start to Cleves with two years of disruption and two school closures. During both school closures, our PPG have been prioritised for support. This included inviting all PPG children into school. For those who declined the place, daily phone calls by a staff member were in place. This involved talking through and explaining the day’s learning. A school Chromebook was offered to all PPG pupils to enable them to work at home. The class teacher also regularly ‘checked in’ with these pupils through daily Google meets.

Attainment – Summer 2021



Attainment for pupil premium children is lower than non-pupil premium pupils but this is reflective of their starting points at the beginning of year 3. The graph below shows the progress made of these pupils and is a better reflection of the impact of the provision and support in place.

Progress since entry



Progress is broadly similar between PPG and non PPG pupils

- In reading...
  - 91% of pupils made expected progress or better with 9% making accelerated progress.
  - Just 2 pupil premium children (9%) didn't make expected progress. Both pupils are on the SEND register and both experienced complex difficulties during the lockdown periods.
  - Both pupils who did not make expected progress are being targeted for intervention and support during the next academic year.
- In writing...
  - 91% of PPG pupils made expected progress or better with 32% (7 pupils) making accelerated progress.
  - Just 2 pupil premium children (9%) did not make expected progress. These are the same two pupils as in reading.
  - Carefully targeted support and intervention will be put in place for both of these pupils.
- In maths...
  - 87% of PPG pupils made expected progress or better with 14% making accelerated progress.
  - Just three pupil premium children (14%) didn't make expected progress. Two of these pupils are the same as in reading and writing and the third is a vulnerable pupil who experienced significant difficulties during the lockdown periods.
  - Once again, carefully targeted support and intervention will be in place for these pupils.

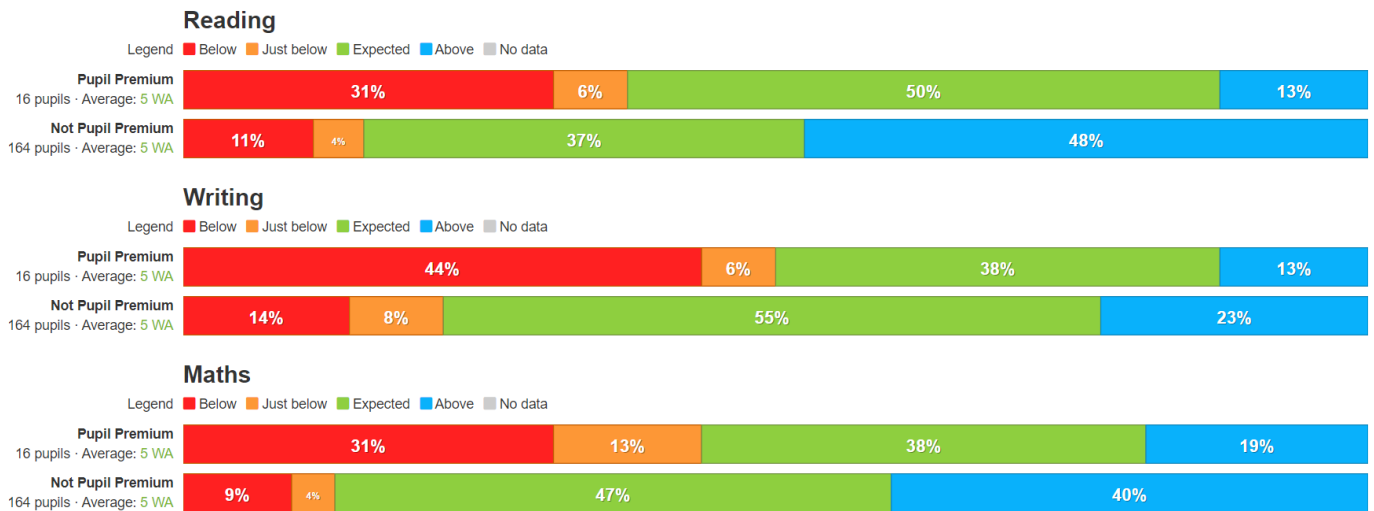
**YEAR 5**

Our year 5 group consisted of 180 pupils of which 16 pupils fall under the category of Pupil Premium. Two of these 16 pupils were also registered as SEND Support. On entry attainment for our PPG children showed generally below expected attainment

- 6/16 (38%) pupils were working below in reading at the end of KS1
- 9/16 (56%) pupils were working below in writing at the end of KS1
- 7/16 (44%) pupils were working below in maths at the end of KS1

