

CLARE COMMUNITY

PRIMARY SCHOOL

Pupil Premium

The pupil premium grant gives schools extra funding to raise the attainment of disadvantaged pupils from Reception to Year 11. The additional money is available from central government; and is allocated to schools is based upon the number of pupils who:

- Are currently eligible and registered for Free School Meals (FSM)
- Have been registered for Free School Meals (FSM) in the last six years (referred to 'Ever 6')
- Are children whose parents were in the Armed Forces (Service Children)
- Have been in local authority care for 6 months or more (now one day or more)

It is therefore important to sign up for free school meals, even if your child is in Reception, Year 1 or Year 2, as registering for free school meals could raise an extra £1300 per pupil for the school.

The more focused tracking of the experiences of individual children and cohorts (not shown here) during the academic year 2018-19 in order to eradicate inconsistencies in attainment and close the gap further was successful and will continue in the 2019-20 school year, led and monitored by the Headteacher and Governors responsible for Pupil Premium. We anticipate that we will receive funding in the region of £45,000; these interventions will be reviewed in July 2020. 22% of children on the 2018-19 register were SEND.

| Allocation of Pupil Premium Funding 2018-19 | | | | |
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| Barrier to Learning | Intervention | Key Stage | Approximate costs | Impact |
| <ul style="list-style-type: none">• inconsistent reading skills and a lack of reading for meaning; | Deployment of Catchup HLTA (also acting as Pupil Premium Champion) to deliver Catchup Literacy (4 afternoons a week) and Numeracy | 2 | Costs £7307 | On average, each child progressed their Standardised Score as judged by a Star Reader test by 6.8 points from the beginning of the year to the end of the year, but there was not a significant difference in this between Catch-up children and non-Catch-up children. As all children in KS2 are already accessing Accelerated Reader as a whole-school reading |

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| <ul style="list-style-type: none"> writing skills below age-related expectations; | | | | intervention, next year we are going to focus on using Dylexia Gold for children with particular weaknesses in this area. Likewise, there appeared to be no significant improvement in the progress made by Catchup children as opposed to non-Catchup children. Next year we are going to focus wholly on the use of the Mastery approach to close the gaps between children under-achieving and those working at EXS. |
| <ul style="list-style-type: none"> inability to apply and manipulate maths knowledge and skills | New maths equipment purchased | Key Stage 2 | £200 | Supporting Maths Mastery throughout KS2- data shows that fluency is improving for all pupils |
| <ul style="list-style-type: none"> inconsistent reading skills and a lack of reading for meaning; | Accelerated Reader Project including money for new books | Years 2-6 | £1855 £936 | This continues to be a very useful diagnostic tool, catching weaknesses in comprehension early, and tracking the suitability of reading material on an individual basis. Last year, KS2 classes made up to an average of 12 months improvement across all abilities. |
| <ul style="list-style-type: none"> writing skills below age-related expectations; inconsistent reading skills and a lack of reading for meaning; | Letterjoin (cursive handwriting subscription) Oxford Reading Buddy subscription | All year groups EYFS and KS1 | £217 (funded partly by PP money) £199 | Presentation has improved in all year groups, but most noticeably in Year 2 as they now start joining much earlier. The impact of Oxford Learning Buddy will not be apparent until the next academic year when it is fully integrated. |
| <ul style="list-style-type: none"> inconsistent reading skills and a lack of reading for meaning; inability to apply and manipulate maths knowledge and skills | 1-1 Pupil Premium support in English/Maths (1 morning) HLTA | KS1 | HLTA £2613 | 1:1 and small group support increased the confidence of individuals and meant that they were able to access activities which they might not have been otherwiseThanks |

