



Clapham Terrace Community Primary School

# Pupil Premium      Planned expenditure and action plan 2019-20

2019-20

DATE	AMENDED BY
SEPT 2019	Created by JM following a strategy meeting JULY 19
	Shared with Governors in a strategy meeting SEPT 19

## **Pupil Premium Strategy: 2019-20**

Estimated Pupil Premium Funding in 2019-20: £45,180.00 Academic Year

<p><b>Diversity</b></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 60% boys and 40% 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><b>Deprivation</b></p> <p>The school serves a community which, in part, reflects considerable social and economic challenges. The proportion of disadvantaged pupils is average: 24 pupils are eligible for free school meals funding (ever 6). The school's deprivation indicator is 0.14, slightly below average; this has reduced over the last 2 years. 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><b>Start Points</b></p> <p>Assessment on entry to the foundation stage shows that between 20 and 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 KS1 (4) and EYFS (2), and KS2 (20, most of these in Yr 5 and 6). The last three cohorts to leave the school have had between 8 and 10 PP children.</p> <p><b>Mobility</b></p> <p>There are a number of children who arrive from overseas, with no English and little/no formal education. Currently 8 children with very limited English have joined us across the school over the last 3 years. There are number of EAL families who are stay with us for 3 years before returning to India. This is as a result of parents' employment.</p>	<p><b>SEND and Vulnerability</b></p> <p>14% of pupils have Special Educational Needs, broadly in line with the national average. A high proportion of these pupils have social communication difficulties. 36% of the SEND pupils are eligible for Pupil Premium Funding. 72% of the children with SEND are boys (21% of the school). 3% of the school (6 children) have EHCP plans, with 2 pending and 2 more in the assessment stage (21% of the SEND register and significantly above the national average of 1%).</p> <p>The school has, historically, had a designated Speech and Language unit on site managed by the Local Authority for children across South Leamington; this was closed in July 19. There are currently 3 children who were in the unit who have chosen to remain at Clapham rather than return to their catchment school. These children have a severe delay in language development and are currently being assessed for EHCP. Historically the SP and L unit has had a significant impact on our cohort data as 15% of all cohorts had children in the SP and L unit.</p>

### **Roll Numbers**

There are currently 216 pupils on roll including nursery pupils. 205 in YR – 6. 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; since 2017 on average 70 applications are 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 school's 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 that 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 who have had 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 and progress rates, and the use of qualitative data, have 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 research projects such as EEF, Sutton Trust findings, and other Local Authority advice and support to make informed choices around provision.

As a school we have invested in ensuring that all teachers and teaching assistants have had training in phonics and investment has gone into ensuring that 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 and 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. reading 2018-19, progress in reading from start points, Greater Depth development, Vocab and Knowledge improvement and SP and L).</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 3 years success rates.</li> <li>➤ Phonics programme in KS1.</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, Letters and Sounds, Progress Indicator social groups, Time to Talk, Circle of Friends, Reading Recovery, Precision Teach, Snip Spelling).</li> <li>➤ Continue to 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, Athletics, Little Stars provision, nurture provision, THRIVE).</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> <li>➤ Engage in the county trail-blazing work for Mental Health.</li> <li>➤ Train pastoral leads in mental health first aid.</li> </ul>

Year	Disadvantaged children	Amount per child	Total
2019-20	29 funded for Ever 6 3 PLAC	£1,320.00 £2,300.00	£38,280.00 £6,900.00
2018-19	30 funded for Ever 6 3 PLAC 1 LAC	£1320 £1900	£39,600 £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 2019-20

