



Clapham Terrace Community Primary School

Pupil Premium Impact report 2016-17

Impact summary of spend

DATE	AMMENDMENTS
July 2017	J Miles
October 2017	J Miles- final results imported
05 th October 2017	Final Amendments J Miles / A McAteer

Pupil Premium Strategy: 2016-17 JULY

Pupil Premium Funding in 2016-17: £75,108.00 (financial year)

<p>Diversity</p> <p>The school serves a diverse and rich community. 36% of pupils are from minority ethnic families. 26% of pupils speak English as an additional language. The school has 53% boys and 47% girls. We strive to ensure that the curriculum meets the need of the diverse range of pupils in the school, whilst also raising aspirations, challenging stereotypes and promoting equality of opportunity for all pupil groups.</p>	<p>Deprivation</p> <p>The school serves a community which, in part, reflects considerable social and economic challenges. The proportion of disadvantaged pupils is average: 20% of pupils are eligible for free school meals (ever 6). The school's deprivation indicator is 0.19, which is broadly typical compared to national figures but has increased year on year for the last 3 years. These figures are believed to be disproportionate to the number of pupils that should receive FSM. Typically, at any time, more than 10% of pupils at the school have been supported historically or currently by Children's Social Care or through other agencies as a result of an Early Help Assessment.</p>
<p>Start Points</p> <p>Assessment on entry to the foundation stage shows that 30% of pupils have poorly developed communication skills, and that a high proportion of those pupils enter the school with attainment which is below or well below developmental milestones for the majority of children.</p> <p>Mobility</p> <p>There are a number of children who arrive from overseas, with no English and little/no formal education. Currently 11 children with very limited English have joined us across the school over the last 3 years.</p>	<p>SEND and Vulnerability</p> <p>20% of pupils have Special Educational Needs, broadly in line with the national average. A high proportion of these pupils have social communication difficulties. 46% of these pupils are also those pupils who are eligible for Pupil Premium Funding. 73% of the children with SEND are boys (28% othe school) 4% of the school have EHCP plans or statements, i.e. 8 children, with 3 more in assessment stage (19% of the SEND register and significantly above the national average of 1%).</p> <p>The school has a designated Speech and Language (SP and L) unit on site, managed by the Local Authority. There are currently 12 children in the provision, many of whom are out of catchment. These children have a severe delay in language development and have specialist teacher input as part of their provision.</p> <p>One child, who was at risk of permanent exclusion at their previous school, has transferred to Clapham.</p>

Roll Numbers

There are currently 214 pupils on roll including nursery pupils. Roll numbers have increased in all year groups and the school is close to being full. Demand for places has risen over the last 3 years, in 2016-17 there were 90 applications made for 30 places. The mobility of pupils within year groups is due to EAL children, with most new pupils being from overseas with little or no English on arrival.

Clapham Terrace Pupil Premium Strategy (How the Funding is Targeted):

Funding is distributed to ensure a whole school strategy creates an ethos of achievement for all pupils and disadvantaged pupils. Pupil Premium funding is used to benefit all Pupil Premium children and supports the more able pupils as well as those who are underachieving, by enhancing core provision as well as extending and deepening opportunities for learning beyond the core provision on offer. At Clapham Terrace we will be using the indicator of those eligible for FSM to ensure that Pupil Premium funding has the intended impact, however, given the schools context, we are also mindful that we may have many pupils who are equally disadvantaged (as a result of family situations or challenging circumstances) who may not meet the criteria for pupil premium funding, but are just as deserving of support. Therefore, we ensure that our support mechanisms and strategies can, where required, similarly benefit whole cohorts of pupils as well as other identified vulnerable groups and individuals, to ensure all our pupils are given the best possible opportunity to achieve highly. Funding supports these children in subtle ways across the school, while planned interventions and support ensure academic and pastoral programmes address areas where these children are making slower progress. In most cohorts, the numbers of disadvantaged children who have severe and complex SEND with EHCP plans or statements or who have a place in the allocated SP and L provision have meant the achievement gap has not been reduced for many of the the low ability disadvantaged. However these children have all made progress against their smaller step targets and have accessed a very full and varied curriculum that has prepared them for the next stage in their education. Our strategy aims to support and involve parents and children without them feeling any stigma through being identified as part of a disadvantaged target group.

One key objective in using the Pupil Premium grant is to diminish the difference in attainment between pupil groups. Over the last 4 years we have been successful in ensuring children make good progress from their starting points and we have bridged the gap between disadvantaged children and non-disadvantaged for mid and top ability children. Careful analysis of internal and external data, progress rates and the use of qualitative data has ensured the funding is used to maximum effect. Robust self-evaluation and the use of case studies have supported us in using the Pupil Premium fund to greatest effect. We have also taken into account findings from the Sutton Trust report, other Local Authority advice and support to make informed choices around provision.

