

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	Clarendon Road Community Primary School, Eccles
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	30.11.21
Date on which it will be reviewed	30.01.22
Statement authorised by	Mrs Rachel Gallagher
Pupil premium lead	Miss Gemma Crook
Governor / Trustee lead	Mrs Anna Lucas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,430
Recovery premium funding allocation this academic year	£13,360
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	£140,790

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Deprivation indicator 0.21, Acorn data demonstrates that 61% of our families are considered to be categorised as falling into the Financially Stretched/Urban Adversity categories. This creates an achievement challenge for our pupils e.g. lack of cultural capital/additional experiences. EEF finds “significantly lower achievement”, with a “large and concerning gap” for disadvantaged pupils Jan 2021
2	Impact of loss of education owing to lockdown = 184 days lost in addition to national lockdown.
3	Access to remote learning – lack of devices, sharing devices between siblings, access to online homework
4	School readiness – independence, self-care, social skills, communication and language, resilience
5	Low levels of parental engagement
6.	Attendance and punctuality
7.	SEMH – Increased amount of pupils struggling with SEMH

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
Challenge 1 Improved whole school curriculum wide cultural capital offer	Strategic, broad and balanced plan for cultural capital opportunities Each year group has a number of experiences that support and enhance the curriculum
Challenge 2 Rapid progress and improved attainment for our disadvantaged and vulnerable pupils	Target pupils make more than expected progress
Challenge 3 All pupils have access to a device to engage with home learning and home work.	Increased engagement in home learning and home work from our disadvantaged pupils
Challenge 4 2021 new starters make an effective start to their education in Nursery and Reception	All new starters make an effective start in Nursery and EYFS Pupils make consistently good progress towards year end targets
Challenge 5 Good acquisition of language and vocabulary	All disadvantaged children make good progress towards year end expectations.
Challenge 6 Effective parental engagement that impacts positively on outcomes	Increasing numbers of parents attend all parent support workshops offered by subject leaders and parents evenings Increased parental engagement with homework and reading at home
Challenge 7 Attendance and punctuality of disadvantaged and vulnerable pupils improves	Attendance and punctuality in line with national figures
Challenge 8 SEMH children make good progress towards self-regulation	SEMH interventions indicate children make progress towards self-regulation Pupils able to articulate what challenges they are facing and how to overcome them

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: £49,391

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention specialist in EYFS to enable focus on speech, language and communication interventions and in KS1 to support small group tutoring</p>	<p>NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. Several robust evaluations has led to NELI being the most well-evidenced early language programme available to schools in England.</p> <p>WELCOMM</p> <p>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children. Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.</p>	<p>2, 4</p>
<p>Therapeutic Wilderness Training for two team members</p>	<p>EEF guidance:</p> <p><i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p> <p><i>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</i></p>	<p>1, 7, 8</p>

Fourth teacher in UKS2 – smaller classes for Guided Reading, English and Maths	EEF Guidance Report on reducing class size: <i>'Reducing class size has a positive impact of +2 months on average. The gains are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.'</i>	2
Mental Health First Aid for children CPD	EEF Guidance Report on social and emotional learning: <i>'Social and emotional learning approaches have a positive impact of 4 months' additional progress over the course of an academic year.'</i>	8
Phonics CPD for all teachers and AOLs	Validated systematic synthetic phonics programme <i>'By ensuring high-quality phonics teaching the government wants to improve literacy levels to: give all children a solid base upon which to build as they progress through school help children to develop the habit of reading widely and often, for both pleasure and information'</i> DFE July 2021	2, 4, 5

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

Budgeted cost: £44,464

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention specialists in KS1 and LKS2	EEF Guidance Report on 1-2-1 or small group interventions: <i>“Research... targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3).”</i>	1, 2
Speech and Language specialist in EYFS		4, 5

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

Budgeted cost: £48,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor – attendance and punctuality	EEF ‘ Working With Parents To Support Children’s Learning’ (2018)	6, 7
Learning Mentor – SEMH interventions	EEF Guidance Report on social and emotional learning: ‘Social and emotional learning approaches have a positive impact of 4 months’ additional progress over the course of an academic year.’	8
Education Welfare Officer SLA	‘Absences and Attainment’ DFE 2016 Clear link between poor attendance and poor academic attainment	6
Cultural Capital – science workshops, samba workshops, rock kids, gospel choir, outdoor learning CPD Inset Educational visits subsidy	p31 Ofsted EY Inspection Handbook "the essential knowledge that children need to be educated citizens... Cultural capital is the essential knowledge that children need to prepare them for their future success"	1, 5, 7
PP Lead & SLT – Use of time to track PP children and parental engagement	EEF Pupil Premium Guidance: Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions.	2, 6, 7, 8

	<p>Taking an evidence-informed approach to Pupil Premium spending can help schools to:</p> <ul style="list-style-type: none"> Compare how similar challenges have been tackled in other schools Understand the strength of evidence behind alternative approaches Consider the likely cost-effectiveness of a range of approaches 	
Mental Health Lead in school	<p>The updated whole school approach to mental health guidance is supported by a range of research, which suggests that taking a coordinated approach to mental health and wellbeing can lead to improved emotional health and wellbeing in children and young people and help improve their readiness to learn. DfE 21 Sept 2021</p>	8

Total budgeted cost: £142,556

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal teacher assessments completed during Summer term 2021 suggested that the attainment of disadvantaged pupils was lower than in previous years in core areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully achieved. Our resources were diverted to supporting needs such as providing devices for remote learning, delivering food packages and implementing whole school initiatives to support pupils' mental health and wellbeing.

Our assessment of the reasons for these outcomes points primarily to the impact of COVID-19, which disrupted all areas of our curriculum to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolve to maintain a high quality curriculum, including during periods of year group bubble closure, which was aided by use of high quality online resources such as those provided by Oak National Academy.

Overall attendance in 2020/21 was lower than in the preceding years at 92.8%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 5% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact on our disadvantaged pupils was particularly serious. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities and strategies detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Speech, Language and Communication	WELCOMM, REAL programmes
Phonics	Supersonic Phonics
Maths	White Rose Maths, MyMaths
EYFS	Tapestry
Times Tables	TT Rockstars
Spellings	Spelling Shed
Whole school curriculum evidencing	Seesaw

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A