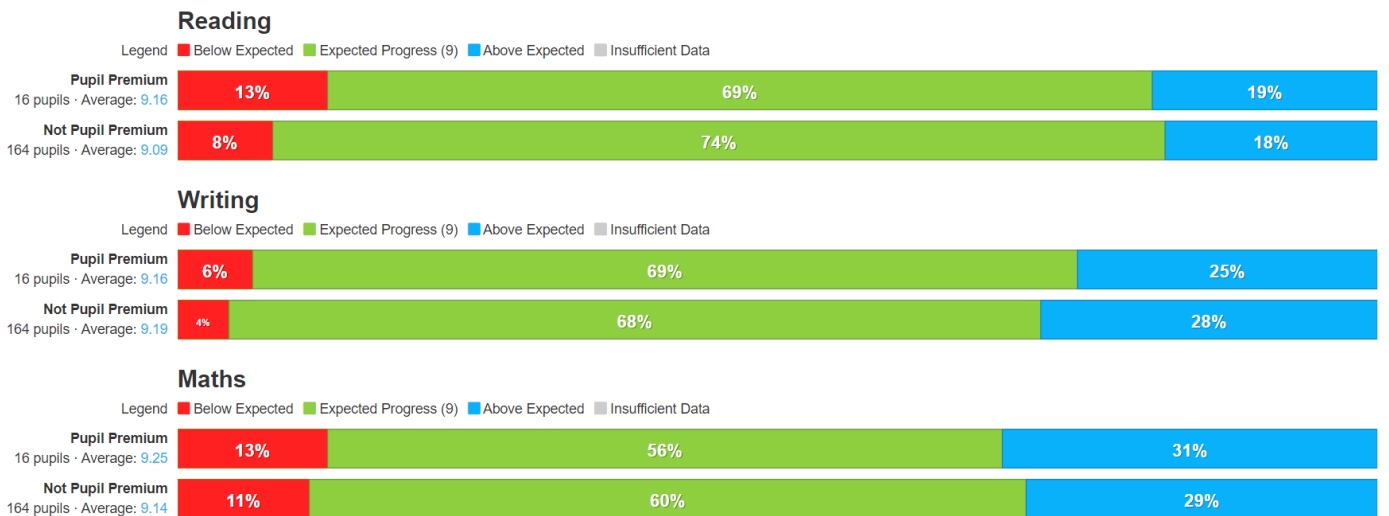
These pupils have also had a difficult start to Cleves with two years of disruption and two school closures during years 4 and 5. During both school closures, our PPG have been prioritised for support. This included inviting all PPG children into school. For those who declined the place, daily phone calls by a staff member were in place. This involved talking through and explaining the day’s learning. A school Chromebook was offered to all PPG pupils to enable them to work at home. The class teacher also regularly ‘checked in’ with these pupils through daily Google meets.

Attainment – Summer 2021



Attainment for pupil premium children is lower than non-pupil premium pupils but this is reflective of their starting points at the beginning of year 3. The graph below shows the progress made of these pupils and is a better reflection of the impact of the provision and support in place.

Progress since entry



Progress is broadly similar between PPG and non PPG pupils.

- In reading...
  - 88% of pupils made expected progress or better with 19% (3 pupils) making accelerated progress.
  - Just 2 pupil premium children (13%) didn't make expected progress. One child joined the school during Year 5 and the other was a high prior attainer who had dropped back to expected.
  - Both pupils who did not make expected progress are being targeted for intervention and support during the next academic year.
- In writing...
  - 94% of PPG pupils made expected progress or better with 25% (4 pupils) making accelerated progress.
  - Just 1 pupil premium child (6%) did not make expected progress and will be carefully targeted for support and intervention moving forwards
- In maths...
  - 87% of PPG pupils made expected progress or better with 31% (5 pupils) making accelerated progress.
  - Just two pupil premium children (13%) didn't make expected progress. Both of these pupils were high prior attainers at KS1 who have slipped back to expected. Both will be targeted for support and intervention from autumn 2021.