As a school we have invested in ensuring all teachers and teaching assistants have had training in phonics and investment has gone into ensure all reading resources are continually updated. Money has been invested in appropriate interventions for both maths and literacy to ensure gaps in learning can be addressed. We have made links with a number of external sources and have identified opportunities for children to have an enriched and enhanced experience of the curriculum. Projects in Science, the inclusion in many sporting opportunities, music and creative arts are some of the enrichment areas on which we focus to engage the children, particularly groups of disadvantaged children. We have also invested in enhancing pastoral care, engaging the most vulnerable families and taking on board training around mental health and emotional well-being. We have invested heavily in the THRIVE programme, a successfully proven approach to support children's emotional and mental well-being.

At Clapham Terrace, we have planned our spending carefully to ensure that it has been spent to maximum effect. This has meant making informed decisions about our spending, which is targeted as follows:

Using specialist or specific support to improve overall provision	Securing the progress of targeted learners through various interventions	Minimising the impact of barriers to learning and promoting cultural capital
<ul style="list-style-type: none"> ➤ Initiatives to improve ‘quality-first’ teaching in line with school priorities and the needs of pupils, which have been established through analysis of assessment information. (e.g maths 2016-17, Marking and dialogue) ➤ Targeted support in key year groups (particularly in Year 4&5) to ensure cohorts of pupils make excellent progress to expected levels or above, including more able, underachieving and disadvantaged pupils. ➤ Additional provision and support for Year 2 and Year 6 to secure good or outstanding progress in preparation for National Tests. ➤ EYFS: Time to Talk approach developed in Wave 1 teaching to boost the progress rates for language 	<ul style="list-style-type: none"> ➤ Targeted interventions to support all vulnerable or underachieving pupils to make good or outstanding progress. ➤ Assessment information is used effectively and regularly, through reviews of pupils’ progress, to strategically plan for provision and the deployment of skilled additional adults to provide support for targeted pupils and groups of pupils. ➤ Evaluations of interventions, including those funded by the Pupil Premium, consistently show that these are of a high quality and are having a very positive impact on overcoming barriers and supporting underachieving pupils to make progress. ➤ These interventions are also those which are based on clear evidence of their effectiveness, research-based approaches and have proven impact. (Nessy, Power of 1 and Plus 2, First Class Number, Letters and Sounds, Progress Indicator social groups, Time to Talk, Circle of Friends, Lego Therapy, Precision Teach.) 	<ul style="list-style-type: none"> ➤ Deployment of a pastoral support TA and other key staff to support and raise achievement of vulnerable pupils, in particular to support improvements in attendance, improve lateness and engage families. (Early Birds, Homework club , Mathletics , Little Stars provision, nurture provision) ➤ Tailored support for key vulnerable pupils, including pupils with emotional needs and with involvement from Children’s Social Care. (THRIVE approach, nurture, pastoral input from inclusion manager or TA) ➤ Opportunities for all pupils, including disadvantaged pupils, to engage in activities which enrich their experience (inclusive sporting events, trips funded, artists in school, games club)

development as starting points are low.		
---	--	--

Year	Disadvantaged children	Amount per child	Total
2016-17	48 children	£1320	£63,360.00
2015-16	52 children	£1320	£68,640.00
2014-15	45 children	£1300	£58,500.00

Targets for Pupil Premium 2016-17

	PP children target profile	Cohort target profile
KS2 Combined RWM	4 out of the 11 PP pupils are on target to reach expected:36%of PP children (6 of the 7 not expected have SEND- 2 of whom have an EHCP and 1 SP and L child)	71% expected 14 % exceeding
	ACTUAL results 2016-17	ACTUAL results 2016-17

	3 out of 11 reached expected (1 child Raw Score 99 in maths and reading) 7 SEND children all progress against their targets	61% made combined (reading – 3 children predicted missed it marginally) GD 7% combined – 29% reading, 18% writing, 32% maths		
KS1 combined RWM	TARGET	TARGET		
	2 out of the 4 PP pupils children are on target to reach expected: 50% of PP children . (2 others have SEND)	72% expected 28 % exceeding		
	ACTUAL	ACTUAL		
	2 out of 4 made expected . The other 2 made good progress from start points 1 PP child achieved GD RWM	70% RWM 23% GD RWM		
Attendance	TARGET 95%	ACTUAL 96.25	TARGET PP CHILDREN 96%	ACTUAL 95.86

Summary of Main Barriers to Learning and Achievement

The school makes no assumptions about any individual pupil or family's situation, including for those pupils eligible for the Pupil Premium. We are also very aware that the context of the school means that just because pupils are not eligible to the Pupil Premium, they may still face significant challenges and barriers to their educational success and therefore are just as entitled to receive high levels of support in order to thrive at school and in life. In very broad terms, we have found the following barriers are common for a number of pupils, including those eligible for the Pupil Premium, for whom the school needs to deploy additional resources in order to ensure that they are able to fully engage in their education and achieve well over time:

Low starting points on entry	Typically, around 30% of pupils enter the school with skills and abilities in key areas of development which are below the developmental milestones expected for their age. Pupils enter the school with particularly poor baseline scores in communication, literacy and reading. Pupil Premium children have lower baseline scores on entry within the cohort. This year there is only 1 PP child, this is atypical for our cohorts. There are still, however, 30% of children below expected entry level. As a result of lower starting points on entry, a proportion of children with identified needs in language and literacy, do
-------------------------------------	--

	not pass the phonic screen in Year 1. EAL children new to the country form part of this group in EYFS and Y1.
Poor attendance	Attendance is an issue which requires ongoing monitoring and intervention. This has now improved by 1.4 % over the last 3 years, as a school, but a number of families still need ongoing support and, where necessary, intervention to ensure that overall school attendance sustains recent improvement and remains at least broadly in line with or above the national average. (A Roberts, leads a number of action plans for these children. In 2015-16 there were 18 pupils below 90% - 8.9% of whom were disadvantaged)
Poor parental engagement	A number of our families are difficult to reach and would prefer not to engage with school. They show lack of ambition or drive for school to be successful for their children. Completing homework, attending events and generally being involved in their child's development is not something they willingly participate in and need persistence on the school's part to engage them. This, on occasion, is due to them having had difficulty themselves during their own schooling. Without this partnership, the children's progress rate is slower.
Financial difficulties for a number of families	Some parents have a lack of financial ability to support their children with our school visits and our residential experiences as well as swimming provision and music provision. They also struggle to provide the correct equipment such as PE kits. A number of children can't afford to engage in extra circular activities.
Social and Emotional Needs, including mental health concerns, that could lead to poor behaviour and/or concerns about wellbeing.	We have very high standards for behaviour at Clapham Terrace. We seek to create a learning environment in which all pupils can thrive, including those who may require extra support due to social/emotional difficulties. We want them to understand that, wherever possible, they are capable of solving their problems themselves and becoming resilient, confident and aspirational young people. A significant number of the children on our SEND register have emotional or social communication needs. 16 children are measured using the Progress Indicators, as their starting points in these basic skills are limited, slowing their progress rate.
Ready for the next stage of education (KS2 outcomes)	KS2 attainment is lower for PP pupils, overall, than for non-Pupil Premium pupils in reading writing and maths. This is mainly due to the fact that a large proportion of PP children are SEND children. This means Pupil Premium children with SEND do not reach the expected level ready for secondary school. Middle and Top ability Pupil Premium children do make at least expected progress.
Speech, language and communication needs.	Pupil Premium pupils in EYFS and KS1 are significantly below in this strand of Development Matters. This slows progress in subsequent years particularly in reading and writing. With a number of pupils coming from an EAL background pupils also need support to help with language skills so they can communicate clearly throughout their school career.

Monitoring and Measuring the Impact of the Pupil Premium

The in-year planning of targeted interventions (based on evaluation of impact) is driven by pupil level data and pupil progress review meetings which take place at least termly, or more frequently (e.g. Year 2 & Year 6), where required, for particular individuals, cohorts or interventions. Decisions about which pupils should be subject to which interventions or additional support are made dynamically, according to need, and always on the basis of evidence. Underachieving pupils are identified, as well as those pupils who may benefit from additional input to achieve higher levels. This utilises both assessment information, which is generated by the intervention itself, as well as assessments of pupils' progress through the school's assessment system.

In measuring the impact of interventions and strategies funded through the Pupil Premium, we always give due regard to the following basic expectations for the achievement and progress of disadvantaged (and other underachieving) pupils at our school:

- We expect all pupils to achieve highly and to make at least good or better progress from their starting points.
- Disadvantaged pupils are expected to make similar or better progress over time when compared with other pupils across the school (and where data is available, when compared with other pupils nationally).
- High ability disadvantaged pupils are targeted for attainment outcomes so that they achieve at least in-line with or better than the national average attainment at the end of Key Stage 2. In the majority of year groups, the attainment of disadvantaged pupils is lower, challenging progress and attainment targets should be set so that the gap is closed over time.
- All pupils, including disadvantaged pupils, are entitled to thrive through access to a broad, balanced and rich curriculum, which supports them to understand the context of their own lives, broaden their views and equips them with life skills.

2016-17 Pupil Premium: Summary of Expenditure

(Note: As outlined above, variations may be made mid-year, according to the needs of pupils, in order to maximise every possible opportunity to raise achievement and promote the best possible progress of pupils)

Area of Support	Examples / Details of Support	Estimated / Projected Cost of Support	Expected Impact <i>NB: For each educational intervention, expected impact is measured at pupil level through evaluations of assessment information)</i>	<i>Expected</i>

Using specialist or specific support to improve overall provision	<p>➤ Additional teaching assistant time in years 6 and 2, in Literacy and Maths, given the substantially higher demands of the new curriculum, to ensure that all pupils, including disadvantaged pupils, achieve highly and that the gap between disadvantaged and non-disadvantaged pupil narrows. 11 disadvantaged children are in the Y6 cohort, 6 of whom have identified SEND (3 statements , 2 more in formal assessment stage)</p>	<p>£7,417.80</p>	<p>Accelerated pupil progress from starting points for Year 2 and 6 cohorts and targeted pupils within those year groups Evidence of dialogue in marking for all PP children</p>	<p>Year 2 RWM combined target 71% Year 6 RWM combined target 72%</p>
			<p>Books demonstrated good progress through marking dialogue <u>Year 2</u> Progress at expected level was 84% reading, 76% writing and 83% maths with 16% making better than expected progress in reading, 28% in writing and 17% in maths <u>Year 6</u> 92% made expected progress in reading 46% better than expected. In maths, 88% made expected progress, with 35% better than expected. In writing 88% made expected progress with 58% better than expected. (internal Tracking)</p>	<p>79% RWM Year 2 61% RWM Year 6 Internal tracking Year 6 92% made</p>
	<p>➤ Additional support from Head Teacher in Year 6 to improve progress for pupils. In maths x 3 sessions a week</p>	<p>Not accounted for</p>	<p>Closing the gap in attainment between disadvantaged in Year 6 (11 children) and rest of the cohort Evidence of dialogue in marking for all PP children R 63% cohort -PP 40% W 59% PP 30% M 59% PP 30%</p>	<p>Current PP Reading score 40% expected . Writing 30% expected Maths 30% expected Make progress</p>