	PP children target profile	Cohort target profile
KS2 Combined RWM	<p>6 children</p> <p>4 of whom are on the SEND register, 1 is from the Sp and L unit and in the assessment phase of an EHCP.</p> <p>1 has an EHCP and is transferring to special school.</p> <p>The 2 others are very low ability SEND. All 4 have very low prior assessment and have made significant progress against their targets.</p> <p>2 children are non SEND – Target Yr 6 expected.</p>	80% EXP and above, this is highly aspirational, 4 are at risk of not achieving this; 28% G Depth.
KS1 combined RWM	<p>2 PP children</p> <p>Both lower starting points, they will achieve Emerging yr 2, aspirationally they will be targeted for Expected Yr 2.</p>	80% Expected and above; 33% GD.
Attendance for all PP children	96.5%	96% school 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 even when 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 20 to 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. In the last 3 years our intake in reception has had fewer pupil premium children - 2017-18, 1 child; 2018-19 intake is slightly higher with 3 and 2019-20, 2 children. This is a contrast to the number of children higher up the school. There are still, however, 20-30% of children below expected entry level in language.</p> <p>As a result of lower starting points on entry, a proportion of children with identified needs in language and literacy do not achieve GLD. A number of these go on to pass the phonics screen in yr 1 as a result of the intensive early intervention in language they receive. Our phonics score improved in 2017-18, and was sustained in 18-19 (90%). EAL children new to the country form part of this group in EYFS and Year 1 who haven't achieved the standard, and others who don't pass are children with high level complex SEND.</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 were 7 children on attendance action plans, 5 of whom were PP children. In 2019-20 we have 5 children, of which 4 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 is, on occasion, 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>

<b>Social and emotional needs, including mental health concerns, that could lead to poor behaviour and/or concerns about wellbeing.</b>	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. 21 children are measured using the Progress Indicators, as their starting points in these basic skills are limited, slowing their progress rate.
<b>Ready for the next stage of education (KS2 outcomes)</b>	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.
<b>Speech, language and communication needs.</b>	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 where required (e.g. Year 2 & Year 6), 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 and broaden their views, and equips them with life skills.

### 2019-20 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
<b>Using specialist or specific support to improve overall provision</b>	<ul style="list-style-type: none"> <li>➤ Additional teaching assistant time in Yrs 6 and 2, in literacy and maths, to ensure that all pupils, including disadvantaged pupils, achieve the Year 6 standard. 6 disadvantaged children are in the Y6 cohort, 4 of whom have identified SEND (1 with an EHCP who will move to special secondary provision). 2 are in the process of assessment for an EHCP, 1 of these was in the Sp&amp;L provision, 1 is on current CP plans, 4 with historic CP plans who have been early help.</li> </ul>	Approx per portion of TA Salary = £1197.00 per child per annum x 8 children = <b>£9,576.00</b> <b>TA2 x 3 hours x 5 days x 38 weeks</b>	Pupil progress from end of KS1 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.	Yr 2 RWM combined target 2019-20 75-80%  Yr 6 RWM combined target 2019-20 80%  Vocab / Knowledge measures – progress
	<ul style="list-style-type: none"> <li>➤ Additional teacher input into Yr 6 for Spring term.</li> <li>➤ 2 x weekly AW, Maths Leader, to deliver maths to a group of children, 2 of whom are disadvantaged.</li> <li>➤ 2 x weekly CA to deliver reading and GPS sessions to a group of children, 2 of whom are disadvantaged.</li> </ul>	TA cover for class teacher Y3 = HLTA £927.00 1 hour per week for each class annually	Continue to close the gap in attainment between disadvantaged in Yr 6 (2 non SEND 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 make slower progress). Mid ability pupil premium to reach at least ARE.	Current Y6 PP (6 children) 4 SEND to make progress against their targets 1 to special provision 1 to gain EHCP for secondary 2 to access tests 2 currently expected Yr 5 to achieve Expected Yr 6 Yr 2 RWM 2 PP children: aspirational - to achieve Yr 2 expected



	<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> </ul>	<p>TA3 1 morning per half term to release NH to monitor phonics in Y1 £2,376.00</p> <p>TA3 supporting phonics for disadvantage costs £2,508.00</p>	<p>TA time x 5 hours a week to accelerate the phonic progress of low ability children (7 children with low starting points, 2 of whom are PP).</p> <p>Release time CA.</p>	<p>Phonics scores for disadvantaged children to match that of pupils with similar starting points (pass phonics screen).</p> <p>Low ability PP/ disadvantaged to make progress on termly phonics testing.</p>
	<ul style="list-style-type: none"> <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>TA3 to deliver booster £500.00</p>	<p>Disadvantaged children make progress from their starting points 4 PP child Low ability 2 Mid ability PP children to achieve expected or better Yr 6.</p> <p>Yr 2 – progress of PP children to be expected or better.</p> <p>Evidence of dialogue in marking for all PP children.</p>	<p>Mid-ability PP children in Yr 6 to achieve expected.</p>
	<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. Focus on engaging in effective dialogue with children to enrich vocabulary and language. Yr 3 have 3 PP children, Yr 4 have 4. Yr 5 have 6 PP pupils, most of whom 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. Push for more Mid Ability PP/ Top ability PP children to achieve GD by the end of Yr 6. Teacher input with this group of children in each class</li> </ul>	<p>TA3 time dedicated to PP in each class £4,514.00</p>	<p>Pupils to be in line with children from similar starting points at the end of Years 3, 4 and 5.</p> <p>Evidence of dialogue in marking for all PP children.</p> <p>GD focus for the specific PP children.</p>	<p>Reduced gap between disadvantaged in Yr 3, 4 and 5 for Mid Ability PP children and TA PP children.</p> <p>All MA prior attainers who are PP to hit expected or above.</p> <p>TA ability PP to achieved GD throughout school.</p> <p>Y3 – 2 children (MA/TA PP)</p>

