

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Clavering Primary School
Pupils in school	199
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£30,245
Academic year or years covered by statement	2020 - 2023
Publish date	26.7.21
Review date	July 2022
Statement authorised by	R. Allsop
Pupil premium lead	R. Allsop
Governor lead	J. Mackintosh

## Disadvantaged pupil performance overview for last academic year 2020 – 2021 (External data 2019)

Current attainment - Note due to COVID and subsequent Lockdown there is no 2020 National data.		
Data based on 2 KS2 Pupil Premium Pupil Summer 2019	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% working at the expected standard in all areas	100%	64%
% working at the expected standard in reading	100%	77%
% working at the expected standard in writing	100%	78%
% working at the expected standard in mathematics	100%	75%
Internal data 2020 (Spring Term)		
<ul style="list-style-type: none"> <li>All KS2 on track to exceed National and Essex attainment thresholds. Mathematics the weaker area for 1 of 3 Pupil Premium pupils in year 6.</li> <li>All KS1 on track to exceed National and Essex attainment thresholds. Mathematics the weaker area for 1 of 3 Pupil Premium pupils in year 2.</li> <li>Maintained high level of attendance across the school 97.21%, and meeting our target of 96%</li> </ul>		

Summer 2021 – internal data (Data based on 3 children)	
Measure	Score
Meeting expected standard at KS2 in all areas	2/3 67% (one child with significant SEN but made progress)
Meeting expected standard at KS2 in reading	2/3 67% (one child with significant SEN but made progress)
Meeting expected standard at KS2 in writing	2/3 67% (one child with significant SEN but made progress)
Meeting expected standard at KS2 in Math	2/3 67% (one child with significant SEN but made progress)
Achieving high standard at KS2 in all areas	1/3 33%

Achieving high standard at KS2 in reading	1/3 33%
Achieving high standard at KS2 in writing	1/3 33%
Achieving high standard at KS2 in Maths	1/3 33%

### Disadvantaged pupil progress scores for last academic year 2020 – 2021 (External data 2019)

<b>Summer 2019</b> (Data based on 2 children)	
<b>Measure</b>	<b>Score</b>
Reading	1.03
Writing	1.02
Maths	-1.91

### Strategy aims for disadvantaged pupils

<b>Measure</b>	<b>Activity</b>
Priority 1	Purchase phonic books to enhance our resources
Priority 2	Train further Learning Support Assistants on the Learning Mentor programme
Barriers to learning these priorities address	Emotional need and increase readiness to learn. Increased targeted resources
Projected spending	£3200

### Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Achieve expected level of attainment and progress at the end of the academic year	July 2022
Progress in Writing	Achieve expected level of attainment and progress at the end of the academic year	July 2022
Progress in Mathematics	Achieve expected level of attainment and progress at the end of the academic year	July 2022
Phonics	Attain expected level of attainment at the end of the academic year	July 2022
Other	To continue to achieve our attendance target (96%) and reduce number of unauthorised absences (below 18% - ie reduce term time holidays) To improve attendance figures post COVID restrictions	July 2022
Other	To support pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school.	July 2022

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Small group interventions for pupils falling behind age related expectations in English with qualified teacher booster sessions and targeted support with LSA in class
Priority 2	Small group interventions for pupils falling behind age related expectations in Maths with qualified teacher booster sessions and targeted support with LSA in class
Priority 3	Learning Mentor sessions for pupils with emotional need
Barriers to learning these priorities address	Poor writing and number skills, especially SEN. Emotional need.
Projected spending	£25,555

### Wider strategies for current academic year

Measure	Activity
Priority 1	To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.
Barriers to learning these priorities address	Funding places on school trips
Projected spending	£2000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Include booster teacher in staff CPD programme. Keep LSAs up to date with any relevant training. Availability of staff and cost of cover	Advanced notice
Targeted support	Senior leader allocating time to monitor the provision	Block time in advance, link with Provision Map review
Wider strategies	Engaging with families facing the most challenges	Working closely with the LA where appropriate.

### Review: last year's aims and outcomes

Aim	Outcome
To support pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment	Learning Mentor and Play Therapy effective. Continue with these strategies. Emotional

of school.	need increased after most recent lockdown. Support put in place which supported and regulated need. Team building with Sport coach and increase LSA hours across the school in bubbles.
To help children reach their full potential in Maths and English.	Progress made. Meeting expected level of attainment more challenging when there are also significant SEN. This needs to continue and existing progress built upon.
To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.	Support offered and given where needed through hardship fund. This needs to continue. Links and information shared during pandemic of local activities and opportunities for Pupil Premium pupils

## 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).