



**Clapham Terrace Community Primary School**

# **Pupil Premium expenditure and action plan 2018-19 Evaluated July 19**

**2018-19**

DATE	AMENDED BY
SEPT 2018	Created by JM following a strategy meeting July 18
	Shared with Governors in a strategy meeting SEPT 18
July 2019	Shared with Governors and evaluated

## **Pupil Premium Strategy: 2018-19**

Estimated Pupil Premium Funding in 2018-19: £47,200 Academic Year

### **Diversity**

The school serves a diverse and rich community. 31% of pupils are from minority ethnic families. 26% of pupils speak English as an additional language. The school has 62% boys and 38% 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.

### **Deprivation**

The school serves a community which, in part, reflects considerable social and economic challenges. The proportion of disadvantaged pupils is average: 30 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.

### **Start Points**

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. This is beginning to change as the profile of our cohorts alter. There is a distinct difference between numbers of children eligible for free school meals in KS 1 (5) to KS2 (25)

### **Mobility**

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. Since Summer 2016 there have been 11 New arrivals, 1 child who have been home educated have been integrated back into school.

### **SEND and Vulnerability**

16% of pupils have Special Educational Needs, broadly in line with the national average. A high proportion of these pupils have social communication difficulties. 37% of these pupils are also those pupils who are eligible for Pupil Premium Funding. 80% of the children with SEND are boys (22% of the school) 3% of the school have EHCP plans. 7 children, with 1 more in the assessment stage (20% of the SEND register and significantly above the national average of 1%).

The school has, historically had a designated Speech and Language unit on site managed by the Local Authority, this is currently being phased out. There are currently, 3 children in the provision, and all are out of catchment. These children have a severe delay in language development and have specialist teacher input as part of their provision. The reorganisation has led to 7 children being discharged from the base in 2016-17. These children have remained at Clapham and not returned to their catchment schools. All of these children demonstrate a high level of need for specific language. This has, historically had a significant impact on our cohort data.

### **Roll Numbers**

There are currently 217 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, 2017-18 there were 80 applications made for 30 places. 2018 -19: 60 applications were made. 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 interventions 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& L provision have meant the achievement gap has not been reduced for many of 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 5 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:

<b>Using specialist or specific support to improve overall provision</b>	<b>Securing the progress of targeted learners through various interventions</b>	<b>Minimising the impact of barriers to learning and promoting cultural capital</b>
<ul style="list-style-type: none"> <li>➤ 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 2017-18, progress in reading from start points. Marking and dialogue)</li> <li>➤ Targeted support in key year groups (particularly in Year 6) to ensure cohorts of pupils make excellent progress to expected levels or above, including more able, underachieving and disadvantaged pupils.</li> <li>➤ Additional provision and support for Year 2 and Year 6 to secure good or outstanding progress in preparation for National Tests.</li> <li>➤ EYFS: Time to Talk approach developed in Wave 1 teaching to boost the progress rates for language development as starting points are low. Extend this into Yr 1 after last 2 years success rates.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Targeted interventions to support all vulnerable or underachieving pupils to make good or outstanding progress.</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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, Reading Recovery, Precision Teach)</li> <li>➤ Invest in reading recovery to support the development of early reading.</li> <li>➤ Gather detailed assessment information (Maths ages, reading ages) for the children who are making slower progress due to cognition issues.</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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)</li> <li>➤ 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)</li> <li>➤ 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)</li> </ul>

Year	Disadvantaged children	Amount per child	Total
2018-19	30 funded for Ever 6	£1320	£39,600
	3 PLAC 1 LAC	£1900	£7,600
2017-18	45 children includes PLAC LAC children	£1320	£62,880.00
2016-17	45 children includes PLAC LAC children	£1320	£63,360.00
2015-16	52 children includes PLAC LAC children	£1320	£68,640.00
2014-15	45 children includes PLAC LAC children	£1300	£58,500.00

