



The Pupil Premium Strategy for 2019/20 was to place support in three areas:

- Quality First Teaching
- Social and emotional and wellbeing
- Experiential learning

Data Outcomes from 2019-2020:

Key Stage 2 – three-year trend of reducing the gap

2018 Percentages of pupils achieving at expected +				
	Reading	Writing	Maths	RWM
All pupils	72	86	71	63
PP	67	79	60	51
gap	-5%	-7%	-11%	-12%

2019 Percentages of pupils achieving at expected +				
	Reading	Writing	Maths	RWM
All pupils	58	76	74	58
PP	54	73	68	54
gap	-4%	-3%	-6%	-4%

2020 Percentages of pupils achieving on track to make expected + (March 2020)				
	Reading	Writing	Maths	RWM
All pupils	78%	67%	70%	64
PP	73%	66%	63%	63
gap	-5%	-1%	-7%	-1%

Key Stage 1 – phonics gap

Phonics 2018		
	Year 1 phonics check	Year 2 phonics check
All pupils	82%	94%
PP	81%	93%
gap	-1%	-1%

Phonics 2019		
	Year 1 phonics check	Year 2 phonics check
All pupils	77.4%	90.3%
PP	62.5%	84.1%
gap	-14.9%	-6.2%

Phonics 2020 on track to make standard		
	Year 1 phonics check	Year 2 phonics check
All pupils	82%	Not assessed
PP	70%	Not assessed
gap	-12%	Not assessed

EYFS – small gap in GLD increased

	2018 GLD	2019 GLD	2020 GLD
All pupils	74%	72%	67
PP	71%	67.4%	65
gap	-3%	-4.6%	-2%

Other Year Groups – variable gaps

	Year 4 MTC
All pupils MTC	61%
PP MTC	33%
Gap	-28%

The national attainment gap for disadvantaged pupils is 20% at Key Stage two (Based on 2018 data). Claycots attainment gaps are variable depending on the cohort of pupils.

Year 4 data suggests that further work is required to ensure pupil premium children have the support and guidance to attain higher in the Multiplication Tables Check.

Quality First Teaching Outcomes

From observations and monitoring of data the following barriers to learning were characteristic of pupils at Claycots who are eligible for the Pupil Premium Grant. These included:

- Pupils were more likely to be absent
- Pupils were more likely to have unfinished work in their books
- Pupils started work more slowly
- Pupils were off task more often
- Pupils completed less work
- Pupils reported that they were less likely to complete homework

To address these, the school held an INSET day in 2019 to feedback on these characteristics. Teachers worked to positively address the pupils' characteristics in class, using strategies such as:

- Ensuring that the teacher checks in with the pupil during independent work
- Ensuring that pupils begin work promptly
- Targeting pupils with questions in class
- Ensuring that pupils catch up with missed work or lessons
- Working with the Family Support team to address poor attendance

The school also reviewed how Pupil Progress meetings were completed, and undertook these with all teachers and year groups in the Spring and Autumn terms. Pupils were identified for teacher focus in class, as well as additional interventions with the class teacher using directed time.

Attendance Data - September 2019 to February 2020 (before Lockdown)

Autumn 1

	Pupil Attendance %	Pupil Premium Attendance %	Gap Attendance%
Whole School	95.1%	94%	-1.1%

Autumn 2

	Pupil Attendance %	Pupil Premium Attendance %	Gap Attendance%
Whole School	93.3%	91.8%	-1.5%

Spring 1

	Pupil Attendance %	Pupil Premium Attendance %	Gap Attendance%
Whole School	94.3%	92.6%	-1.7%

The gap in attendance in 2018-2019 between Pupil Attendance (94.6%) and Pupil Premium Attendance (92.95%) over the whole calendar year was -1.65%.

Claycots School Pupil Premium Strategy Statement for Expenditure 2019/20

	Number on roll	Eligible for Ever 6	LAC	SGO	Forces	Amount allocated	Governor Responsible	Lead Staff member	% of pupil numbers N.O.R
2019/20	1552	340	8	0	0	£467,200	J Akinlabe	A Griffin	22%
2018/19	1502	323	4	8	0	£430,145	J Akinlabe	J Talbot	22%
2017/18	1364	335	4	8	0	£432,850	J Akinlabe	J Talbot	
2016/17	1219	318	5	0	0	£419,760	J Akinlabe	J Talbot	

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 July 2020 using end of year data. ***(Due to Covid, please note that the school used data from March 2020 to evaluate the impact of the Pupil Premium Spend)***

