

Pupil Premium Planned Expenditure 2020/2021

Summary information			
Total number of pupils	1649	Total Pupil Premium Budget	Academic Year 2020-2021 £505,960
Number of pupils eligible for Pupil Premium	289 (17.5%)	Amount of Pupil Premium received per child	£ 1345 (minimum)
Named Governor for Pupil Premium Pupils	Lin Meade (Chair of the Curriculum Committee)		

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that the fund to tackle disadvantage reaches the pupils who need it most.

The aim of the funding is to target the attainment gap between pupils from deprived backgrounds and their more affluent peers. This gap persists through all stages of education, including entry into higher education.

Research shows that:

- The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven.
- The gap widens further during secondary education and persists into higher education.
- The likelihood of a pupil eligible for Free School Meals achieving five or more GCSEs at A*-C including English and mathematics is less than one third of a non-Free School Meals pupil.
- A pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peer.

The document below details Claycots's Pupil Premium allocation for the following academic year.

The Pupil Premium Allocation is currently calculated on the number of pupils on roll in receipt of Scheme of Aid children and from 2012–13 the government also included the funding for any child attending who had ever been on Scheme of Aid (Ever 6), Looked After Children and Service children on the date of the School Census.

The aim of the Pupil Premium is to enable the School to target pupil attainment and ensure that they achieve their maximum potential. In order to ensure that the additional monies have the maximum impact on the targeted pupils, thorough analysis is carried out of the children's academic progress against other pupil groupings in school and national data.

The funding is not spent on one particular item, but is used as part of our budget and used to support a number of areas in school. This list is not exhaustive but gives an outline of the main areas in which monies will be spent.

Monitoring of pupil progress and the impact of expenditure takes place every half term. Needs are reviewed and next steps identified in parent, teacher and support staff meetings and based on children's needs so that we can 'prepare our children for a happy future'.

The impact of the expenditure is evaluated in Autumn 2021 using end of year data from the academic year 2020-21.

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school)</i>	
1.	The school needs to focus on targeting a higher proportion of pupil premium pupils reaching the expected standard and the higher standard at the end of EYFS, Key Stage 1 and Key Stage 2.
2.	The demographics of the local area and school are changing. There are also an increasing number of pupils joining the school with English as an Additional Language; this includes an increasing number of children with little or no English and in some instances, little or no schooling and there are gaps in prior learning.
3.	The nature of Special Educational Needs has become more complex in the last three years; in addition, the school has noticed an increase in the number of children presenting with mental health needs.
4.	Pupils not being <i>'ready to learn'</i> in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience. Poor attendance is also leading poor attainment.
External barriers <i>(issues which also require action outside school)</i>	
5.	Pupils start Nursery or Reception with low language levels and/or are not prepared for school, for example not toilet trained.
6.	The home learning environment is not always conducive for effective learning for some pupil premium children and there are a lack of regular routines including home reading, homework, spellings and having correct equipment in school such as a PE kit.
7.	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
8.	Parental engagement with school and perceptions of education.
9.	There has been an increase in the past few years in the number of referrals made to Children's Services following disclosures by pupils. A number of children eligible for PP receive support from the Early Support Team or Children's Services to address issues within the home.

Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<i>Pupil premium children generally attain inline with Non – PP children in Reading and Writing, MTC (Year 4) and parents are supported in strategies to help their learning at home.</i>	<i>Reduce the GAP in Reading and Writing and MTC in Pupil Premium children</i>
B.	<i>Pupil Premium children have high aspirations and can talk about opportunities that are open to them in the future.</i>	<i>Pupils are ready to access the next phase of their learning and are ready for learning in class. Improved attitudes to learning and fewer incidents of low-level disruption, behaviour incidents and exclusion</i>
C.	<i>Attendance and Punctuality is in line with non-PP pupils.</i>	<i>PP children will be aware of the importance of good attendance and punctuality and the effect that missing school has on their learning. A reduction in persistent absence levels across the school.</i>