### Targets for Pupil Premium 2018-19

TABLE 1	PP children target profile	Cohort target profile
KS2 Combined RWM	4 out of 8 are targeted for expected (other 4 have complex SEND). This is aspirational as very low starting points for 2 of the 4  50%	79% EXP, this is highly aspirational, 4 are at risk of not achieving this and above 28% G Depth
	<p><u>ACTUAL RESULT 2018-19</u></p> <p>7 PP children sat tests as 1 left in December. 2 didn't sit SATS as they are working below the level of tests. Both have complex SEND, 1 with an EHCP and in in the SP and L base.</p> <p>R 3 /7 EXP, 1/7 GD, 1 /7 EM                    57%  W 5/7 EXP , 2/7 EM                                71%  M 2/7 GD , 3/7 EXP                                71%  RWM    57%</p>	<p><u>ACTUAL COHORT 2018-19</u></p> <p>R 74% EXP    33% GD  W 81% EXP    33% GD  M 78% EXP    48% GD  RWM EXP 74%  RWM GD 30%</p> <p><u>COHORT WITHOUT PP</u>  20 children  R 16 EXP or better 80%    GD 9/20 =45%  W 17 EXP 85%    GD = 9/20 =45%  M 16 EXP or better 80% GD 11/20= 55%  RWM 16/20 80%    GD 8 = 30%</p>

KS1 combined RWM	2 out of 3 to reach expected R 5 out of 7 expected for W 3 EXP , 2 GD for M	80% Expected and above 3 3% GD
	<u>ACTUAL 2018-19</u> R 2out of the 3 EXP, 1 of these was EXP + W 1 out of 3 EXP  M 2 out of 3 EXP , 1 of these EXp + RWM 1 out of 3	<u>ACTUAL COHORT 2018-19</u> R 87% GD 23% W 83% GD 27% M 87% GD 37% RWM 83% GD 27%  <u>COHORT WITHOUT PP (24)</u> R 89% GD 40% W 80% 30% M 80% 40% RWM 80% 30%
Attendance	95% PP children	96% school target
	<u>ACTUAL RESULT</u> June 2019 PP group 94.74	<u>ACTUAL RESULT</u> June 2019 96.071(- 0.43 from target))

### **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 for 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:

<p><b>Low starting points on entry</b></p>	<p>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 entered the school with particularly poor baseline scores in communication, literacy and reading. Pupil Premium children have lower baseline scores on entry within the cohort. In the last 2 years our intake in reception has had fewer pupil premium children 2016-17: 1 child, 2017-18: 1 child, 2018-19 intake is slightly higher with 3 or 4 children. This is a contrast to the number of children higher up the school. There are still, however, 30% of children below expected entry level.</p> <p>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. Our phonic score has improved in 2017-18(90%) EAL children new to the country form part of this group in EYFS and Year 1 who haven't achieved the standard.</p>
<p><b>Poor attendance</b></p>	<p>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. (H. Paxton, leads a number of action plans for these children. In 2018-19 there are 7 children on attendance action plans. 5 of whom are PP children.</p>
<p><b>Poor parental engagement</b></p>	<p>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 persistence is needed 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.</p>
<p><b>Financial difficulties for a number of families</b></p>	<p>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-curricular activities.</p>
<p><b>Social and Emotional Needs, including mental health concerns, that could lead to poor behaviour and/or concerns about wellbeing.</b></p>	<p>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 our children on our SEND register have emotional or social communication needs. 20 children are measured using the Progress Indicators, as their starting points in these basic skills are limited, slowing their progress rate.</p>
<p><b>Ready for the next stage of education (Ks2 outcomes)</b></p>	<p>KS2 attainment of Year 6 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 pupils 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.</p>

**Speech, language and communication needs.**

PP 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 is 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.

