



Clapham Terrace Community Primary School and Nursery

Pupil Premium Spend Review

Review up to and including the Spring Term 2016

Updated 12th July 2016

Rationale / Philosophy

At Clapham, a less than average proportion of pupils are eligible for receiving additional Pupil Premium spending is 35 children.

The spending of this additional budget is significant in achieving the aims of the school and nothing within this report sits in isolation of all the other monitoring and evaluation work that we conduct.

We monitor the use of Pupil Premium carefully. We also keep up to date with, and use, research such as that conducted by the Sutton Trust.

The organisation of this report reflects the way we think of Pupil Premium and the impact we wish to see it having on our children. There are a number of key ideas which underpin this:

- Firstly, whilst particular children attract the Pupil Premium, we are well aware that we have other very vulnerable children in our school who require interventions of all kinds to help them succeed. To that end, whilst we acknowledge that Pupil Premium children will certainly receive intervention as required, we do not limit the interventions (and impacts of those interventions) to this group alone
- Indeed, much of our Pupil Premium spend aims to drive the whole school forward – “Wave 1” interventions (such as teacher CPD) will impact on all children, not just vulnerable groups. Here we need to define “Narrowing the Gap” – by this phrase, we understand narrowing the gap between our vulnerable groups of children and national averages (as opposed to any gap between vulnerable groups within our school and their peers within our school)
- We believe that the best use of Pupil Premium (and any intervention based on improving outcomes for vulnerable children) lies in intervention for the child but also the family. Therefore, we aim to intervene early during children’s time with us and to intervene in ways which bring the child’s family “along for the journey” too
- The balance between short-term and long-term intervention is important. We do not wish to just use “sticking plaster” remedies for children in Year 6 (e.g. 1 to 1 cramming sessions for national tests) as these may have an impact on baseline figures but will not be long-lasting. Therefore, we aim for a balance between short-term bursts of intervention and deeper, longer-term impact interventions. However, we are conscious that evidence of “narrowing the gap” needs to be clear in the short-term.
- We understand that Pupil Premium is intended to “narrow the gap” in terms of outcomes in core subjects (Reading, Writing and Maths specifically). However, as a school we know that

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without suitable conditions for learning (e.g. safety, self-esteem, care), children are far less likely to make academic progress.

Context

Clapham Terrace Community Primary School and Nursery is a diverse school located in the Willes Ward of South Leamington. It currently has 213 children on roll. The majority of our pupils come from the Willes Ward with a small minority coming from the surrounding districts.

The proportion of pupils eligible for Free School Meals is below the national average. Our children come from a range of diverse backgrounds and 21.3% of pupils speak English as an Additional Language. The proportion of pupils with Disabilities and/or Special Educational Needs is above the national average a Speech Language Unit is attached to our school.

The children are currently taught in single form classes from Yr 1 to Yr 6 . Reception and Nursery share a learning space. Numbers in the school are increasing

The Headteacher has been in post since September 2013.

The Governing Body are secure in their role of providing systematic support and challenge for the school.

The school underwent an Ofsted Inspection in January 2014. The overall judgement was good. Where Pupil Premium is mentioned in the report, it is referred to positively.

Finances

Pupil Premium is allocated to school according to budget years (e.g. April to April). The most recent allocations have been:

April 2012 to March 2013 - £18,600
April 2013 to March 2014 - £26,100
April 2014 to March 2015 – £64,711
April 2015 to March 2016 - £79,900

The 2014 to 2015 figure is an estimation based on 39 current eligible pupils
The 2015 to 2016 figure is an estimation based on 32 current eligible pupils (Sept 2015)

However, for the purposes of reviewing the spend, we then allocate this funding into academic years (allocating 5/12 of a budget year as April to August and 7/12 as September to March).

This gives the academic year Pupil Premium budgets as:

September 2012 to August 2013 – £21,725
September 2013 to August 2014 – £40,555
September 2014 to August 2015 – £73,566
September 2015 to August 2016 - £77,901

Accountability

The governing body of the school are aware of their responsibility in monitoring the way the Pupil Premium is spent and challenging the leadership of the school to ensure it is spent in a way that maximises impact in narrowing the attainment gap.