Expenditure to support Pupil Premium children 2020-2021

1. Planned expenditure					
Academic year	2020-21				
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.					
i. 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?
Pupil premium children generally attain inline with Non – Pupil Premium children in Reading and Writing and parents are supported in strategies to help their learning at home.	<ul style="list-style-type: none"> All pupils are exposed to high quality teaching with well guided support. Pupil Progress Meeting Reviews each half term Children Tracked on Assessment Tracker Regular monitoring of the quality of teaching and intervention support for teachers 	<p>Children who are not on track to meet their end of year target will gain support from intervention.</p> <p>Pupil Premium needs will be met through early identification targeted interventions, challenge and support.</p>	<p>Pupil progress meetings each half term will identify children who require support</p> <p>Year Group leaders track intervention and meet regularly with Year Group team.</p> <p>SLT discuss Pupil Premium provision each half term</p>	<p>SLT Ongoing costs through Teaching and Learning</p>	<p>Each half-term Autumn Pupil Progress – Setting Targets for all pupils Autumn Term 2 – Reviewing Progress from previous year Spring Pupil Progress Summer Pupil Progress</p>
Children are in line with expected standard in Reading and Writing across school	<ul style="list-style-type: none"> Guided Reading in EYFS-Y6 (variety of Guided Reading Strategies in place) and associated CPD support for teachers and Tas Library support Whole class reading Writing is well planned and delivered in all classes Talk 4 writing and associated CPD support for teachers and TAs 	<p>These strategies aim to improve reading by focusing on the understanding of text and may involve a number of techniques.</p> <p>Research has found it is particularly effective with children aged 8+ who are lagging behind with their reading. Talk for Writing schools attain at a significantly higher standard than the national average.</p>	<p>Moderation of reading across school and across both campuses. Attend English Subject Leaders Updates Book Looks take place regularly and are part of SLT and YGL discussion. Guided Reading ensures children have an opportunity to read with an adult regularly and develop the skills to become a fluent reader Weekly/fortnightly independent write to take place and be marked appropriately High quality response marking in place. (Marking and Feedback Policy)</p>	<p>SLT Ongoing costs through Teaching and Learning</p> <p>English subject leaders Librarians</p>	<p>HT and DHT and Subject lead to meet half termly to review the impact of interventions in reading and writing.</p> <p>English Action Plan in place.</p>
To ensure that the Gap between Pupil Premium and Non-Pupil Premium is reduced for those children reaching a greater depth.	<ul style="list-style-type: none"> Pupils who have potential to reach greater depth are targeted. Specific clubs in place for Greater Depth children (Summer Term) Opportunities' for external competitions. 	<p>Short, regular sessions over a set period of time (six to twelve weeks) appear to result in optimum impact.</p> <p>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.</p>	<p>Class Teachers supported in pupil progress meetings to target Pupil Premium children at greater depth</p> <p>YGLs monitors the progress of greater depth Pupil Premium children as part of their roles</p> <p>Greater Depth Pupil Conferences (1:1s with targeted children)</p> <p>Register is reviewed for Pupil Premium Greater Depth Pupils.</p>	<p>SLT/ YGL Math and English leaders</p>	<p>Half Termly PPM meetings monitored by YGL and DHTs focusing on identifying and targeting great depth pupils in preparation for summer focus</p>