			<p>Maths additional supported led to cohort score of 68% expected , 32% GD</p> <p>2 prior Mid Ability PP children joined school in Yr 4 and Y6 (not with us at KS 1)</p>	<p>against this to bring scores closer to national R, W ,M 37% PP – 4 out of 11</p>
<ul style="list-style-type: none"> ➤ Additional adult input in Year 1 to ensure children with lower starting points make accelerated progress ➤ Use of KIT days to ensure Phonic tracking is accurate and effective for all groups of learners 	<p>£7,417.80 £860.00 (4 KIT days)</p>	<p>TA time x 5 hours a week to accelerate the phonic progress of low ability children (3 children PP)</p> <p>Kit days SB</p>	<p>Phonics scores for disadvantaged children of MA AND TA to match that of pupils with similar starting points (pass phonics screen) .</p> <p>Low ability PP to make progress on termly phonics testing</p>	
		<p>Phonics score 82%</p> <p>1 PP child passed</p> <p>The 2 LA PP children made good in year progress</p>		
<ul style="list-style-type: none"> ➤ Additional Literacy Lead support in Year 2 to ensure provision is moderated and benchmarked against another school to ensure coverage at GD for those children who are MA ➤ Use of KIT days for Year 2 teacher to support class teacher with Year 2 moderation throughout the year 	<p>£1,320.00 (6 days release)</p> <p>£860.00</p>	<p>Standards of attainment match or exceed national averages</p> <p>Greater depth % to be in line with National at KS 1</p>	<p>Increased number of MA and TA PP children to reach GD in Year 2</p>	

	<ul style="list-style-type: none"> ➤ Additional TA time in Year 6 for GD children to attend Campion School, 3 of whom are disadvantaged MA/TA children ➤ An additional booster session x 2 weekly for spring term for children to secure greater depth in reading, writing and maths 	<p>(4 KIT days)</p> <p>£646.68</p> <p>£304.32 (2 hours x 12 weeks)</p> <p>£1,268.00 (TA PM sessions)</p>	<p>GD Year 2 scores strong against national 49% Reading against a national of 25% ,writing 27% , national 16% , Maths 33% against a national of 20%</p> <p>GD Year 6 better than national. 29% Reading, national 28%. Writing 18% and Maths 32% , national 23%</p> <p>Progress of PP pupils: Mid and Top ability to broadly match or exceed that of other pupils. Number of children achieving GD to be in line with national or better Evidence of dialogue in marking for all PP children</p> <p>All but 1, Mid and Top PP child made expected or better progress in Year 2 and 6 (2 new to KS 2)</p>	<p>Increased number of TA and MA PP children to reach GD at KS2</p> <p>1 PP GD RWM 1 PP exp RWM</p>
	<ul style="list-style-type: none"> ➤ Additional TA time in Years 4 and 5 to diminish the difference between disadvantaged and non-disadvantaged pupils. Year 4 have 7 disadvantaged pupils of which 3 are LA, 3 are MA and 1 is TA and Year 5 with 8 PP pupils 1 LA, 5 MA and 2 TA ➤ Provision and use of TA time to ensure missed learning in books identified and catch up opportunities created 	<p>£4,945.20 (MO PM)</p> <p>£2,967.12 (JMC)</p>	<p>Pupils to be in line with children from similar starting points at the end of Year 4 and Year 5 Evidence of dialogue in marking for all PP children</p>	<p>Reduced gap between disadvantaged in Year 4 and Year 5 against the national</p>

			<p><u>Year 5</u> Actual 2016-17 achievement R 7/8 exp 88% W 6/8exp 75% M 7/8 exp 88%</p> <p><u>Year 4</u> R, W, M 3/7 42% of PP made expected. (the other 4 – SEND) All book trawls of PP children demonstrated rapid progress from start points. 88% of PP children made exp or better progress</p>	<p>expected of 65% Current achievement of PP pupils Year 5 R 75% expected, W 25% exp, M 63% expected Year 4 R 29% expected, W 29%, expected, M 29% expected</p>
	<ul style="list-style-type: none"> ➤ Big Maths, little Big Maths training to be attended by all staff to enable us to improve the delivery of mental maths skills. ➤ CLIC sessions to be introduced in each class to improve reasoning skills within mathematics ➤ Additional TA sessions for LA PP children during CLIC 	<p>£880.00 (4 days release)</p> <p>£2,472.60 (CLIC 1 hour TA time across school)</p>	<p>Pupils are able to apply their maths skills to enable them to reach expected levels on the maths reasoning paper Increase the number of children reaching GD Increased raw score on reasoning paper at Year 6 against last year breakdowns</p> <p><u>Raw score maths</u> 105(2017) 103 (2016).</p>	<p>Close the GAP for PP pupils in maths in each cohort Year 2 33% Year 2 50% Year 3 38% Year 3 29% Year 4 29% Year 4 43% Year 5 63% Year 5 88% Year 6 30% Year 6 36% TA ability PP to achieved GD</p>