At Claycots, Principles for Pupil Premium Grant Spending – linked to the LIVE values:

- To work in partnership with pupils and families **(Value ourselves and our community)**
- To provide all pupils with fair and equal opportunities in school **(Love learning lead learning)**
- To provide additional support for children who may be underachieving **(Excellence through expectation)**
- To provide additional support for the social and emotional wellbeing of all pupils who may have potential barriers to learning and achievement **(Value ourselves and our community)**
- To provide additional opportunities for life experiences, aspiration and leadership for targeted children **(Investigate and Innovate)**
- To work in partnership with external support agencies **(LIVE)**
- To ensure the Governing Body fulfils its statutory responsibility to make effective use of pupil premium funds in order to impact positively on pupil's achievement and attainment. **(LIVE)**

There are three key strands to the strategy, underpinned by research:

- Quality First Teaching (to include intervention and SEND support) – *links to Section 2 of the SDP Through high quality Teaching and Learning to improve the outcomes for all of our pupils including vulnerable groups; Section 4 For all leaders of learning to develop a culture of quality first teaching in RWM that focus on high aspirations and nonnegotiables.*
- Social and Emotional and Wellbeing (to include attendance) – *links to Section 1 of the SDP To develop and embed a safeguarding culture where the environment is safe, calm and welcoming to children, staff and parents,; Section 2F Behaviour for Learning*
- Experiential Learning – *links to SDP 4G Provision and resources represent good value for money and best practice Only interventions from the whole school provision map implemented.*

Section 2. Barriers to attainment for pupils eligible to the Pupil Premium (including high attaining pupils)-2019-2020

Barrier	Desired Outcome	Success Criteria
Up to 50% of PP eligible pupils have additional SEND needs (dependent on year group cohort)	Pupils eligible for the PPG will have their needs identified and provision in place to ensure they are able to access the curriculum.	Pupils with SEND who are eligible for the PPG will make good progress from their starting points.
Pupils do not feel emotionally secure and ready to learn, poor resilience.	Pupils will have their needs understood and met through quality first teaching, and through a graduated approach to behaviour management and intervention.	Tracked interventions will show that behaviour for learning has improved. Analysis of behaviour logs and exclusions will show that interventions have had an impact.
Pupils behaviour for learning is not secure.		
Access to resources such as books, libraries.	Pupils will have access to the resources required to enable them to learn alongside their peers. Pupils will have access to good quality educational visits and experiences designed to support the development of experiential learning. High attaining pupils will have access to enhanced skills learning in music and sports. Pupil Premium eligible children will access after school clubs.	Pupil tracking will show that pupils eligible for the PPG will make or exceed expected progress in reading and writing.
Access to experiential learning – especially outdoor learning and cultural learning		
Limited speech and language skills, limited vocabulary	Pupils will have access to SALT assessment if required. Pupils will have an enriched vocabulary.	Pupil tracking will show that pupils eligible for the PPG will make or exceed expected progress in reading and writing.
Gaps in prior learning	Pupils will have quality first teaching with a class teacher. Gaps in learning will be addressed through teacher interventions during directed time. A graduated response will include interventions with a qualified intervention teacher, or interventions with a HLTA or a TA.	Pupil tracking will show that pupils eligible for the PPG will make or exceed expected progress in reading, writing and maths.
High mobility rate – pupils may have attended several different primary schools with gaps in school attendance		
Consistent attendance and punctuality	Attendance will be carefully monitored and support offered where necessary to parents to ensure that attendance and punctuality improves.	Children eligible for the PPG will have good attendance in line with their peers. This should be over 95%.
Insecure or overcrowded housing	Families will be supported and signposted to the appropriate services. School will proactively work with outside agencies to support families and children	Children will feel secure and ready to learn.
Family networks needing support – eg contact with children’s services		
Low levels of parental literacy and lack of higher education amongst parents	Signposting to the appropriate support for families.	Parents will feel confident to attend the school to discuss their child’s needs and progress.
Parental engagement with school	Regular opportunities for parents to engage with school in a variety of ways will be provided.	Views gathered via parent questionnaire will show that parents feel confident to approach the school to discuss their child.

Section 3. Planned Expenditure 2019/20

Claycots spends significantly more than the allocated Pupil Premium funds as “Social Equality” is the golden thread at the heart of the LIVE values.

Quality First Teaching	£345682	
Social, Emotional and Wellbeing	£173002	
Experiential Learning	£17642	
Total	£536326	

Supplementary information

The focus on Quality First Teaching support is a deliberate strategy to move away from interventions outside the classroom during core learning time where possible, as this was not successful for our Pupil Premium children in previous years.