There is a named governor for Pupil Premium (Phil Robbins) who meets regularly with the head teacher. The findings are fed back to the Governing Body as Whole

The governing body and leadership team are also aware that Ofsted, HMI and other external agencies will check on the effectiveness of Pupil Premium spend as part of their inspection framework.

2015 to 2016 “WAVE 1” spend

Defined as spend not targeted at particular pupils but intended to have impact on the wider student body.

Intervention / Activity	Spend	Targetted Audience
Pastoral Teaching Assistant time – 2 afternoons per week for pastoral support	£1,935.96 TA proportioned salary	Vulnerable children – time devoted to specific intervention programme s Year 5 and 4 pupils
Year 2 classroom – developing the area to provide additional experiences and communication & language opportunities purchasing play equipment for role play	£750.00 for resources	All Year 2 children including children in receipt of Pupil Premium
Internal Phonic Training for intervention groups in Key Stage 1 & 2	£440.00 supply release	All children who haven't passed the phonics screening test and children in intervention
Year 2 additional support to facilitate concentration and attention skills across the cohort	£7,312.50 TA Proportioned salary	28% of children in Year 2 working below expected Year 1 level Children in receipt of Pupil Premium = 10
Release time for Year 1 Teacher to observe EYFS to facilitate smooth transition July – September 2015 Release time for Year 2 Teacher to observe Year 1 to facilitate smooth transition July – September 2015	£440.00 Supply Release for YR 1 & Year 2 teacher	Year 2 10 children are in receipt of Pupil Premium Year 1 4 children are in receipt of Pupil Premium
Additional Lunch-time Supervisor to support vulnerable children at lunch time	£3,498.00 salary 2 MDS	children in younger years (12 children in Reception- KS 1)
Training for Reception teacher and Nursery teacher (Lisa Clarke, Mary Ryan) Communication and	£300.00	All reception children and a number of children in Year 1 (including 2 children Pupil

language development		Premium)
Additional EAL / SEN Resources	£350.00	EAL and SEN pupils across school of which 8 are pupil premium
	Total £15,026.46	

Evidence of impact of 2015 to 2016 “WAVE 1” spend

Due to the nature of Wave 1 interventions, it is difficult to extrapolate which ones are having particular and specific impacts. Also, longer-term interventions are less likely to have had an impact yet. However, the following data and information is intended to show progress in “narrowing the gap”:

- **RAISEonline 2015 Impact**

To be completed end of Academic Year – July 2015. RAISEonline for 2014/2015 data shows the gap is narrowing.

- **Tracking Analysis – Summer 2015**

- Data does suggest that where Pupil Premium pupils have SEND they are vulnerable. APS in Year 6 for Pupil Premium without SEND is 31.0 reading, 29.0 maths (above Age related) progress was 14 points across the key stage (very good)
- In Year 2 for Pupil Premium without SEND APS 12.6 reading, 12.0 maths (above age related), progress was 9.6 since baseline (satisfactory)
- Cohort tracking in Years R for Pupil Premium children shows that 3 of the 4 have low starting points, 1 child has a good level of development against the Early Learning Goals.
- Cohort tracking in Year 1 show that Pupil Premium Children without SEN are all performing within their year group. 1 is at expected +
- Cohort tracking in Year 3 show that Pupil Premium children without SEN are all performing within their year group.
- Cohort tracking in Year 4 show that Pupil Premium children without SEN are all performing within their your group, with 1 child at expected+
- Cohort tracking in Year 5 shows that 1 of the Pupil Premium children without SEN is working below the year group, the other child is at expected levels.

- **Other sources**

Where other, less measurable, interventions have taken place, key staff (e.g. Jane McArthur, Suzanne Rooney) have given qualitative reports about the impact of their roles on children and families – e.g. in developing self-esteem for particular children or engaging with families who were previously hard to reach.

Anoushka Clarkson produces a termly report to demonstrate progress in the progress indicators which measure social skills, behavioural progress, attention, concentration and listening.

Caroline Beale produces a termly report to show the impact of Phonics Interventions.

Matthew Parker produces a termly report to show the impact of First Class at Numbers progress.

2015 to 2016 "WAVE 2" spend and impact

Wave 2 spend is defined as interventions that have been specifically targetted to individuals and groups because of their particular needs.