	<ul style="list-style-type: none"> ➤ Release time for subject leaders in Literacy and Numeracy and Science to support teaching and learning within their subject. Aim to raise achievement and ensure higher outcomes for all groups of learners , including disadvantaged pupils at all ability levels . Observations to be carried out and good practice shared ➤ Support provided for teachers new to the school in order to secure the best possible provision. 	£8,580.00 (1 day per week supply)	Improved outcomes in each cohort particularly at GD in Literacy, Numeracy and Science	GD percentages to improve in each cohort for TA children																								
	<p>GD outcomes throughout school improved Year 2 and Year 6 GD outcomes above national</p> <table border="1"> <thead> <tr> <th>YR</th> <th>R%GD</th> <th>W%GD</th> <th>M%GD</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>46</td> <td>39</td> <td>46</td> </tr> <tr> <td>2</td> <td>40</td> <td>27</td> <td>33</td> </tr> <tr> <td>3</td> <td>46</td> <td>54</td> <td>38</td> </tr> <tr> <td>4</td> <td>30</td> <td>46</td> <td>33</td> </tr> <tr> <td>5</td> <td>50</td> <td>46</td> <td>43</td> </tr> <tr> <td>6</td> <td>29</td> <td>18</td> <td>21</td> </tr> </tbody> </table>		YR		R%GD	W%GD	M%GD	1	46	39	46	2	40	27	33	3	46	54	38	4	30	46	33	5	50	46	43	6
YR	R%GD	W%GD	M%GD																									
1	46	39	46																									
2	40	27	33																									
3	46	54	38																									
4	30	46	33																									
5	50	46	43																									
6	29	18	21																									
	<ul style="list-style-type: none"> ➤ All work trawls and monitoring of pupil voice etc. to make comparisons between disadvantaged children and other children . 	Part of SMT role. Already accounted for as subject	SMT monitoring to act on the differences found between PP and non-disadvantaged pupils. Adjust provision to reflect the findings	PP children to be represented in all leadership groups All PP children																								

		release	<p>Active promotion of PP children on each leadership pupil voice group</p> <p>Monitoring – all reports include section on PP children</p> <p>All books show wishes and responses for all PP children (work trawl report evidence file)</p> <p>PP representation by end of 2016 - 17 rose to 30%</p>	<p>to have additional input in dialogue and marking in literacy and numeracy to demonstrate progress particularly of LA PP</p> <p>Current level of representation of PP children in pupil voice groups is 8%</p>
	<ul style="list-style-type: none"> ➤ Head Teacher and Inclusion Manager to devise a recording system to improve impact measuring for all PP children ➤ PP governor to talk to class teachers about the class provision for disadvantaged children and how progress is tracked . 	<p>Inclusion Manager ½ day per week</p> <p>£4,680.00</p>	<p>Class Teachers to have even more awareness of how PP children are performing and what is being done additionally to ensure they have appropriate provision.</p> <p>PP impact file – in each class.</p> <p>PLP's improved for PP children, targeted personalised provision for all PP children regardless of ability</p>	<p>Class Teachers to be able to evidence the impact of additional interventions for PP children and take ownership of adjusting provision at Wave 1 and Wave 2</p>

	<ul style="list-style-type: none"> ➤ EYFS Leader to develop skills to enable all staff within the unit to make continuous on-going assessments of children's learning in both guided sessions and in independent play. 	£2,340.00 Fortnightly sessions	All EYFS Staff lead learning to raise the outcomes in language and communication and literacy. GLD EYFS 73%	EYFS target 70%
Securing the progress of targeted learners	<p>Continuation of interventions with proven impact, including intervention for pupils who did not pass phonics test at end of Year 2. 6 pupils in Year 2 of which 2 are PP LA. 7 children in Year 3 of which 4 are PP , all LA, 3 children in Year 4 of which 2 are PP LA, and 1 in Year 5, a PP LA child . •Nessy 15 children of which 10 are PP children</p> <ul style="list-style-type: none"> ➤ Release for Year 1 teacher (NQT) to be mentored in the phonics screening process using KIT days (SB) ➤ Interventions put in place based on outcomes of Pupil Progress Meetings to intervene quickly to support any pupils causing concern or not making expected progress, including: <ul style="list-style-type: none"> • Lego Therapy: 4 children 3 PP • Time to Talk / Chatter Matters for 1 PP child • 'Volcano in My Tummy' for 3 children 2 PP • Self-esteem development for 2 children, 2 PP 	<p>10 Pupil Premium children 10 minutes per day Nessy per child £3,708.90</p> <p>£50.00 per child £500.00PA</p> <p>£215.00 (1 KIT day)</p> <p>£57.06 (12 weeks)</p> <p>£494.52PA</p> <p>£50.71 (12 weeks)</p>	<p>The impact of each intervention will also be measured through analysis of pupil progress data for the pupil receiving each intervention Progress on LA PP to be strong against objective measures , THRIVE or BOXHALL and Progress Indicators to be used as assessment tool for very Low ability SEND Refer to THRIVE reports, Boxhall reports Provision map tracking , HFW tracking to show progress from start points for all PP LA children EYFS – Case study – language and communication progress</p>	<p>PP children to make progress towards the phonic screen (LA) . All intervention records to demonstrate progress against targets for LA PP against THRIVE, BOXHALL or Progress Indicators .</p>