Two projects with external partners will support the experiential learning thread, with opportunities for teachers in all phases of the school to get involved in research.

The school considers Social Equality to be a “golden thread” running through all that we do – and the application of our LIVE values underpins decision making in school.

This strategy statement will be reviewed in July 2020. Intervention strategies will be subject to ongoing evaluation of impact and may therefore change during the course of the school year.

Further details of the spend can be found in the following pages:

Quality First Teaching					
Chosen approach	Desired outcome	Rationale	How will this be evaluated?	Who will review and how often?	Cost (some calculations are based on 22% of school expenditure)
Pupil Progress Meetings half termly with SLT and SENCO to discuss PP children in detail, agree actions and hold teachers to account for the progress of all children.	Teachers will have a very good understanding of the pupil groups in their class and what steps they need to take to support the children	The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds (Sutton Trust)	Termly data analysis by SLT and Headteachers	SLT to review cycle of PPM meetings and format of meetings during assessment cycle.	(1 hour for CT, SLT, SENCO x 54 classes 6 times per year) £23,046
Directed time interventions (1 hour per week additional time for teachers)	Teachers will perform fluid interventions and feedback with students who require further input.	EEF toolkit – feedback and individualised instruction have good impact	Termly data analysis by SLT and Headteachers	SLT will review impact of directed time termly.	1 hour CT per week x 54 classes £42,140
Intervention Teacher team to team-teach in specific classes during morning sessions, reducing pupil:teacher ratio for those lessons	Pupils requiring intervention will not be withdrawn from QFT during core lessons.	Disadvantaged pupils can access more direct teacher time during these sessions	Half termly data impact evaluation by Inclusion team	Reviewed by SLT and EHT termly and deployment dependent on need and effectiveness	4x MPS teachers termly £116464 (29,116 per teacher)
Identified gaps in learning to be addressed through the use of NTS assessments in KS2 and targeted teaching in KS1/EYFS with qualified teacher interventions	Intervention sessions with qualified teachers to close identified gaps in learning and to stretch high attaining PP children	John Hattie: teachers providing pupils with modelling, scaffolding and appropriate steps has good impact	Half termly data impact evaluation by Inclusion team	Reviewed by SLT and EHT termly and deployment dependent on need and effectiveness	
Improving teaching practice through the use of subject support by Literacy/Maths lead	Teachers' practice will improve	Sutton Trust 2014 pedagogical knowledge has strong impact on student outcomes. Effect size is increased on disadvantaged pupils.	CPD lead	CPD lead	£5713 (4 leaders) one morning per week
Improving teaching practice through targeted programmes including CPD triads	Teachers' practice will improve		CPD lead	CPD lead	CPD lead £4284 CPD- triads each p.a. (54 teachers) £10154
Improving teaching practice – CPD and involvement in the Pedagogy pilots	<i>Pupils' writing will improve through being exposed to explicit teaching of writing through modelling</i>	Rosenshine Principles to support effective outcomes	Evaluation tracked through reading scores	Literacy/Maths Lead to evaluate with SLT termly	2 teachers x 1 hour a week 2 x 2 hours CPD £1,849
Targeted intervention using various intervention packages by HLTA or TA	Pupils will improve on entry and exit criteria for the interventions	DISS project recommendations – TAs should deliver structured interventions	Effectiveness tracked against TA intervention groups	Termly by SENCOs	19x Level 3 TA £129,924

Additional time for TAs to study for NVQ qualification	TAs will have the appropriate skills and qualifications required to support the pupils	DISS project recommendations – TAs should have the appropriate skills	Effectiveness tracked against TA intervention groups	Termly by SENCOs	5 hours per month level 3 TA £10,111
SEND professional assessments of need to include SENCO testing, SALT and EP assessments	Pupils' needs will be clearly identified and professional advice given to class teachers in how to support specific children	SEND code of Practice 2015 – schools should seek professional advice where required	Effectiveness tracked through children's progress against targets	Termly by SENCOs and EHT	22% of EP/SALT/ SENCO costs £11,325
SALT training for TAs on specific programmes	Pupil's needs will be met	SEND code of Practice 2015 – schools should seek professional advice where required	Effectiveness tracked through children's progress against targets	Termly by SENCOs	Costed above
CPD of one teacher to specialise in Specific Learning Difficulty Support.	Pupils with SpLD will be identified and supported. Pupils without diagnosis but with similar needs will be supported appropriately.	SEND code of Practice 2015 – schools should seek professional advice where required	Effectiveness will be tracked through PPMs	Termly by SENCOs	22% of training costs £672.
Total spend on Quality First Teaching					£345682