**2018-19 Pupil Premium: Summary Outline of Planned 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	Assessment Info
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<b>Using specialist or specific support to improve overall provision</b>	<p>➤ Additional teaching assistant time in Yrs 6 and 2, in literacy and maths, given the substantially higher demands of the testing curriculum, to ensure that all pupils, including disadvantaged pupils, achieve highly and that the gap between disadvantaged and non-disadvantaged pupil narrows. 8 disadvantaged children are in the Y6 cohort, 5 of whom have identified SEND (1 with an EHCP who moved to main stream from special provision) 2 in the process of assessment for an EHCP, 1 of these is in the Sp&amp;L provision, 2 on current CP plans, 4 with historic CP plans who have been early help. 1 LAC child with huge emotional needs.</p>	<p><b>£5,016.00</b>  <b>TA3 x 2 hours x 5 days x 38 weeks</b></p>	<p>Pupil progress from end of KS 1 for Yr 6 children in reading and maths to be good or better.  Yr 2 children to make good or better progress from starting points.  Evidence of dialogue in marking for all PP children</p>	<p>Yr 2 RWM combined target 2018-19 75-80%  Yr 6 RWM combined target 2018-19 75-80%</p> <p><u>ACTUAL RESULTS</u>  Yr 2 RWM 83%  Yr 6 RWM 74%  <u>Progress Yr 2</u>  from baseline Yr 1  Autumn  R- EXP or better 86% (79% good)  W- Expected or 83% (48% good )  M- Expected 86%(55%good)</p>
	<p>➤ Additional teacher input into Yr 6  ➤ 3 x weekly AW, Maths Leader to deliver maths to 10 children, 4 of whom are disadvantaged  ➤ 3 x weekly CA to deliver reading and GPS sessions to 10 children, 5 of whom are disadvantaged</p>	<p>£60.00 x 3 sessions x 24 weeks =  <b>£4,320 (EP)</b></p> <p>£30 x 3 days x 24 weeks = <b>£2,160 (EP)</b></p>	<p>Continue to close the gap in attainment between disadvantaged in Yr 6 (8 children) and rest of the cohort  Evidence of dialogue in marking for all PP children  Disadvantaged children all to make expected progress from their starting points. (Significant SEND will be slower progress)  Mid ability pupil premium to reach ARE</p>	<p>Current Y6 PP (7 children, 1 not included) Reading score 29% expected, 2children. Writing 43%, 3 children expected  Maths 43 %, 3 children expected  Make progress against this to bring scores closer to national  Yr 2 RWM 2 out of the 3 PP children on track for expected, other 1 complex family needs</p>

				ACTUAL RESULTS SEE TABLE 1 Pg 4
<ul style="list-style-type: none"> <li>➤ Additional adult input in Yr 1 to ensure children with lower starting points make accelerated progress with phonics</li> <li>➤ Track phonics accurately and effectively, leading to consistent additional adult input for EAL and SEND children who are slower to progress.</li> <li>➤ CA and NB to support and monitor EF, returning to Yr 1 with the approach to phonics teaching.</li> </ul>	<p>TA3 1 hour per day x 5 days x 38 = <b>£2,508</b></p> <p>£220.00 x 6 release days for CA/NB = <b>£1,320</b></p>	<p>TA time x 5 hours a week to accelerate the phonic progress of low ability children (2 children PP, 3 others disadvantaged)</p> <p>Release time CA Release time NB</p>	<p>Phonics scores for disadvantaged children to match that of pupils with similar starting points (pass phonics screen). Low ability PP/ disadvantaged to make progress on termly phonics testing</p> <p><u>ACTUAL RESULTS</u></p> <p>YR 1 Phonics 90% PP children ( 2) 1 scored 20 – not passed 1 scored 32 Passed</p>	
<ul style="list-style-type: none"> <li>➤ Moderation with St Patrick's in Yr 2 and Yr 6 to ensure outcomes are, particular focus on PP Mid and Top ability children (Yr 2- 1 child, Yr 6- 6 children)</li> <li>➤ Additional TA input for MA PP in Year 6 to ensure they achieve expected standard in RWM – specific booster provision on top of class support</li> </ul>	<p><b>£1,320.00</b> (6 days release)</p> <p><b>£304.32</b> (2 hours x 12 weeks)</p> <p><b>£1,268.00</b> (TA PM sessions)</p>	<p>Disadvantaged children make progress from their starting points 1 PP child MA to achieve expected or better Yr 2</p> <p>Yr 6 MA prior attainers to achieve expected level. 5 PP children</p> <p>Progress of PP pupils: Mid and Top ability to broadly match or exceed that of other pupils.</p>	<p>Mid-ability PP child in Yr 2 to achieve expected – 1 child</p> <p>Yr 6 Mid-ability PP children to achieve expected or better outcomes</p> <p><u>ACTUAL RESULTS</u> The 2 Mid Ability PP children achieved ARE in</p>	