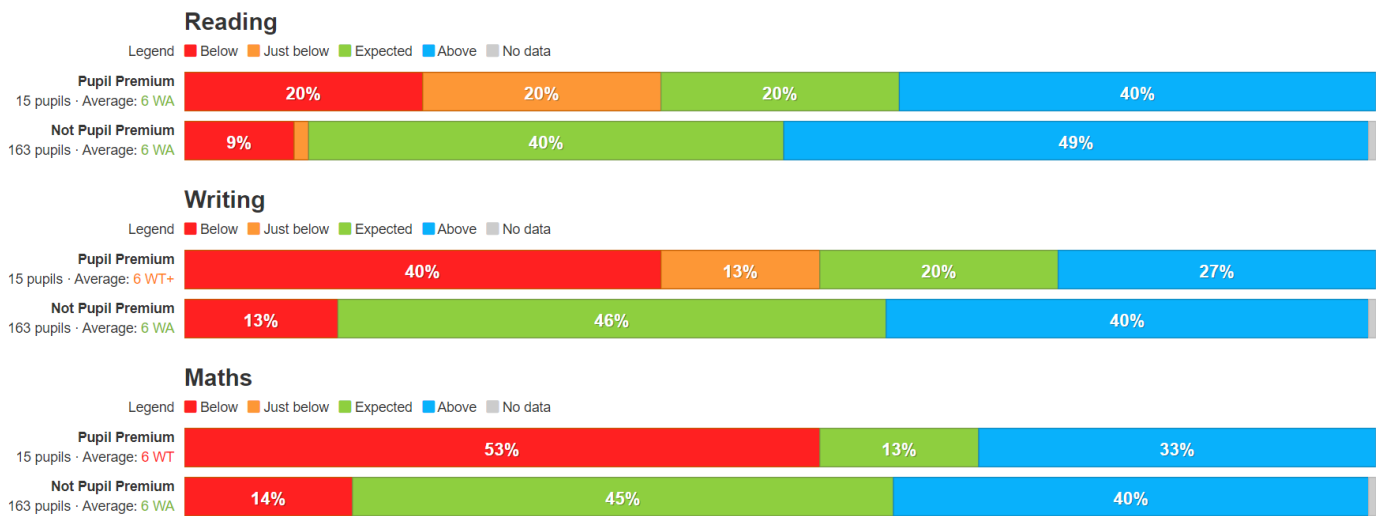
**YEAR 6**

Our year 6 group consisted of 180 pupils of which 15 pupils fall under the category of Pupil Premium. Six of these 15 pupils were also registered as SEND Support. On entry attainment for our PPG children showed generally below expected attainment

- 8/15 (53%) pupils were working below in reading at the end of KS1
- 9/15 (60%) pupils were working below in writing at the end of KS1
- 9/15 (60%) pupils were working below in maths at the end of KS1

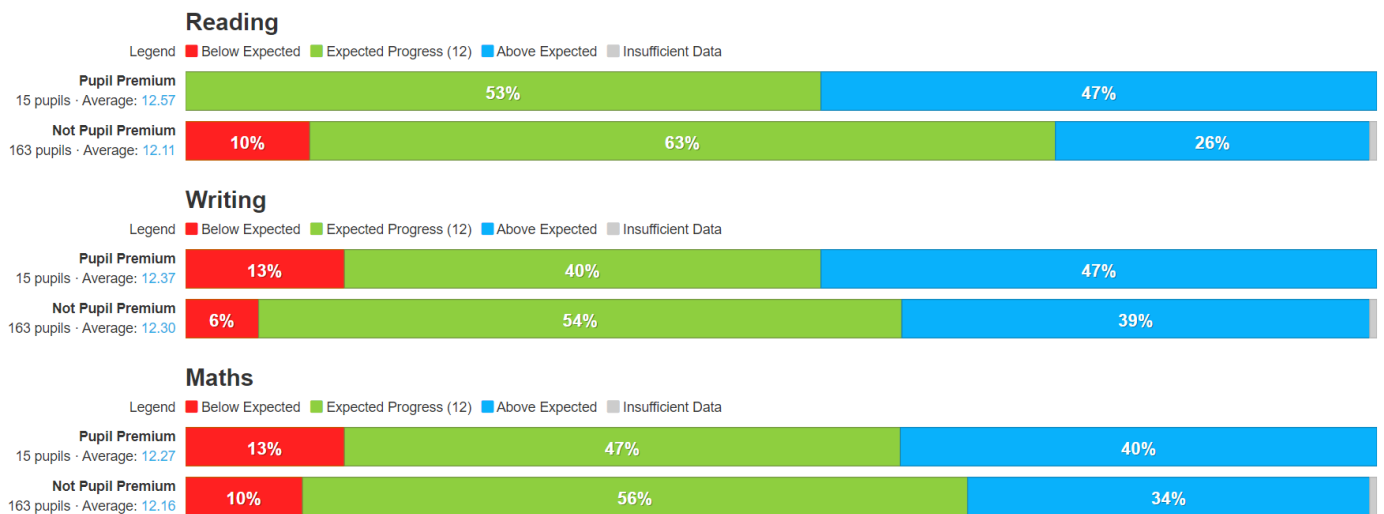
These pupils have also had a difficult final two years at Cleves with two years of disruption and two school closures during years 5 and 6. During both school closures, our PPG have been prioritised for support. This included inviting all PPG children into school. For those who declined the place, daily phone calls by a staff member were in place. This involved talking through and explaining the day’s learning. A school Chromebook was offered to all PPG pupils to enable them to work at home. The class teacher also regularly ‘checked in’ with these pupils through daily Google meets.