Social, Emotional and Wellbeing					
Chosen approach	Desired outcome	Rationale	How will this be evaluated?	Who will review and how often?	Cost
Attendance meetings with Attendance Officer or SLT for those with persistent absence or lateness. Referral to support or to the LA. Attendance officer will meet fortnightly with the family support team and the Headteachers.	Family support needs will be quickly identified. Pupils eligible for the PP grant will have absence in line with their peers and not below 95%	DfE: The persistent absence rate for pupils who were eligible for FSM was more than twice the rate for those pupils not eligible for FSM	Fortnightly by the Attendance Officer.	SLT will review termly.	Attendance officer and SLT time.
Family Support team/Learning mentors to engage with families and the community, support in safeguarding work and signpost parents and children to further help and support. The vast majority of this caseload are disadvantaged families.	Early identification and help for children and families who need support. Embedded safeguarding culture in school. Support for children who are vulnerable. Pre-emptive work where possible.	Keeping Children Safe in Education 2019 – schools have a duty to work with outside agencies to identify and support children.	Termly evaluation by the Inclusion Leaders and DSL. Case studies and analysis of caseloads undertaken.	Termly report to Governors. DSL and Inclusion Leaders to review	£82,183
Behaviour and pastoral care team – specialist, highly trained team of support staff to complete pre-emptive and de-escalation of behavioural difficulties in addition to reactive work. Training provided to class teachers by the team. The vast majority of this caseload are disadvantaged children.	Number of severe incidents will remain low. Number of exclusions will remain low. Children with behavioural or emotional needs will have these needs met. Teachers are supported with strategies.	EEF toolkit – self regulation has high impact and social and emotional learning has moderate impact. Behavioural interventions have moderate impact.	Termly caseload review by Inclusion Leaders	Inclusion leaders to review with SLT	£44,419
Specialist outreach support from SEBDOS for selected children and families using a graduated approach. The vast majority of this caseload are disadvantaged children	Children will make progress towards set behavioural targets with support from a learning mentor from SEBDOS	EEF toolkit behaviour interventions have moderate impact	Termly review against targets set by SENCOs	Service Level Agreement review meetings yearly with Inclusion leaders and EHT	£42000
Providing support for Pupil Premium families by offering breakfast From Jan 2020- March 2020 Targeting PA children x 40	Improved attendance and improved relationships with parents	DfE: The persistent absence rate for pupils who were eligible for FSM was more than twice the rate for those pupils not eligible for FSM	Termly review against targets set by SENCOs	Governors Report on attendance	£4400
Total spend on Social and Emotional Wellbeing					£173002

Experiential Learning					
Chosen approach	Desired outcome	Rationale	How will this be evaluated?	Who will review and how often?	Cost
Outdoor Education Programme, Bronze Silver and Gold awards. Includes residential visits and adventure expeditions.	Children will develop leadership skills, outdoor learning skills. Children will be provided with experiences to enrich vocabulary and learning.	EEF outdoor education moderate impact	Termly progress against targets set for children. Children progress through stages of the programme.	Headteachers and Outdoor Education team	22% of salary costs £5,954 (MHO)
Ufton Venture Project With Reading University and Ufton Court. 2 year programme to promote self efficacy and emotional literacy skills in outdoor learning environment (Year 3 and year 4 children)	Children will develop social and emotional literacy skills. Children will develop self efficacy which will lead to enhanced learning in the classroom	EEF Metacognition and self regulation good impact. EEF outdoor education moderate impact	Joint research project with the University of Reading, developing robust measurement of skills learned.	EHT and project leads to evaluate regularly	£10,000 dedicated budget
Gifted and Talented sports clubs to enable and stretch disadvantaged pupils who have a talent in sports	Claycots pupils will develop enhanced skills through small group training and tuition	EEF sports participation low impact but mastery learning moderate impact.	Termly through pupil progress against targets set	Head of Sports Development	22% of costs £688
Music workshops and enhanced provision for identified talented pupils	Claycots pupils will develop enhanced skills through small group training and tuition	EEF arts participation low impact but mastery learning moderate impact	Termly through pupil progress against targets set	Head of Music	£1000
EYFS home visits and stay and play sessions	Claycots pupils and parents will develop a trusting relationship with school. Additional needs will be identified and addressed early.	EEF EYFS intervention moderate impact, parental engagement moderate impact.	Termly through EYFS PPMs	Phase Leaders - EYFS	Part of role
Total spend on Experiential Learning					£17,642