	<p>Yr 1 – 2 children  Yr 2 – 2 children  Yr 3 – 3 children  Yr 4 – 5 children  Yr 5 – 6 children  Yr 6 – 6 children</p>			<p>Y4 – 3 children  Y5 – 4 children  Y6 – 2 children</p>
	<p>Introduction of Outdoor Learning programme with a focus on PP / disadvantaged children. Build effective characteristics of learning to boost confidence and self-esteem and improve mental well being.</p>	<p>TA2 x 2 staff to deliver outdoor learning intervention £900.00</p> <p>Resources to support learning £400.00</p> <p>Release time to visit other schools £200.00</p>	<p>Increase in progress rates for these children.  Improved performance in Characteristics of Effective Learning assessment.</p>	<p>COF effective learning and THRIVE screen to demonstrate progress from start points for all PP children receiving this intervention.</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>➤ Focus on MA and TA PP children.</li> </ul>	<p>Part of SMT role. Per portion of SMT salary.</p>	<p>SMT monitoring to act on the differences found between PP and non-disadvantaged pupils. Adjust provision to reflect the findings. Focus on Mid and Top Ability PP.</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.</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>
	<ul style="list-style-type: none"> <li>➤ EYFS Leader to continue to focus on early communication skills. Ensuring all staff engage continuously in dialogue to support the development of early language skills.</li> </ul>	<p>EYFS Leader release time weekly: this task is incorporated into this.</p>	<p>All EYFS staff-led learning to raise the outcomes in language and communication and literacy.</p>	<p>EYFS GLD target 75% C and L for those lower in baseline, progress to be accelerated.</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 screen at end of Year 2.</li> <li>➤ Reading recovery to be delivered by the 3 trained TAs in Yr 2, 3, 4 and 5. EP support with further training for this programme throughout Yr 2 for the few children who are not fluent by the end of KS1.</li> <li>➤ Other interventions for PP children include <ul style="list-style-type: none"> <li>➤ SNIP spelling intervention for HFW development</li> <li>➤ Time to Talk, EYFS and Y1</li> <li>➤ Chatter Matters, KS1 and lower KS2</li> <li>➤ Volcano in My Tummy x 2 children</li> <li>➤ THRIVE</li> <li>➤ Yoga</li> <li>➤ Fine Motor Programme</li> <li>➤ Plus 1, Power of 2 Maths</li> </ul> </li> </ul> <p>Home Work Club and Blast Off</p>	<p>£3,000 of the TA salaries to run afternoon interventions with a focus on disadvantaged learners.</p> <p>£2,000 of a Teaching Salary to cover lunch time provision.</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 very low ability SEND. Impact of reading recovery programme to show accelerated 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, BOXALL or Progress Indicators.</p>

<b>Minimising the impact of barriers to learning and promoting cultural capital</b>	<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 8 PP children who are needing emotional support.</li> <li>➤ Termly re-assessments using THRIVE to measure progress in emotional development as cohorts and as individual pastoral groups.</li> <li>➤ HP to track attendance, implementing action plans for those most vulnerable. Action plans in place for 5 children, of which 4 are PP.</li> <li>➤ Counselling sessions to be offered to children who are struggling to deal with home situations. 3 PP children.</li> </ul>	<p>£3,000 of a TA3 salary focused on pastoral support.</p> <p>£900.00 of office administrator salary to track attendance effectively.</p> <p>£4,000 for counselling services for disadvantaged children.</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 2018-19.</p>
	<ul style="list-style-type: none"> <li>➤ Pastoral TA to: <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>▪ 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 2 at the assessment stage.</li> </ul> </li> </ul>	<p>Already accounted for above.</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>