			Evidence of dialogue in marking for all PP children	R and M . 1 didn't in W The 4 Mid ability in Yr 6 , all achieved ARE in W and M , 1 didn't in R. 2 Mid ability children achieved GD in M
	<ul style="list-style-type: none"> <li>➤ Additional TA time in Yrs 3, 4 and 5 to diminish the difference between disadvantaged and non-disadvantaged pupils. Yr 3 have 4 PP children, Yr 4 have 6. Yr 5 have 6 PP pupils, most of these are low ability with SEND provision in place.</li> <li>➤ Provision and use of TA time to ensure missed learning in books identified and catch up opportunities created</li> </ul>	<p><b>TA3 x 2 x 5 PM x 38 weeks = £10,032.00 (MH/MO)</b></p>	Pupils to be in line with children from similar starting points at the end of Years 3, 4 and 5 Evidence of dialogue in marking for all PP children	<p>Reduced gap between disadvantaged in Yr 3, 4 and Yr 5 for Mid Ability PP children and TA PP children Current achievement of PP pupils (all ability)</p> <p><b>Year 5</b> R 29% expected, W no pupil premium are expected, M 43% expected</p> <p><b>Year 4</b> R 17%, W 34% and M 34%</p> <p><b>Year 3</b> R 50% expected, W 50%, expected, M 50% expected</p> <p><u>ACTUAL RESULTS</u> <u>YEAR 5</u> R W and M all but SEND achieved EXP</p> <p><u>YEAR 4</u> R W and M all but SEND achieved expected 3 are working beyond expected in maths , 2 in</p>

				<p>W and 1 in R  <u>YEAR 3</u>  All non SEND achieved  EXP in R W and M</p>
	<p>Emotional Well-being cluster training day with a focus on Growth Mind Set to be attended by teachers and TAs across S Leamington</p> <ul style="list-style-type: none"> <li>➤ CLIC sessions to continue as a key focus to improve reasoning and calculations skills within mathematics. Specific focus around times tables</li> <li>➤ Additional TA sessions for LA PP children during CLIC to continue</li> <li>➤ Introduce a new testing strand in Reading and continue the White Rose assessments in Maths, build the confidence of the PP children to apply their learning to all situations</li> </ul>	<p><b>Cost of TA to attend training</b>  <b>X 5 £330.00</b></p> <p><b>£2,472.60</b>  (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  Maintain the number of children reaching GD</p>	<p>Close the GAP for PP pupils in maths in each cohort. All MA prior attainders who are PP to hit expected or above TA ability PP to achieved GD throughout school</p> <p>Y2- 1 child  Y3- 1 child  Y4 –2 children  Y5- 1 child</p> <p><u>ACTUAL RESULTS</u>  <u>MATHS</u></p> <p>Y2 The one Mid ability PP achieved EXP  The one top ability Achieved EXP +</p> <p>Y3 The 2 Mid ability PP achieved EXP</p> <p>Y4 One of the 2 top ability achieved GD , the other Exp +</p> <p>The one mid ability PP child hit exp</p> <p>Y5 1 top ability DIDN'T achieve GD in Maths  The one mid ability PP child achieved EXP</p>

	<ul style="list-style-type: none"> <li>➤ Release time for subject leaders in literacy and numeracy, science and humanities 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</li> </ul>	<p><b>£8,580.00</b> (1 day per week supply)</p>	<p>Sustain outcomes in each cohort particularly at GD in literacy, numeracy and science, building on the progress made in 2016-17</p>	<p>GD percentages to be sustained in each cohort for TA children - of which 3 are PP children <u>ACTUAL RESULTS</u> 5 / 30 PP children are now working beyond expected 17% in Maths 3/30 in W 4/30 in R</p>
	<ul style="list-style-type: none"> <li>➤ SMT and Middle leaders to ensure all work trawls and monitoring of pupil voice etc.</li> <li>➤ To make comparisons between disadvantaged children and other children.</li> <li>➤ Actively promote the participation of PP children in clubs and activities</li> <li>➤ Inclusion club to be developed, include children who are PP</li> </ul>	<p>Part of SMT role. Already accounted for as subject release</p>	<p>SMT monitoring to act on the differences found between PP and non-disadvantaged pupils. Adjust provision to reflect the findings</p>	<p>PP children to be represented in all leadership groups All PP children to have additional input in dialogue and marking in literacy and numeracy to demonstrate progress particularly of LA PP <u>ACTUAL RESULTS</u> PP children are represented in all leadership groups All PP children have had additional targets and wishes set in marking . Monitoring reports identify the impact of this</p>