Attainment – Summer 2021



Attainment for PPG children, on average is lower than non PPG children but shows significant improvement since entry which is best demonstrated in the progress graphs below.

Progress since entry



The progress of PPG children is similar and in some cases better than non PPG children.

- In reading...
  - 100% of pupils made expected progress or better with 47% (7 pupils) making accelerated progress.
- In writing...
  - 87% of PPG pupils made expected progress or better with 47% (7 pupils) making accelerated progress.
  - Just two pupil premium children (13%) did not make expected progress. One was a prior high attainer at the end of KS1 who had slipped back to expected and the other was a child who was on the SEND register and experienced significant difficulties during the lockdown period.
- In maths...
  - 87% of PPG pupils made expected progress or better with 40% (6 pupils) making accelerated progress.
  - Just two pupil premium children (13%) didn't make expected progress. Both of these pupils were on the SEND register and experienced significant difficulties during the lockdown period.



**Summary of spend and impact**

| Activity                 | What this does?  | Barrier  | Cost  | Review/Impact  |
|--------------------------|--|--|---|--|
| Support from Counsellors | The Counsellors works with targeted families to provide support and advice to both pupils and their families.                        | Barrier 2, 6 & 11<br><br>Year 3,4,5 & 6  | <del>£8,586</del><br><br>Increased to £16,073 as a result of COVID and response to lockdown   | 19 pupil premium children regularly received counselling in 2020/21 which included remote phone calls and Google Meets during the lockdown period.<br><br>Feedback from parents indicated that the support offered was invaluable to the child and their family. This made the home learning and the lockdown period more stable for the whole family.<br><br>Pupils emotional and mental health supported well removing barriers for learning. These pupils continued to make good progress despite the lockdown. Refer to PASS survey data and positive pupil attitudes from the PPG children – <a href="#">click here</a>   |
| ICT Provision            | Third Space Learning<br><br>Chromebooks<br><br>Lexia Licenses  | Barrier 1, 3, 5 & 7<br>Year 3, 4, 5 & 6<br><br>Barrier 12<br>Year 3, 4, 5 & 6<br><br>Barrier 1, 3, 5 & 7<br>Year 3, 4, 5 & 6 | <del>£11,814</del> – revised figure of £15709 due to the IT required during the pandemic.<br><br>£3,000<br><br><del>£500</del> Increased to £2000 due response to COVID and whole school lockdown | All PPG pupils in years 4,5 and 6 took part in the Thirdspace Learning intervention whilst at home or in school. Additional licenses were purchased enabling targeted maths intervention and additional support to continue. Progress and outcomes remained strong.<br><br>Over 130 Chromebooks were loaned out during the second lockdown period. All PPG children were offered a device to work on at home – 46 PPG children. Barrier to potential inequality overcome.<br><br>Additional LEXIA licenses purchased during the lockdown period. Gave pupils access to a personalised reading and spelling program via the internet. This is tracked by a member of staff with reports generated |
| Specialist Teachers      | A specialist employed to work identified children who are at risk of underachieving in writing. Focused groups to take place weekly. | Barrier 1, 3, 5 & 7<br><br>Year 3, 4, 5 & 6  | £18,900   | Pupils carefully targeted for support with majority of PPG pupils making at least expected progress despite the disruption caused by the pandemic.<br><br><b>Reading</b><br>89% made at least expected progress<br>22% made better than expected progress  |

|          |  |                     |         |   |
|----------|--|---------------------|---------|---|
|          |  |                     |         | <p><b>Writing</b><br/>89% made at least expected progress<br/>33% made better than expected progress</p> <p><b>Maths</b><br/>85% made at least expected progress<br/>22% made better than expected progress</p> <p>Specialist teacher offered additional support and resource during the lockdown period enabling these pupils to have additional access to high quality resources and teaching material. As a result, the progress of these pupils remained strong despite the disruption.</p>   |
| Staffing | To provide access to interventions to ensure progress in areas of need. Interventions are run by Learning Support Assistants, one to one or in groups which include evidence-based interventions such as Read, Write, Inc and Maths interventions. | Barrier 1, 3, 5 & 7 | £19,000 | <p>Pupils carefully targeted for support with majority of PPG pupils making at least expected progress despite the disruption caused by the pandemic.</p> <p><b>Reading</b><br/>89% made at least expected progress<br/>22% made better than expected progress</p> <p><b>Writing</b><br/>89% made at least expected progress<br/>33% made better than expected progress</p> <p><b>Maths</b><br/>85% made at least expected progress<br/>22% made better than expected progress</p> <p>Specialist teacher offered additional support and resource during the lockdown period enabling these pupils to have additional access to high quality resources and teaching material. High quality learning continued for these pupils and they were well supported, therefore continuing to make strong progress.</p> |
| COVID    | Resources required for pupils working at home, either during a national lockdown or if a bubble/individuals are required to work from home for a prolonged period.   | Barrier 6 and 7     | £5,000  | <p>PPG and vulnerable/disadvantaged pupils prioritised during the second lockdown. 41/72 pupils were onsite. All PPG low prior and SEND pupils not in school were offered weekly SEND Support calls</p>   |

