

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 2023 2024 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Clavering Primary School
Number of pupils in school	182
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	July 2023
Date on which it will be reviewed	July 2026
Statement authorised by	R. Allsop
Pupil premium lead	R. Allsop
Governor / Trustee lead	J. Mackintosh

Funding overview (2023 – 2024)

Detail	Amount
Pupil premium funding allocation this academic year	£29795
Recovery premium funding allocation this academic year	£2610
School budget	£1000
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	£33,405

Part A: Pupil premium strategy plan

Statement of intent

At our school we aim to provide a caring and inclusive environment, which has high expectations and values all members within the school community. We respect the needs of all individuals and provide opportunities for all pupils to reach their full potential.

The school has a tradition of being a caring and friendly environment for children; this ethos stems from the high calibre and commitment of staff and governors where we encourage all children to be enthusiastic and committed learners who aim to develop their confidence, capacity to learn and work independently and collaboratively. We aim to support and provide challenge for all learners, enabling them to overcome barriers to reach their full potential and thrive. Our Pupil Premium strategy is used to fulfil this aim.

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing - pupils' self-esteem and attitudes to learning.
2	Reaching their full potential in Maths and English.
3	Ensure the children are able to participate in extra-curricular activities, trips and to give children the opportunity to experience new and challenging activities.
4	Attendance

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
Increased progress in Reading	Achieve expected level of attainment and progress at the end of the academic year
Increased progress in Writing	Achieve expected level of attainment and progress at the end of the academic year
Increased progress in Mathematics	Achieve expected level of attainment and progress at the end of the academic year
Increased attainment in Phonics	Attain expected level of attainment at the end of the academic year
Improved attendance	Achieve our attendance target (96%) and reduce number of unauthorised absences (below 18% - ie reduce term time holidays)

Increased self esteem	To support pupils' self-esteem and attitudes to learning so that the children are ready to learn. Attainment data and pupil perception.
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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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
MHST Therapist	Improvement in pupil well being – play therapist feedback and observations	1 and 4
Learning Mentors – allocate working hours	Learning mentor reviews in school	1 and 4

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

Budgeted cost: £ 30,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions for pupils falling behind age related expectations in English with qualified teacher booster sessions and targeted support with LSA in class (including School Led Tutor Grant sessions)	Academic attainment and progress data. Change in attitude to learning	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 (including School Led Tutor Grant sessions)		2

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 attendance at after school clubs	3
Funding places on school trips	Residential trip attendance	3
Support with uniform costs	New PE kit	1 and 3

Total budgeted cost: £ 33,405

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Disadvantaged pupil performance overview for last academic year 2021 – 2022

Summer 2022 – SATs data (Data based on 2 children)	
Measure	Score
Meeting expected standard at KS2 in all areas	0% (both SEN children SEN but made progress)
Meeting expected standard at KS2 in reading	100% (both SEN children SEN but made progress)
Meeting expected standard at KS2 in writing	50% 1/2 (both SEN children SEN but made progress)
Meeting expected standard at KS2 in Math	50% 1/2 (both SEN children SEN but made progress)
Achieving high standard at KS2 in all areas	0% (both SEN children SEN but made progress)
Achieving high standard at KS2 in reading	0% (both SEN children SEN but made progress)
Achieving high standard at KS2 in writing	0% (both SEN children SEN but made progress)
Achieving high standard at KS2 in Maths	0% (both SEN children SEN but made progress)

Disadvantaged pupil performance overview for last academic year 2022 – 2023

Summer 2023 – SATs data (Data based on 6 children)	
Measure	Score
Meeting expected standard at KS2 in all areas	67% (4/6 both SEN children SEN but made progress)
Meeting expected standard at KS2 in reading	83% (5/6 SEN but made progress)
Meeting expected standard at KS2 in writing	83% (5/6 SEN but made progress)
Meeting expected standard at KS2 in Math	67% (4/6 both SEN children SEN but made progress)
Achieving high standard at KS2 in all areas	17% (1/6)
Achieving high standard at KS2 in reading	67% (4/6)
Achieving high standard at KS2 in writing	50% (3/6)

Achieving high standard at KS2 in Maths	17% (1/6)
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Review: last year's aims and outcomes

Aim	Outcome
To support pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school.	Learning Mentor and Play Therapy effective. Continue with these strategies. Emotional need but support put in place which has supported and regulated this need. This needs to be ongoing.
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. SATs results continue to be well above the National Threshold. 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 of local activities and opportunities for Pupil Premium pupils
To improve attendance following COVID period	Attendance improving but still a high percentage of unauthorised absences – family holidays

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Education Endowment Foundation strategies researched and explored:

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).