	<ul style="list-style-type: none"> <li>➤ PP Governor to monitor the provision for PP children across school through talking to the children and the teachers</li> </ul>	<p>Inclusion Manager ½ day per week <b>£4,560.00</b></p> <p>(£120.00 x 38 weeks)</p>	<p>Class Teachers to continue to be highly accountable for how PP children are performing and what is being done additionally to ensure they have appropriate provision. Prioritising additional support to focus on these key children (MA and TA)</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> <p><u>ACTUAL RESULTS</u> Intervention records PI scores , THRIVE data show the progress Low ability or SEND PP children have made</p>
	<ul style="list-style-type: none"> <li>➤ EYFS Leader to continue 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.</li> </ul>	<p>Part of SMT role. Already accounted for as EYFS leader</p>	<p>All EYFS staff led learning to raise the outcomes in language and communication and literacy.</p>	<p>EYFS target 75% C and L for those lower in baseline, progress to be accelerated</p> <p><u>ACTUAL RESULT</u> 72% GLD 2 PP children 1 came close to GLD , from very low starting points 1 achieved GLD</p>
<p><b>Securing the progress of targeted learners</b></p>	<ul style="list-style-type: none"> <li>➤ Continuation of interventions with proven impact, including intervention for pupils who did not pass phonics test at end of Year 2. Increase the number of children using Nessy</li> <li>➤ Reading recovery to be delivered by the 3 trained TAs in Yr 2,3,4 and 5.</li> <li>➤ SEND reading programme to be implemented in Yrs 5 &amp; 6 Continue to invest in this SEND reading scheme</li> </ul>	<p>10 Pupil Premium children 10 minutes per day Nessy per child <b>£3,708.90</b></p> <p><b>£500.00</b> Reading Recovery</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 BOXALL and Progress Indicators to be used as assessment tool for</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, BOXALL or Progress</p>

	<p>➤ 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:</p> <ul style="list-style-type: none"> <li>• Time to Talk / Chatter Matters for 2 PP children in Year 1 and 2 in Reception</li> <li>• 'Volcano in My Tummy' 2 PP children</li> <li>• Self-esteem development for 3 PP <ul style="list-style-type: none"> <li>• Yoga for 5 PP children</li> </ul> </li> </ul>	<p>New books</p> <p>4 Pupil Premium children 10 minutes per day per child Reading Recovery <b>£2,508</b></p> <p><b>£316.80</b> 1 hour TA3 x 24 weeks</p> <p><b>£183.00</b> 30 minutes TA3 x 30 weeks</p> <p>Costed above in Pastoral Programme</p> <p>£25.00 per week x 20 weeks =<b>£500.00</b></p>	<p>very Low ability SEND Impact of reading recovery programme to show accelerated progress</p>	<p>Indicators.</p> <p><u>ACTUAL RESULTS</u> All low ability PP children have made progress in their PLP targets – Intervention report shows this</p>
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	<ul style="list-style-type: none"> <li>• Precision Teaching for 2 PP children</li> <li>• First Class Number 3 PP children</li> <li>• Plus 1, Power of Two: 4 PP children</li> <li>• Mathletics/ Maths support lunch time club 6PP children</li> </ul>	<p><b>£316.80</b> 1 hour TA3 x 24 weeks</p> <p><b>£316.80</b> 1 hour TA3 x 24 weeks</p> <p><b>£316.80</b> 1 hour TA3 x 24 weeks</p> <p><b>£198.00</b> (30wks)</p> <p><b>£200.00</b> resources</p>		
<p><b>Minimising the impact of barriers to learning and promoting cultural capital</b></p>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Continue to provide small pastoral support sessions for those children who fall below the THRIVE assessment screen expected score. Increase TA time for the 11 PP children who are needing emotional support</li> <li>➤ Access Training for staff from the ARC group, with a focus on emotional Attachments and attachment disorder.</li> <li>➤ Termly re-assessments using THRIVE to measure progress in emotional development as cohorts and as individual pastoral groups.</li> </ul>	<p><b>TA3 x 1-hour x 3 x 5 x 38 = £1,504.80 (JMc)</b></p> <p>TA3 x 2 hours sessions (GF) x 2 x 38 = £2,006</p> <p><b>£1,000</b> 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% Number of children with attendance below 90% to be reduced, building on the progress made in 2017-18</p> <p><b>ACTUAL RESULTS</b> Attendance PP group 94.74 ( June 19)</p> <p>5PP children have attendance plans</p>