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| <ul style="list-style-type: none"> inconsistent reading skills and a lack of reading for meaning; inability to apply and manipulate maths knowledge and skills; writing skills below age-related expectations; | Retaining additional hours for Teaching Assistants in KS1 and KS2 plus employment of SCITT trainee | Throughout school | SCITT trainee £1850 Additional Teaching Assistant Hours £25,000 | SCITT trainee enabled us to offer small group and 1:1 support in Year 6; this was a valuable resource, but unfortunately the funding arrangement has changed for this making it less cost-effective in the future. TA hours have been invaluable in supporting our disadvantaged children. |
| <ul style="list-style-type: none"> inconsistent reading skills and a lack of reading for meaning; inability to apply and manipulate maths knowledge and skills | Homework club (1 hour a week) HLTA | 2 | £825 | This was better attended in the Autumn term, but attendance dwindled in the Summer. We need to encourage more PP children to use this facility. |
| <ul style="list-style-type: none"> the need to develop better concentration and resilience; | Training for all staff on ASD, Autism and ADHD | Throughout school | £500 Staff time in lieu £150 | Staff reported this as being very useful. |
| <ul style="list-style-type: none"> lack of exposure to a wider range of learning experiences designed to enrich and complement the curriculum; | Music tuition and hire of instruments for individual students | KS1 and 2 | £1121 | This was felt by staff to be a good way of enabling Pupil Premium child who were achieving the expected or greater depth levels academically, to broaden their life experiences and cultural capital. |
| <ul style="list-style-type: none"> lack of exposure to a wider range of learning | 2 weekly sessions at breakfast club and one after | Throughout school | BC: £1869 CC: £1912 £114 | Good take-up and has ensured that children are school-ready; children have been able to participate in adult-led sports activities after school |

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| <p>experiences designed to enrich and complement the curriculum;</p> <ul style="list-style-type: none"> the need to develop better concentration and resilience; | <p>school session and new equipment</p> <p>Art Therapy Assessment</p> <p>Behaviour Counselling</p> | <p>Selected pupil(s)</p> | <p>£150</p> <p>£240</p> | <p>Parental feedback indicated that they felt this to be useful and pupil engagement improved</p> <p>Behaviour improved as a result</p> |
| <ul style="list-style-type: none"> lack of exposure to a wider range of learning experiences designed to enrich and complement the curriculum; | <p>Involvement of Royal Shakespeare Company scheme- member school and transport to venue, staffing</p> <p>Drumming workshop</p> <p>Artsmark Membership</p> <p>Subsidised trips</p> | <p>Years 5 and 6</p> <p>Years 1-6</p> <p>Whole School</p> <p>whole school</p> | <p>£500 + £300 + £200</p> <p>£150</p> <p>£500</p> <p>£675</p> | <p>Brilliant opportunity for Year 5/6; opportunity not normally accessed at this age</p> <p>High level of enjoyment from children</p> <p>KS2 curriculum questionnaires showed that children were very proud of the art they produced and greatly enjoyed lessons to do with this</p> <p>Extensive programme of trips and visits which have added enrichment and colour to our curriculum</p> |
| <ul style="list-style-type: none"> disadvantages in socio-economic circumstances; | <p>Funding new school uniform</p> <p>Taxi costs for parents to attend Parents' Evenings</p> | <p>Throughout school</p> <p>Families with evident needs</p> | <p>£600</p> <p>£50</p> | <p>Children look smart and are proud of themselves and the school</p> <p>Better attendance has meant parents have been more engaged and supportive, particularly in areas such as attendance</p> |

The Pupil Premium Strategy for 2019-20 will continue to include:

Staffing:

Deployment of additional adults to include opportunities for all, and continuation of Quality-first teaching;

Addressing disadvantages in socio-economic circumstances:

Funding new school uniform; transport costs;

Exposure to a wider range of learning experiences designed to enrich and complement the curriculum:

Involvement of Royal Shakespeare Company scheme- member school and transport to venue, Artsmark Membership; subsidised trips; music tuition and hire of instruments;

Early Help Provision:

Wraparound care places in Breakfast and After-school clubs;

Closing the gaps in English and Maths:

Accelerated Reader; Bedrock Vocabulary; Timestables Rockstars; Maths Mastery Resources