Intervention / Activity	Spend	Intended Audience	Impact
Nurture	£3,500 1 TA's	4 children in KS1 attend nurture selected because of specific needs that made them vulnerable to low attainment (e.g. confidence, low attendance) 3 Pupil premium	Boxall Profile measures progress for attitudes to learning and readiness for school Progress Indicators used as a measure of progress
Resources for Nurture	£96.00 Membership to Nurture Network £75.00 resources for nurture group		
Parent Support Sessions for basic skills	£220.00 per week 2 mornings TA Pastoral Support £8,850.00	Targeted parents of 9 Pupil Premium Families	Increased parental engagement amongst vulnerable families
1:1 teacher interventions Across 3 Teaching Assistants (0.15 equivalent) Plus 1 power of 2	£6,406.00	Targetted vulnerable pupils below ARE or below progress expectations. Large majority targeted were Pupil Premium	Autumn and Spring Term assessment data showing the majority of children on Plus 1 and Power of 2 have made progress
1:1 teacher interventions – Across 3 Teaching Assistants Phonics	£4,250.61	Targetted vulnerable pupils below ARE or below progress expectations. Large majority targeted were Pupil Premium	Autumn and Spring Term Phonic assessment data shows the majority of children have moved up a phonics phase the number of children who have reached Phase 5 has significantly increased
Additional TA support in Yr 2	£363.30 £2,833.74	Targetted because The majority of Pupil Premium children are below expected levels	11 children are working below the year group in Year 2 of which 7 are Pupil Premium Spring Term 10 children below in English and 8 children in Maths
Early Birds Breakfast Club	£1,340.62 HLTA Salary £50.00 Resources Autumn Term 2015 £65.00 Resources Spring Term 2016 £55.00 Resources Summer Term 2016	Working with 5 Vulnerable families currently 3 children of which are Pupil Premium	Attendance and Lateness figures for these families have shown improvement
Lunch time club	£2,419.95 TA Salary to cover Lunch time club	10 Vulnerable children	Reduction in lunch time incidents 6 children are Pupil Premium
Covering dinner money for vulnerable children not yet eligible for FSM	£30.75 cover dinner money	1 child in Year 5	Family welfare improved
PE Bags and PE Kit	£150.00	10 children provided with PE kit and bag	Participation in PE Inclusion Self esteem development

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Homework Club	£500.00	TA Salary 1 hour per week	Self esteem Increased participation 10 children Pupil Premium
SATs Booster	£150.00	TA Salary x 2 for a 6 week period to provide SATs booster	Targeted children worked with TA's to get to expected level
Swimming Tuition	£200.00 Autumn Term 2015 £200.00 Spring Term 2016 £160.00 Summer Term 2016	children able to participate in swimming lessons	Access swimming curriculum
Music Tuition	£100.00 Autumn Term 2015 £100.00 Spring Term 2016 £100.00 Summer Term 2016 £100.00	children assessing tuition	Access music tuition
Lunch Time and After School Clubs	£32.50 Ricky's Dance Club Autumn 2015	children assessing a club Inclusion	Access After school activities
Trips	Marle Hall Residential Trip October 2015 Y6 £1508.00 Theatre Trips December 2015 £108.00 Warwick Castle Trip Sept 2015 Y1/2 £88.80 Birmingham Museum Trip October 2015 Y3/4 £85.00 Young Voices £15.00 Saxon Day Y5/6 £66.00 Lunt Fort Y3/4 £67.00 Umberslade Farm Reception £25.00	35 FSM accessing trips	Inclusion in all activities across the whole curriculum

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	Shakespeare Experience Y5 £34.50 Bournemouth Y1/2 £148.50 Drayton Manor Y6 £120.00		
Counselling	£528.00 Autumn Term 2015 £528.00 Spring Term 2016 £560.00 Summer Term 2016	4 children are Pupil Premium	Emotional needs met progress indicators used as a measure
Dinner Money	£12.60	1 child	Clearance of dinner debit
After School Provision	£50.90 Autumn Term 2015	2 children	Inclusion and well being of children
	Total: £36,291.77		

£51,318.23 overall Pupil Premium spend identified.