# Pupil premium strategy statement

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| 1. **Summary information** | | | | | |
| **School** | Clavering Primary School | | | | |
| **Academic Year** | 2017- 2018 | **Total PP budget** |  | **Date of most recent PP Review** | July 2017 |
| **Total number of pupils** | 185 | **Number of pupils eligible for PP** | 18 | **Date for next internal review of this strategy** | July 2018 |

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| 1. **Current attainment** | | | | | |
| Data based on 2 KS2 Pupil Premium Pupils Summer 2017 | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (national average)* |
| % working at the expected standard in all areas | | | **50%** | | 60% |
| % working at the expected standard in reading | | | **50%** | | 71% |
| % working at the expected standard in writing | | | **50%** | | 79% |
| % working at the expected standard in mathematics | | | **100%** | | 75% |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | |
|  | | Poor reading and writing skills - language | | | |
|  | | Low levels of self esteem | | | |
| **C.** | | Poor mathematical skills | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | |
| **D.** | | Equal access to funded activities | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | **Success criteria** | |
|  | Equal levels of reading and writing | | | Equal end of year outcomes to non PP pu;ls | |
|  | Equal levels of mathematics | | | Equal end of year outcomes to non PP pu;ls | |
|  | Increased levels of self esteem enabling pupils to access their learning | | | Positive teacher feedback in pupil progress meetings  Positive parental feedback in parents evening discussions  Positive pupil survey results | |
|  | Equal access to funded activities | | | All children accessing funded activities | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2017 - 2018** | | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | | |
| 1. **Quality of teaching for all** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| An enriched curriculum incorporation collaborative learning opportunities both in and outside of the class room – our Forest School Provision across the school plays a strong role in this | Meetings with SLT and FS leaders – monitor provision and links with curriculum.  Now that second leader has completed her training organised whole school timetable of provision across the year.  Staff meeting – review and discuss strategies | | The ‘Education Endowment Foundation: Teaching and Learning toolkit suggests that the “impact of collaborative approaches on learning is consistently positive.. structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains”. | Ongoing monitoring: Lesson observations Work scrutiny Pupil interviews | HT and SLT | July 2018 |
| Developing the pupils’ ability to ‘learn to learn’ through meta – cognition and self regulation | Staff meeting – review and discuss strategies  LSA meetings/training | | The ‘Education Endowment Foundation: Teaching and Learning toolkit suggests that “meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils”. | Ongoing monitoring: Lesson observations Work scrutiny Pupil interviews | HT and SLT | July 2018 |
| Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what they can do to improve their knowledge, understanding and skills. Pupils use this feedback, written or oral, effectively in order to improve. | Staff meeting – review and discuss strategies – book scrutinies  LSA meetings/training | | The ‘Education Endowment Foundation: Teaching and Learning Toolkit’ suggests that providing feedback is one of the most effective and cost-effective ways of improving pupils’ learning. This is true on all types of learning across all age groups. On average the provision of high-quality feedback can lead to an improvement of eight additional months’ progress over the course of a year. | Ongoing monitoring: Lesson observations Work scrutiny Pupil interviews | HT and SLT | July 2018 |
| 1. **Targeted support** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| One to One Tuition/Small group support to accelerated progress in English and Mathematics, and reduced barriers to learning. | Booster groups with teacher. Support from LSAs. Targeted support linked to pupils’ needs | | The ‘Education Endowment Foundation: Teaching and Learning Toolkit’ suggests that intensive tuition in small groups is effective and can ensure progress. Research indicates that it is most likely to be effective if it is targeted at pupils’ specific needs can lead to an improvement of five additional months’ progress over the course of a year. | Ongoing monitoring: Lesson observations Work scrutiny Pupil interviews. Discussions with LSAs and Tutor. Pupil Progress Meetings | HT and SLT | July 2018 |
| Increased levels of self esteem through personalised Learning Mentor/Counselling sessions enabling pupils to access their learning | Learning mentor/ Counsellor sessions | | The ‘Education Endowment Foundation: Teaching and Learning Toolkit’ suggests that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). | Ongoing monitoring: Lesson observations Work scrutiny Pupil interviews. Discussions with Learning Mentors/Counsellor and SENCO Pupil Progress Meetings | SENCO  HT and SLT | July 2018 |
| 1. **Other approaches** | | | | | | |
| **Desired outcome** | **Chosen action / approach** | | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Increased pupil engagement in learning opportunities | Promote and financially support school visits and funded activities | | Home/school communication. | Monitor budget and home/school communication | HT | July 2018 |
| **Total budgeted cost** | | | | | | £24,760 |