	<p>Train AC and GF in THRIVE approach, increasing capacity within school to deliver these focused sessions.</p> <ul style="list-style-type: none"> <li>➤ HP and AC, to track attendance, implementing action plans for those most vulnerable. Action plans in place for 7 Children, of which 5 are PP.</li> <li>➤ Counselling sessions to be offered to children who are struggling to deal with home situations. 4 PP children</li> </ul>	<p><b>£304.32</b> (HP)</p> <p><b>£750.00</b> PA</p>		<p>3 have improved since last year ( 2 less than last year ) 2 that haven't have had time in Ireland for CP reasons Child 1 60% -98% Child 2 59% - 84% Child 3 78%-86%</p>
	<p>➤ Pastoral TA to:</p> <ul style="list-style-type: none"> <li>▪ Support parent relationships with the school, including organisation of coffee mornings / drop in sessions to help parents to engage with their child's learning</li> <li>▪ Introduce 1 to 1 drop in sessions for PP /SEND/ Vulnerable children in EYFS to establish how to help children with their learning and self-esteem.</li> <li>▪ Parent education classes – to enable parents to support pupils at home. Continue to deliver 1 workshop every half term for vulnerable parents</li> <li>▪ Engage Early Help for families that require support</li> <li>▪ Currently 1 PP child is receiving Early Help, with another 3 at the assessment stage</li> </ul>	<p>Already accounted for above</p> <p>2 hours per half term £660.00</p> <p><b>£1,483.56</b> (GS)</p>	<p>Parents to be able to support pupils at home increasing parent engagement at school and pupil's achievement.</p>	<p>100% engagement in parents' evenings to be sustained Reading percentages to continue to be improved for PP children</p> <p><u>ACTUAL RESULTS</u> 90% of PP children have read 3 times a week 100% engagement in parent meetings has been sustained for all PP children</p>
	<ul style="list-style-type: none"> <li>➤ Early birds breakfast club to enable children to have a smooth start to the day and aid transition. 3 PP children attend</li> <li>➤ Little Stars lunchtime provision to support the development of social skills for the most vulnerable children. Currently 6, of whom 3 PP attend</li> <li>➤ Homework club 5 PP children attend</li> </ul>	<p><b>£1,396.20</b> (SR)</p> <p><b>£997.43</b> (AB)</p> <p>£1,710</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>Breakfast club used to continue to improve attendance and lateness for PP children. Little Stars club to keep the number of red card incidents low at lunch</p>