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/ cost	When will you review implementation?
Pupils to take responsibility for their learning by responding to feedback.	<ul style="list-style-type: none"> Oral and written feedback to stretch and deepen children's understanding of learning and identify key next steps for enrichment. Marking and Feedback policy updated. 	<p>The Education Endowment Foundation (EEF) and John Hattie all cite oral and written feedback is effective. Based on Education Endowment Foundation (EEF) studies, a meta-analysis of studies focusing on formative assessment in schools indicates the gains can be up to four months when the approach is supported with professional development.</p> <p>As a school, there is a rigorous cycle of moderating and reviewing progress in books to ensure that appropriate feedback is provided to pupils and that pupils are able to respond appropriately.</p>	<p>Implementation of the Marking and Feedback policy</p> <p>Targeted verbal and written feedback for Pupil Premium</p> <p>Book scrutinies demonstrate that pupils take greater responsibility for their learning and respond to their next steps.</p> <p>There is evidence of pupil premium children responding to feedback resulting in progression of skills within written work.</p> <p>Learning walks focus on Pupil Premium children and the quality of the feedback</p>	EHT DHT YGL	Termly review of books and pupil conferences.
Improved behaviour in school	<ul style="list-style-type: none"> Recruitment of Learning Mentors and specific targeted role for DHT Positive Behaviour Policy- reinforced in class Behaviour displays across the school and in classroom reinforce positive behaviour DHT role to focus on Behaviour and Inclusion 	<p>Children who are not settled in lessons find it hard to focus, if students have a member of staff to help them to get it right in the first few minutes of the lesson and start to achieve they engage in the learning.</p> <p>If there is an issue then that child can be removed and the learning of the rest of the class can continue.</p>	<p>Running of the support rooms and deploy the inclusion/support room appropriately with Learning Mentors.</p> <p>Staff are using the Positive Behaviour Policy and reward system appropriate.</p> <p>Reduction in the number of behaviour incidents and exclusions for pupil premium children</p>	DHT	Termly review of behaviour incidents
A higher proportion of Pupil Premium pupils make accelerated rate of progress and diminish differences.	<ul style="list-style-type: none"> Identified Pupil Premium children targeted for additional support specific to their needs, either in class or interventions. Monitor pupils' books identifying key next steps for enrichment. 	<p>Although progress is good at the end of key stages, some of our Pupil Premium children are working below expected standards and there are not enough children achieving the higher standard at the end of a key stage.</p> <p>More focused and specific support is needed to address prior gaps in learning and it is anticipated that a personalised plan for each pupil will address this.</p>	<p>Pupil Progress Meetings identify pupil premium children.</p> <p>Individual Pupil Premium support with a gaps analysis in place for all Pupil Premium children.</p> <p>Target pupils through planning for enrichment opportunities including homework.</p>	SLT	SLT to regularly audit planning Pupil Progress Meeting reviews- half termly

ii. 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/ cost	When will you review implementation?
<p>Attendance and Punctuality is in line with non-PP pupils. There is a reduction in persistent absenteeism.</p>	<ul style="list-style-type: none"> DHT role to monitor attendance weekly. (Specific new role for DHT) Early response to pupils not in school Work with parents to encourage regular attendance. Weekly attendance report Regularly meetings with parents re children's attendance with further interventions recommended if there is a concern Pupils identified for targeted support from a range of complementary services such as, FSW & LMs. Workshops/support provided for parents 	<p>Pupils who do not regularly attend school are disadvantaged as they will continue to have gaps in their learning which will make it more challenging for them to close the gap between them and their peers. Research into both school absenteeism and truancy has consistently shown that a much higher and disproportionate number of pupils who come from deprived social backgrounds are more likely to miss school.</p>	<p>DHT to monitor attendance weekly so that pupils and families are identified Pupil Progress meetings highlight attendance concerns.</p> <p>Attendance office to monitor attendance and offer advice.</p> <p>Weekly attendance reports to HT</p>	DHT	DHT meets after Pupil Progress Meetings to discuss attendance children raised (half termly reviews)
<p>Early identification of communication and interaction difficulties - Early intervention through focussed support in the EYFS</p>	<ul style="list-style-type: none"> EYFS teachers identify children who have Speech and Language needs. SENCO works with Class Teacher and SALT to produce a specific programme to meet the needs of the pupils. Work with parent will ensure that pupils are also able to access support at home. 	<p>On entry children have a very low starting point and school is well below national on entry.</p> <p>Early intervention will address the needs of pupils early.</p>	<p>Tracking pupil progress will ensure that we diminish the difference early.</p> <p>SENCO and EYFS Team will work together to ensure that the children receive high quality support.</p>	Nursery lead, EYFS lead, S&L TA, SENCO	Each term data will be reviewed – SENCO and Reception Lead to meet half termly and discuss.
<p>Accelerated the progress of pupil premium children in KS2 through tailored interventions and support to fill gaps in learning and applying the Multiplication Tables</p>	<ul style="list-style-type: none"> Children in KS2 receive interventions daily addressing maths concepts focusing on Multiplication tables. Daily practice and reinforcement of times tables in class. Raise profile of Times Tables Rock Stars in the School 	<p>Diminish the difference between Pupil Premium and Non Pupil Premium to ensure specific needs are met and to raise the standards of attainment across school.</p> <p>To ensure that all Pupil Premium children made accelerate progress.</p>	<p>Tracking pupil progress will ensure that we diminish the difference.</p> <p>Pupil Progress Meetings to discuss specific needs of pupils especially in Year 3 & Year 4</p>	<p>Maths, Leads and YGLs</p> <p>JHO</p>	Each term MTC data will be reviewed