	<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 attend, of whom 3 PP.</li> <li>➤ Homework club. 5 PP children attend.</li> </ul>	<p><b>£1,396.20</b> (SR) <b>£997.43</b> (AN) £1,710 (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>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 time. Number of respect time incidents to reduce, over the year. 100% of children to produce home learning, facilitated through school.</p>
	<ul style="list-style-type: none"> <li>➤ Increase the number of TAs 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 x 2 pm sessions, JMc x 4 assembly groups, nurture x 5 pm sessions).</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>
	<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> </ul>		<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</p>	<p>PP engagement in clubs and participation in sporting events to continue to be high profile, sustaining</p>

	<ul style="list-style-type: none"> <li>➤ Artists Lynne G and Darrell.</li> <li>➤ Marle Hall Residential Trip funded for 4 children.</li> <li>➤ Music provision for PP children funded – 2 funded.</li> <li>➤ Swimming lessons for PP children in Y3, 4, 5 and mopping up non swimmers in Y6 (funded -19 children).</li> </ul> <p>Trips throughout school for 25 PP children.</p>	<p><b>£800</b> towards cost (Artist)  <b>£1,140.00</b> Marle Hall  <b>£3,000 Music</b>  2 Pupil Premium  <b>£855.00</b> x 19 Pupil Premium Swimming  <b>£1,250.00</b></p>	<p>they take on greater responsibility at school).  All pupils, including those in receipt of the Pupil Premium, learn and achieve exceptionally well, through a broad, balanced and enriched curriculum.</p>	<p>progress made in 2018-19.</p>
	<ul style="list-style-type: none"> <li>➤ Lunch time club, focus around health and well-being. Aim to get the least active children engaged in physical activity. Change for life initiative.</li> </ul>	<p>Josh Payne –Sports Coach <b>£600.00</b></p>	<p>Increase the activity rates of our least active children.  Improved performances in Marathon Kids.</p>	<p>100% participation.</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 their self-esteem.</p>	<p>100% participation in PE and sport.</p>
	<ul style="list-style-type: none"> <li>➤ Provision of after school clubs - supported for PP children Liz England Fit2Dance.</li> </ul>	<p><b>£228.00</b>  (Liz England Fit2Dance)</p>	<p>Ensure PP children are able to access activities and experiences that promote a healthy life style and positive experiences.</p>	<p>Representation of PP children in extra-curricular activities to continue to improve.</p>
<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</li> </ul>		<p>Critical challenge from 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>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>

	plan to be discussed at C and S subcommittee meetings and with PP Governor.			
	<b>Estimated Pupil Premium Funding</b>	<b>£45,180.00</b>		
	<b>Estimated / Projected Total Cost</b>	<b>£56,519.91</b>		
	<i>Additional funding from school budget</i>	<i>£11,339.91</i>		

### What others have to say about Clapham

#### December 2018 Ofsted quotes

- Clapham Terrace is an inclusive school. Governors pay particular attention to scrutinising the support provided to any vulnerable learners.
- The school is at the heart of the community. Parents are overwhelmingly positive about school life.
- Assessment systems have evolved considerably and allow staff to closely track pupils' achievement. Teachers understand systems well and use information intelligently to plan for pupils' next steps in learning.
- Leaders have developed highly effective strategies to support disadvantaged pupils. Improvement plans are carefully scrutinised by governors. Disadvantaged pupils are supported to develop their academic and personal development. Much thought and care has gone into the trips and experiences that pupils take part in. As a result, outcomes for disadvantaged pupils are improving and any underperformance is quickly identified and addressed by staff.
- Pupils with special educational needs and/or disabilities (SEND) are well supported. Pupils' needs are quickly identified, and any necessary additional support is established and carefully monitored. Several children have specific education, health and care plans to support their learning. Information in these plans is broken down into targets within pupils' personal support plans. As a result of an inclusive whole-school approach and effective provision, pupils with SEND have high rates of attendance. On the whole, pupils with SEND make strong progress from their different starting points.

#### 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.'

### **2019 Platinum PE Sports Quality mark assessment**

'100% of PP and SEND pupils have attended a competitive event. A very strong emphasis on everyone taking part in activity sessions.'