	<ul style="list-style-type: none"> • Reading daily with reading partners : 43 children, 27 PP • Precision Teaching: 2 PP children • First Class Number 4 children, 2 PP • Plus 1, Power of Two: 5 children 5 PP • Mathletics lunch time club 12 children, 5 PP children Spring Term • Mathletics lunch time club 12 children, 12 PP children Summer Term 	<p>£247.26 PA</p> <p>Volunteers not accounted for</p> <p>£989.04 PA</p> <p>£247.26 (12wks)</p> <p>£494.52 PA £200.00 resources</p> <p>£247.26PA</p>	<p>Mathletics – improvements in participation rates – Mathletics reports demonstrate this progress</p>	
--	--	---	--	--

Minimising the impact of barriers to learning and promoting cultural capital	<ul style="list-style-type: none"> ➤ Continued engagement of pastoral TA to support and raise achievement for vulnerable pupils, in particular to support improvements in attendance and to embed recently introduced systems. ➤ Generate targets from THRIVE assessments for the children who score below the pass mark. Feed these into PLPs and adjust provision to address need 	<p>£2,967.12</p> <p>£660.00 (3 days Teacher)</p> <p>£1,000 PA Thrive</p>	<p>Barriers to attendance and engagement in learning are minimised. Unauthorised absence robustly challenged and reduced. Absence of pupils is reduced. No group of pupils is significantly disadvantaged by poor attendance.</p>	<p>PP attendance to be 95% (currently 94.1)</p> <p>Number of children with attendance below 90% to be reduced</p>
	<ul style="list-style-type: none"> ➤ Alison Roberts and Anoushka Clarkson, to track attendance, implementing action plans for those most vulnerable. Action plans in place for 6 Children, of which 4 are PP. Communication with class teacher to improve through use of the PP and SEND class file. ➤ Counselling sessions to be offered to children who are struggling to deal with home situations. 4 pupils attending of which 2 are PP 	<p>£304.32 (AR)</p> <p>£750.00 PA</p>	<p>PP attendance rate Individual children on reports who are PP all made progress 5 PP children – 4 children's attendance improved</p>	
	<ul style="list-style-type: none"> ➤ Pastoral TA to : <ul style="list-style-type: none"> ▪ Support parent relationships with the school, including organisation of coffee mornings / drop in sessions to help parents to engage with their child's learning 	<p>Already accounted for above</p>	<p>Parents to be able to support pupils at home increasing parent engagement at school and pupils achievement.</p>	<p>100% engagement in parents' evenings to be sustained</p>

	<ul style="list-style-type: none"> ▪ Parent education classes – to enable parents to support pupils at home. ▪ Engage with Change Makers to promote and improve healthy life styles for our most vulnerable families ▪ Engage Early Help (CAF) for families that require support 	<p>Free community initiative</p> <p>£1,483.56 (GS)</p>	<p>100% parental engagement achieved for all parents evenings throughout 2016-17</p> <p>JMc engaged with 8 families</p>	<p>Reading percentages to be improved for PP children</p>
	<ul style="list-style-type: none"> ➤ Early birds breakfast club to enable children to have a smooth start to the day and aid transition. Currently 6, of which 3 PP, attend ➤ Little Stars lunchtime provision to support the development of social skills for the most vulnerable children . Currently 4, of which 2 PP attend ➤ Homework club and reading partners to focus on the PP children ➤ Mathletics club to engage all PP children who haven't got support at home ➤ Board games club to improve emotional and social skill development. 4 children, of which 3 are PP 	<p>£1,396.20 (SR)</p> <p>£997.43 (JI)</p> <p>£1,237.28 (MDS)</p> <p>£199.49</p> <p>£122.64 (12 weeks)</p>	<p>Develop social and emotional skills to enable children to begin to access the full curriculum and make progress against the objectives for their year group. Measure progress against Progress Indicators</p> <p>2016-17 saw an increase in the number of children participating in clubs.</p>	<p>Breakfast club used to improve attendance and lateness for PP children.</p> <p>Little Stars club to reduce number of red card incidents. at lunch time</p> <p>Number of respect time incidents to reduce.</p> <p>100% of children to produce home learning , facilitated through school</p>