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead/ cost	When will you review implementation?
Pupils who have difficulties with social skills and relationships will develop confidence in their interactions.	<ul style="list-style-type: none"> Inclusion staff who lead interventions with pupils with social skills and relationships. Learning Mentors to provide advice on specific cases. ELSA support Recruitment of 5 learning mentors to support needs of Pupil Premium children 	<p>The Education Endowment Foundation (EEF) states that on average, such interventions have an "identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)".</p> <p>The EEF also found that improvements appear more likely when "approaches are embedded into routine educational practices and supported by professional development and training for staff". The specialist teacher shares strategies with staff and also provides specific training as part of succession planning.</p>	<p>Pupils attitudes to learning, school and relationships are improved as demonstrated in screeners/assessments.</p> <p>Improved self-esteem and confidence of pupils who require this support so that they are ready for learning.</p> <p>Vulnerable children feel supported through transition.</p> <p>Pupils' attendance levels improve.</p> <p>Identified Pupil Premium children to have intervention support from Learning Mentors</p>	DHT Inclusion Team	<p>DHT to monitor attendance and behaviour of targeted children</p> <p>Termly/ Half yearly screeners to show impact</p>
Develop Parental Engagement, support and partnership work to remove barriers to learning and ensure children are confident and enthusiastic about learning	<ul style="list-style-type: none"> Delivering Families programme Family Support worker and Learning Mentor to engage families Learning Mentor working on Behaviour Mentor Training programme. Structured Support in place for families via the MARF/ CAF process. 	Families will understand what support is available and will therefore access appropriate help.	<p>Family Support Workers/ Community Partnership will ensure that all families are supported and direct work is offered to those who require it.</p> <p>School's Learning Mentors will support families in ensuring children are in school and ready to learn.</p>	DHT/ Inclusion Team	<p>DHT to monitor attendance and behaviour of targeted children</p> <p>Termly/ Half yearly screeners to show impact</p> <p>Parental feedback- termly</p>
Pupils' can access learning because their basic needs are met to ensure they are ready physically, mentally and emotionally to learn.	<ul style="list-style-type: none"> Learning Mentors to support children and families. To monitor and support pupils and families dealing with difficult issues including behaviour, attendance, punctuality, attitudes to learning and school. PASS assessment targeted children with poor attendance Complimentary services are provided to targeted pupils and provide specialist support including Cognitive Behaviour Therapy, Play Therapy and Mindfulness support to families and pupils. Training for key staff to develop understanding of trauma and how to support affected pupils. 	<p>Pupils Social, Emotional and Mental Health needs are perhaps more at the forefront of the news stories now than they ever have been before. 'Substantial evidence' shows that children growing up in economically disadvantaged environments is linked to poorer Social, Emotional and Behavioural outcomes for children (Treanor, 2012).</p> <p>We have an increasing number of pupils who are identified as vulnerable and the Learning Mentors support these pupils and their families.</p>	<p>Assessment measures/screeners show an improvement in the self-esteem and confidence of pupils who require this support so that they are more ready for learning.</p> <p>Parents and pupils feel supported in times of crisis or unrest.</p> <p>Pupils have a designated point of contact in school as well as their teacher.</p> <p>Class teachers report that pupils are transferring skills back into the classroom.</p> <p>Improved attendance.</p>	DHT/ Inclusion Team	<p>DHT to monitor attendance and behaviour of targeted children</p> <p>Termly/ Half yearly screeners to show impact.</p>