	<ul style="list-style-type: none"> <li>➤ Board games club to improve emotional and social skill development. 4 children, of whom 3 are PP</li> <li>➤ Science club 4 PP attend</li> </ul>	<p>(AC) 1 half hour per week</p> <p><b>£1,237.28</b> (MDS) <b>£501.00</b> 38 weeks TA 1 hour per week</p>		<p>time Number of respect time incidents to reduce, over the year. 100% of children to produce home learning, facilitated through school</p> <p><u>ACTUAL RESULTS</u> All PP children have completed their home learning. 8 of them supported in school to do so Respect time incidents have reduced for the few PP children who need support with their behaviour</p>
	<ul style="list-style-type: none"> <li>➤ Increase the number of TA's delivering Nurture provision to 2. This will enable support for the most vulnerable children. Develop learning behaviours and emotional resilience to enable them to make stronger progress against their SMART PLP targets.</li> <li>➤ Boxall to be used to generate targets for these children in nurture</li> <li>➤ 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 lead to provision being put in place through nurture and pastoral support (GS x2 pm sessions, JMc x4 assembly groups, nurture x 5 pm sessions. 1 additional TA to be allocated to nurture)</li> </ul>	<p><b>£96.00</b> membership fee to Nurture Network</p> <p>TA2 x 2 hours x 4 days x 38 weeks = <b>£2,833</b> <b>£440.00</b> (2 days to complete screening)</p>	<p>Pupils displaying a high level of emotional and behavioural needs make strong progress against objectives Progress Indicators / THRIVE and Boxall used as measures</p>	<p>Boxall / THRIVE and PI to demonstrate progress against objectives</p> <p><u>ACTUAL RESULTS</u> Number of PP children on THRIVE interventions is 9 . All children have progressed ( see THRIVE report )</p>

	<ul style="list-style-type: none"> <li>➤ 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 activities</li> <li>➤ Artist</li> <li>➤ Marle Hall Residential Trip</li> <li>➤ Music provision for PP children funded</li> <li>➤ Swimming lessons funded</li> </ul> <p>Trips Autumn  Year 1 and 2 Black Country Museum 5 PP  Year 5 and 6 Herbert Art Gallery 14 PP  Year 3 and 4 Stone Age workshop 11 PP  Whole School Panto 32 PP</p> <p>Trips Spring  X 1 each year group</p> <p>Trips Summer  X 1 Each year group</p>	<p><b>800</b> towards cost (Artist)</p> <p><b>£1,710.00</b> 6 Pupil Premium</p> <p><b>£138.00</b> 1 PP</p> <p><b>£799.00</b> 17 PP</p> <p><b>£471.60</b></p> <p><b>Approx £500</b></p> <p><b>Approx £500</b></p>	<p>Opportunity to engage in a 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>PP engagement in clubs and participation in sporting events to increase.</p> <p><u>ACTUAL RESULT</u>  The number of PP children engaged in Extra curricular activities has risen , this is now 90%</p>
	<ul style="list-style-type: none"> <li>➤ Provide children with a PE kit and uniform items they may require (book bags, PE bags Etc.) Ensure PP children are selected for inclusive sports events</li> </ul>	<p><b>£75.00</b></p>	<p>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</p>	<p>100% participation in PE and sport</p> <p><u>ACTUAL RESULT</u>  PE kits in place ,100%</p>

			their self esteem	Participation
	<ul style="list-style-type: none"> <li>➤ Provision of after school clubs - supported for PP children Liz England Dance Drama Club</li> </ul>	<b>£288</b> (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	Representation of PP children in extra-curricular activities to continue to improve
<b>Governor engagement</b>	<ul style="list-style-type: none"> <li>➤ Governors to have a clear overview of PP spending and the impact the funding is having.</li> <li>➤ PP governor to talk to class teachers about the class provision for disadvantaged children and how progress is tracked.</li> <li>➤ Termly meetings with SEND/Inclusion Governor to evaluate the progress and impact of this action plan</li> <li>➤ PP strategy group to meet October to discuss action plan and July to evaluate outcomes. Any changes to action plan to be discussed at C and S subcommittee meetings and with PP Governor</li> </ul>		<p>Critical challenge from Governors around impact of Pupil Premium expenditure</p> <p>Full understanding of how PP children are monitored for progress with the aim to close the gap.</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> <p><b>ACTUAL RESULTS</b> R, W and M 90% Of PP children are making expected or better progress with 30% making good progress in R , 23% in W and M</p>
<b>Estimated Pupil Premium Funding</b>		<b>£47,200.00</b>		
<b>Estimated / Projected Total Cost</b>		<b>£75,486.61</b>		
<i>Additional funding from school budget</i>		<i>£28,286.61</i>		

### 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.

### **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 their starting points.

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 are exposed to a broad curriculum

‘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’