	<ul style="list-style-type: none"> ➤ Nurture provision to support the learning for the most vulnerable children. Develop learning behaviours and emotional resilience to enable them to make stronger progress against their SMART PLP targets. This enables them to make progress against their academic targets ➤ Boxhall to be used to generate targets for these children in nurture ➤ Thrive screen to be carried out on all classes. From this, those children falling below the average for the class will have personal targets in place. These targets will led to provision being put in place through nurture and pastoral support (GS x2 pm sessions, JMc x2 am sessions, nurture x 4 pm sessions) 	<p>£96.00 membership fee to Nurture Network</p> <p>£3,500.00</p> <p>Not accounted for</p>	<p>Pupils displaying a high level of emotional and behavioural needs make strong progress against objectives Progress Indicators / THRIVE and Boxhall used as measures</p> <p>Boxhall analysis, THRIVE report , shows the progress made for these children</p> <p>Total number of children being tracked using PI is 17 12 are PP children</p> <p>PI analysis report demonstrates progress made</p>	<p>Boxhall / THRIVE and PI to demonstrate progress against objectives</p>
	<ul style="list-style-type: none"> ➤ Continued investment in enrichment opportunities for sport and creative arts, to increase opportunities for all pupils (including disadvantaged pupils) to gain cultural capital and experience. This includes paying for trips and residential. ➤ Artist Project ➤ Marle Hall Residential Trip ➤ Music provision for PP children funded ➤ Swimming lessons funded. 	<p>£550.00 (Artist)</p> <p>£981.00</p> <p>£1,255.00 5 children in Year 6</p> <p>£168 child in Yr 6</p>	<p>Opportunity to engage in wide range of enrichment experiences to have a positive impact on pupils understanding of team-work and life skills (linked to expectation that they take on greater responsibility at school).</p> <p>All pupils, including those in receipt of the Pupil Premium, learn and achieve exceptionally well, through a broad, balanced and enriched curriculum.</p> <p>2016-17</p> <p>Sam Goddard – additional PP art project – £360.00</p> <p>Daryl art focus -£550.00</p>	<p>PP engagement in clubs and participation in sporting events to increase. Currently 19% of extra-curricular places are taken up by PP children</p>

	Trips (Year 1 and 2 Fire of London, Year 3 and 4 Stone Age, Year 5 and 6 Coventry, Panto: whole school, Year 3 and 4 Sulgrave Manor)	<p>5 children in Yr 4 £180.00</p> <p>6 children in Year 3 £216.00</p> <p>5 children in Year 5 £180.00</p> <p>£216.60</p>		
	➤ Provide children with a PE kit and uniform items they may require (book bags, PE bags .)	£50.00	To ensure all identified children have a PE kit provided to enable them to take part in all activities with no barriers that will affect their self esteem Participation in PE and extra curricular activities and inclusive sport events was 100%	100% participation in PE and sport
	<p>➤ Provision of after school clubs</p> <p>➤ Sports or extra-curricular clubs for pupils in all year groups .</p>	£48.00 (Liz England Street Dance)	Ensure PP children are able to access activities and experiences that promote a healthy life style and positive experiences which lead to success PP children in after school clubs – out of 130 places, 29 are PP children	Representation of PP children in extra-curricular activities to improve from 16 to 29

Governor engagement	<ul style="list-style-type: none"> ➤ Governors to have a clear overview of PP spending and the impact the funding is having . ➤ PP governor to talk to class teachers about the class provision for disadvantaged children and how progress is tracked. ➤ Termly meetings with SEND/Inclusion Governor to evaluate the progress and impact of this action plan 		<p>Critical challenge form Governors around impact of pupil premium expenditure Full understanding of how PP children are monitored for progress with the aim to close the gap.</p> <p>Governors – reported on views of teachers for provision for PP children. Impact files were monitored. A strategy review was held in May</p>	<p>LA PP to make progress against starting points MA and TA PP to achieve the same as non-disadvantaged children do from similar starting points</p>
		Estimated Pupil Premium Funding		£63,360.00
		Estimated / Projected Total Cost		£72,109.89
		<i>Additional funding from school budget</i>		<i>£8,749.89</i>

Impact of expenditure and strategy up to 2016

The schools evaluation of performance is rigorous. We measure the impact of the Pupil Premium grant by tracking every child's progress and knowing every child's needs. We can carefully identify any areas of weak progress and develop strategies or use interventions to promote improvement. The impact of quality Wave 1 teaching is constantly monitored, as is every intervention, using a variety of impact data including: Raise online, KS1 phonic data, KS1 and KS2 SATS data, EYFS data, LA data position statements and achievement and progress internal tracking data.

Pupils work is scrutinised regularly and lesson drop-ins and observations are carried out by all of the SLT. A number of case studies are used to show the impact of pastoral interventions and the impact of attendance actions plans. Pupil surveys and interviews are used to evaluate the impact of interventions and enrichment activities.

Regular feedback is given to parents and carers (termly consultations and a written report at the end of the summer term). Children with an EHCP plan or with PLPS, as they have an identified SEND need, have regular reviews to share PLP targets. Parents meet with agencies involved in setting targets to ensure children's needs are being appropriately met. Attendance data, behaviour logs, exclusion data and pupil progress meetings are all used when tailoring interventions to each child or when adapting provision to ensure impact on progress rates.