|   |   |   |                          |   |
|---|---|---|--------------------------|---|
|   |   |   |                          | <p>These children were also provided with equipment (pens, pencils etc) as well as a Chromebook, access to reading books and other essential items to enable them to learn from home.</p> <p>Barriers to learning were overcome and there was equity for all with PPG pupils, in fact, offered additional support, provision and resources. This led to strong progress and outcomes and positive attitudes as demonstrated in the PASS survey - <a href="#">click here</a></p>   |
| <p>Access to breakfast, extra-curricular and holiday clubs.</p> | <p>Provides breakfast for children and access to the early morning club, ready for school.</p> <p>Access to extra-curricular and holiday clubs.</p> | <p>All year groups</p> <p>Barrier 1, 2, 4, 8, 10 &amp; 11</p> | <p>£150</p> <p>£1600</p> | <p>Pupils who would not normally have a full and nutritional breakfast are now provided with this daily.</p> <p>Pupils now have the opportunity to attend clubs and pursue interests and talents that they were unable to access before.</p> <p>Pupils who would not normally have a full and nutritional breakfast are now provided with this daily. A barrier for learning is therefore removed as all PPG pupils start the school day having been fed. Increased concentration in class and positive attitudes displayed – refer to PASS survey data and positive pupil attitudes from the PPG children – <a href="#">click here</a></p> <p>All PPG children have access to a funded extra-curricular club of their choice. As part of our recovery plan a substantial lunchtime club offer was put in place with 53/72 pupils attending at least one club</p> <p>All pupils receive the same curriculum experience at Cleves – strong sense of equity for all. The curriculum is not narrowed for any child and is truly broad and balanced – resulting in excellent outcomes for all pupils. PASS survey indicates excellent attitudes for PPG children – <a href="#">click here</a></p> <p>Targeted pupils given funded place to the holiday club at Cleves – provides a stimulating, engaging and active environment during holiday periods. This was targeted towards 13 pupils.</p> <p>Potential barrier of inequality had been removed.</p> |

|                                 |   |  |   |   |
|---------------------------------|---|--|---|---|
| Homework club and maths tuition | Homework club and maths tuition.  | Barrier 1, 3, 5 & 7<br><br>All year groups | £2,913  | <p>Pupils carefully targeted for support – the majority of PPG pupils have made at least expected progress.</p> <p><b>Reading</b><br/>89% made at least expected progress<br/>22% made better than expected progress</p> <p><b>Writing</b><br/>89% made at least expected progress<br/>33% made better than expected progress</p> <p><b>Maths</b><br/>85% made at least expected progress<br/>22% made better than expected progress</p> <p>Prior to the second lockdown, PPG children were targeted to attend. As a result, all homework tasks were completed by these children and they were well supported by a member of school staff. This allowed continuity of learning with personalised support given and key skills and concepts reinforced in a high-quality learning environment.</p> |
| Trips, visits and special weeks | This enables all children to be included in Residential Trips, Day Trips, Special weeks and other events. These enrich and are an important part of the curriculum for all children and without full parental financial support would not happen. | Barrier 3,4 & 7<br><br>Year 3,4,5 & 6      | <p><del>£4,795</del> £900 spent with £3895 redirected to other areas as defined above</p> | <p>Limited trips and experiences were possible during the 2020/21 academic year due to the restrictions in place. £900 of this allocation was used for funding PPG children to attend the Year 6 non-residential trips/activity and the Year 5 Kew Gardens trip.</p> <p>All pupils receive the same curriculum experience at Cleves – strong sense of equity for all. The curriculum is not narrowed for any child and is truly broad and balanced – resulting in excellent outcomes for all pupils. PASS survey indicates excellent attitudes for PPG children – <a href="#">click here</a></p>  |
| <b>TOTAL</b>                    | Please note, that other funding is also used to support and top up these activities   |  | <b>£89,140</b>  |   |