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| 1. **Review of expenditure** | | | | | |
| **Previous Academic Year** | | **2016 - 2017** | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | | **Cost** |
| An enriched curriculum incorporation collaborative learning opportunities both in and outside of the class room – our Forest School Provision across the school plays a strong role in this | Meetings with FS leaders – monitor provision and links with curriculum.  Staff meeting – review and discuss strategies | Our second Forest School Leader’s training took the majority or the academic year so Reception and Year One classes had regular slots but other year groups only had one session.  In class learning this strategy was effective. | Now that our second leader has completed her training whole school provision can resume.  The ‘Education Endowment Foundation: Teaching and Learning toolkit suggests that the “impact of collaborative approaches on learning is consistently positive.. structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains”. | | £0 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | | **Cost** |
| Accelerated progress, including improved English and mathematics skills. One to One Tuition/Small group | Booster groups with teacher. Support from LSAs. Targeted support linked to pupils’ needs | Pupil Progress Meetings and Summer term data indicated an academic improvement both in terms of progress and attainment. Confidence levels also increased. Observations of the sessions were judged to be of high quality. Summer term data evidences the high proportions of disadvantaged pupils, throughout each year group, now making expected progress in English and Mathematics considering their different starting points. | The ‘Education Endowment Foundation: Teaching and Learning Toolkit’ suggests that intensive tuition in small groups is effective and can ensure progress. Research indicates that it is most likely to be effective if it is targeted at pupils’ specific needs can lead to an improvement of five additional months’ progress over the course of a year. | | £20,869 |
| Increased levels of self esteem through personalised Learning Mentor/Counselling sessions enabling pupils to access their learning | Learning mentor/ Counsellor sessions | Pupils benefitted from the sessions which supported their social and emotional development. Class teachers reported increased confidence and enthusiasm for learning. | The ‘Education Endowment Foundation: Teaching and Learning Toolkit’ suggests that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). | |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | | **Cost** |
| Increased pupil engagement in learning opportunities | Promote and financially support school visits and funded activities | All pupils accessed funded activities linked to the curriculum | Continue the support | | £2000 |
| **Total cost** | | | | £22,869 | |

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| 1. **Additional detail** |
| **Education Endowment Foundation:**  **Collaborative learning**  Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity.  Some collaborative learning approaches also get mixed ability teams or groups to work in competition with each other, in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and cooperative learning involving different kinds of organisation and tasks, but this summary does not include Peer tutoring, which is reviewed separately.  How effective is it?  The impact of collaborative approaches on learning is consistently positive, but it does vary so it is important to get the detail right. Effective collaborative learning requires much more than just sitting pupils together and asking them to work together; structured approaches with well-designed tasks lead to the greatest learning gains. There is some evidence that collaboration can be supported with competition between groups, but this is not always necessary, and can lead to learners focusing on the competition rather than the learning it aims to support. Approaches which promote talk and interaction between learners tend to result in the best gains.  **Feedback**  Feedback is information given to the learner and/or the teacher about the learner’s performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students’ learning. Feedback redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student’s management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.  How effective is it?  Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of the approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science.  **Meta-cognition and self-regulation**  Meta-cognition and self-regulation approaches (sometimes known as ‘learning to learn’ approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one’s own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.  How effective is it?  Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.  These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.  The potential impact of these approaches is very high, but can be difficult to achieve as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. There is no simple method or trick for this. It is possible to support pupils’ work too much, so that they do not learn to monitor and manage their own learning but come to rely on the prompts and support from the teacher. “Scaffolding” provides a useful metaphor: a teacher would provide support when first introducing a pupil to a concept, then reduce the support to ensure that the pupil continues to manage their learning autonomously.  **One to one tuition**  One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for example as part of extending school time or summer schools, or as a replacement for other lessons by withdrawing the pupil for extra teaching.  How effective is it?  Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress.  Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group size, emphasising the value of professional development for teachers.  Programmes involving teaching assistants or volunteers also have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is beneficial.  **Small group tuition**  Small group tuition is defined as one teacher or professional educator working with two, three, four, or five pupils. This arrangement enables the teacher to focus exclusively on a small number of learners, usually on their own in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.  How effective is it?  Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.  **Social and emotional learning**  Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.  In 2005, a national SEL programme was introduced to support effective learning, positive behaviour, attendance and emotional well-being, first in primary schools and then in secondary schools.  How effective is it?  On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). |