Year 1 Phonics 2017

	Clapham Terrace Disadvantaged children	Clapham Terrace Other children	Clapham terrace All children	Warwickshire all children	National all children
2017	1 passed 2 didn't (33%)	88% 22/25	82%	82%	81%
2016	1 passed 2 didn't (33%)	81% 21/26	76% (29 children)	82%	81%
2015	4 passed 4 didn't (50%)	64% 16/19	66%	77%	77%
2014	4 out of 7 passed (57%)	89% 16/18	86%	76%	74%

KS1 Expected level 2017

	Clapham Terrace Disadvantaged children	Clapham Terrace Other children	Clapham Terrace All children	National Disadvantaged Children	National All children
Reading	75% 3 out of 4	78%	73% expected Without SP and L: 81% (22 children)	Not Known	76%
Writing	50% 2 out of 4	73%	70% expected Without SP and L: 78% (21 children)	Not Known	68%
Maths	50% 2 out of 4	73%	70% expected Without SP and L: 70% (21 children)	Not Known	75%
RWM	50% 2 out of 4	73%	70% - without SP and L 78% (21 children)	Not Known	66%

At Greater Depth KS1 2017

	Clapham Terrace Disadvantaged children	Clapham Terrace Other children	Clapham Terrace all children	National disadvantaged Children	National all children
Reading	1 child /4	12 children	40% Without SP and L: 44% (12 children)	27%	25%
Writing	1 child /4	8 children	27% Without SP and L: 30% (8 children)	16%	16%
Maths	1 child /4	10children	33% Without SP and L: 37% (10 children)	20%	20%
RWM	¼ child	8 children	23% 26% without Spa nd L (7 children)		11%

Key Stage 2 Expected level 2017

	Clapham Terrace Disadvantaged children	Clapham Terrace Other children	Clapham Terrace All children	Warwickshire All children/ disadvantaged	National All children
Reading	33%	94%TA TEST 81% - 3 didn't hit expected GAP from national -44	61% Without SP and L: 65% (17 children)	78%/54% GAP -23W GAP-19	71%
Writing	42%	94%TA GAP from national -41	71% Without SP and L: 77% (20children)	82%/62% GAP-20W GAP-16	76%
Maths	33%	94% TA TEST 96% GAP from national - 46	68% Without SP and L: 73% (19 children)	79%/56% GAP-23W GAP-18	75%
RWM	33%	94% TA	61%	68%/42%	61%

		81% TEST GAP from national -34	Without SP and L: 65% (17 children)	GAP-25W GAP-21	
--	--	-----------------------------------	--	-------------------	--

KS 2 Greater Depth

	Clapham Terrace Disadvantaged children 9 children	Clapham Terrace Other children	Clapham Terrace All children	Warwickshire All children/ disadvantaged	National All children
Reading	17%	38%	29% Without SP and L: 31% (8 children)	13%/32% GAP W-19	
Writing	0	31%	18% Without SP and L: 19% (5 children)	9%/23% GAP W-14	
Maths	17%	44%	32% Without SP and L: 35% (9 children)	9%/27% GAP W-18	
RWM	0	13%	7% Without SP and L: 9% (2 children)	3%/12% GAP W-9	

Scaled scores

	Clapham Terrace Disadvantaged children	Clapham Terrace Other children	Clapham Terrace All children	National All
	2 didn't sit	1 didn't sit		
Reading	94.5(9)	107.62	105	104
Maths	97.11	109.5	105	106

Attendance

Attendance	2016-17
FSM Ever 6 children	95.86
Rest of the school	96.25

What others have to say about Clapham

2014 Ofsted quote

“The pupil-premium funding has been used effectively to raise achievement for eligible pupils. This has resulted in the gaps in attainment closing rapidly from over two years between them and their peers in school to now being a year or less.”

“The pupil-premium funding has also been used to make sure all pupils can and do participate fully in the life of the school. All pupils can attend school visits, participate in after-school clubs and all other activities, which show the school’s full commitment to equal opportunities.”

This report is updated and posted on the school website annually each November / December after the first publication of Raise Online data.

July 2017 Inclusion mark

‘The Headteacher and her committed team of colleagues have made impressive changes in recent years, both to the fabric of the building and to the standards of teaching and learning. The changes they have collectively made have ensured that all children, irrespective of their particular needs, receive the support they require and as a consequence, children behave well, enjoy their learning and make very good progress from

There is a very well embedded inclusive practice in all classrooms, supplemented by input by staff with more specialist knowledge. Furthermore, the school has created bespoke learning zones for nurture and for intervention and support which ensures that all children

‘The school nurtures and supports every child, regardless of the level of need. Through very carefully planned support, guidance and intervention in addition to focused teaching and the social, emotional and behaviour support systems, children learn to become accepting of everyone around them and make good progress. The skills they acquire as a result of these strategies, enable them to become confident and well-rounded individuals.

‘Within the classrooms and around the school, are consistent systems to support and reward positive behaviour, to guide children in their learning, to provide them with the emotional language to understand their feelings and to interact positively with their peers.

‘Impact files are kept to capture the progress of those children in receipt of pupil premium funding. These provide clear indicators of the progress being made by this group of children’