iii. 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?
<p>Nurture provision (Breakfast club) (Britwell Campus) Spring 21 Summer 21</p>	<ul style="list-style-type: none"> A nurture provision across school (BW) Pupils who receive nurture have this reviewed with DHT Breakfast is served for those children who need it. Focus on social and emotional wellbeing alongside academic success. COVID risk assessments will be undertaken to ensure bubbles are secured 	<p>Children who form positive attachments are more capable of learning. Some children need to work in a secure and quiet environment from time to time.</p>	<p>DHT has overall responsibility for leading Inclusion and Nurture Provision in school.</p> <p>Attendance and punctuality reviewed weekly for children who attend Breakfast Club</p>	<p>DHT/ Inclusion Staff</p>	<p>The progress of children within a nurture setting is reviewed by the DHT each term.</p>
<p>School Meals- to provide free school meals for all Pupil Premium Children not just those eligible Spring 21/ Summer 22 (Both campuses)</p>	<ul style="list-style-type: none"> Identify all children in Year 3-6 who are FSM/ever 6 children Meals provided to these children with parental agreement. Initiative communicated to parents 	<p>Children ready to receive a nutritionally balanced hot meal and are ready to learn.</p>	<p>SLT has overall responsibility to ensuring that the FSM initiative to parents and is evaluated for impact.</p>	<p>SLT</p>	<p>The progress of PP children is monitored reviewed by the DHT each term. -Surveys with children, parents and staff</p>
<p>Resources for Social Skills Group</p>	<ul style="list-style-type: none"> Inclusion team to use resources to support well-being 	<p>Social skills group and 1:1 conference will help raise self-esteem</p>	<p>Inclusion team (Learning Mentors and Family Support Workers) to lead</p>	<p>DHT</p>	<p>The progress of Pupil Premium children is monitored reviewed by the DHT each term. -Surveys with children, parents and staff</p>
<p>To maintain the positive behaviours on the playground. More opportunities for pupils to be involved in sport and inter-school sports. Targeted support will have a positive impact on self-esteem, participation levels and attendance.</p>	<ul style="list-style-type: none"> Sports Assistant to support playtimes and After School Clubs and provide organised games to facilitate and promote good behaviour. Provide additional club opportunities including AGT for sport and 'Change for Life' programme. 	<p>The Education Endowment Foundation (EEF) states that there is recent evidence from the UK that sports participation can have a more dramatic effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to 10 months' additional progress).</p>	<p>Improved outcomes in behaviour in the classroom. Afternoon behaviour issues are dealt with quickly.</p> <p>More opportunities for pupils to be involved in sport and inter-school sports.</p> <p>Evidence of support having a positive impact on self-esteem, participation levels and attendance.</p>	<p>PE leads</p>	<p>The progress of Pupil Premium children is monitored reviewed by the DHT each term. -Surveys with children and staff</p>

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?
<p><i>Pupils will be provided with opportunities to take part in a wide range of social/cultural and sporting activities to enable them to develop social skills and give self-confidence and have experiences that will promote high aspirations</i></p>	<ul style="list-style-type: none"> <i>Contribution towards the cost of school visits, sporting events, music, special curricular events. (E.g. peripatetic music, dance clubs, trips and school uniform).</i> 	<p><i>The Education Endowment Foundation (EEF) states that there is recent evidence from the UK that sports participation can have a more dramatic effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to 10 months' additional progress).</i></p>	<p><i>Early identification and targeted supported of additional events is identified by leaders.</i></p> <p><i>Pupil to have access to a wide and varied range of experiences which enables them to expand their knowledge and views of the world and develop as well-rounded adults.</i></p>	<p>SLT</p>	<p><i>The progress of Pupil Premium children is monitored reviewed by the DHT each term.</i></p> <p><i>-Surveys with children and staff</i></p> <p><i>Events will be reviewed for attendance levels</i></p>
<p><i>Raised self-esteem, attainment and attendance through financial support for uniform and other resources</i></p>	<ul style="list-style-type: none"> <i>Provide funding for equipment and uniform</i> 	<p><i>Ensuring that Pupil Premium children students have the correct equipment for lessons and are correctly dressed for PE thus removing these barriers to learning</i></p>	<p><i>Teaching staff to monitor equipment and uniform for all children</i></p> <p><i>YGL to inform DHT of identified Pupil Premium children</i></p> <p><i>Attendance levels and participation levels in PE to monitored for improvements</i></p>	<p>SLT</p>	<p><i>The progress of Pupil Premium children is monitored reviewed by the DHT each term.</i></p> <p><i>-Surveys with children and staff</i></p>