



**Clapham Terrace Community Primary School**

# **Pupil Premium - Planned Expenditure 2021-22**

**2021-22**

<b>DATE</b>	<b>AMENDED BY</b>
Oct 2021	Created by JM and SMT Oct 21
	Shared with Governors at Full Governor's Autumn term

### **Pupil Premium Strategy: 2021-22**

Estimated Pupil Premium Funding in 2021–22: £54,110 Academic Year

<b>Diversity</b> The school serves a diverse and rich community. 33% of pupils are from minority ethnic families. 26% of pupils speak English as an additional language. The school has 58% boys and 42% 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.	<b>Deprivation</b> The school serves a community which, in part, reflects considerable social and economic challenges. The proportion of disadvantaged pupils is now 12%; this has reduced over the last 3 years. 22 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.
<b>Start Points</b> 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. However, this year, due to COVID, the starting points are noticeably lower as children have missed 6 months of being in an EYFS setting. There is a distinct difference between numbers of children eligible for free school meals in KS1 (8) and KS2 (16), most of these are in Year 4 and 6. The last three cohorts to leave the school have had between 8 and 10 PP children in each. <b>Mobility</b> There are a number of children who arrive from overseas, with no English and little/no formal education. Currently 7 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. Due to COVID, 5 families have returned to their birth country.	<b>SEND and Vulnerability</b> 12% of pupils have Special Educational Needs, slightly below the national average. However all children on the SEND register have agency support. A high proportion of these pupils have social communication difficulties. 24% of the SEND pupils are eligible for Pupil Premium Funding. This has reduced over the last 3 years. 77% of the children with SEND are boys. 3% of the school (8 children) have EHC plans, with 2 in the assessment stage. 32% of the SEND register have EHCPs. 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. The last child left in 2021. This has a significant impact on historical data as 15% of all cohorts had children in the unit.

### **Roll Numbers**

There are currently 227 pupils on roll including nursery pupils (21). Roll numbers have increased in all year groups and the school is close to being full. Demand for places has risen over the last 5 years; since 2017 on average 70 applications are made for 30 places. There are currently 20 on our reception waiting list. 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 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. Historically the school has successfully used

an APP model for moderating teacher judgements. Following COVID and as a result of less formal testing, the school has invested in NFER tests to back up teacher assessments.

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. progress in reading from start points, sustaining Greater Depth scores in RWM, Vocab and Knowledge improvement development year on year)</li> <li>➤ Targeted support in key year groups (particularly in Year 6 and Year 4 based on TA scores throughout 20-21 ) 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 to secure good or outstanding progress in preparation for National Tests.</li> <li>➤ EYFS: Chatter matters and Neli approach developed in Wave 1 teaching to boost the progress rates for language development as starting</li> </ul>	<ul style="list-style-type: none"> <li>➤ Targeted interventions to support all vulnerable or underachieving pupils, particularly those who didn't make expected progress as a result of lockdown 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, Neli Power of 1 and Plus 2, THIRVE, COL, Chatter Matters, Reading Recovery, Precision Teach, Spelling Shed, TT Rockstars).</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>➤ Continue with the deployment of a pastoral support TA, building on this team with 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, lunchtime club, THRIVE, individual action plans).</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 ICE, leadership group for vulnerable children.</li> <li>➤ Train pastoral leads in mental health first aid.</li> <li>➤ COL – outdoor learning intervention for children needing additional support to develop effective C of L.</li> <li>➤ Engage in Well Being Ambassadors programme</li> </ul>

<p>points are low. Extend this into Year 1 after last 3 years success rates.</p> <ul style="list-style-type: none"> <li>➤ Phonics programme in KS1.Look at new provider / scheme to run through Year 1 and 2.</li> <li>➤ Times tables focus in Year 3 and 4 following new scheme that was implemented in September 2021-22.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Take part in virtual schools project to increase staffs skills in trauma awareness, attachment and PDA.</li> <li>➤ Work with Change Makers to support vulnerable families.</li> </ul>
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Year	Disadvantaged children	Amount per child	Total
<b>2021-22</b>	<b>35 funded ever 6 3 PLAC</b>	<b>£1,345 £2,345</b>	<b>£47,075 £7,035</b>
<b>2020-21</b>	<b>32 funded Ever 6 2 PLAC</b>	<b>£1,345 £2,345</b>	<b>£43,040 £6,900</b>
<b>2019-20</b>	<b>29 funded for Ever 6 3 PLAC</b>	<b>£1,320 £2,300</b>	<b>£38,280 £6,900</b>
<b>2018-19</b>	<b>30 funded for Ever 6 3 PLAC, 1 LAC</b>	<b>£1,320 £1,900</b>	<b>£39,600 £7,600</b>
<b>2017-18</b>	<b>45 children includes PLAC LAC children</b>	<b>£1,320</b>	<b>£62,880</b>
<b>2016-17</b>	<b>45 children includes PLAC LAC children</b>	<b>£1,320</b>	<b>£63,360</b>
<b>2015-16</b>	<b>52 children includes PLAC LAC children</b>	<b>£1,320</b>	<b>£68,640</b>
<b>2014-15</b>	<b>45 children includes PLAC LAC children</b>	<b>£1,300</b>	<b>£58,500</b>

### **Targets for Pupil Premium 2021-22**

	PP children target profile (6 – 1 of these PLAC)	Cohort target profile (27)
KS2 Combined RWM	6 children- 1 is PLAC	This cohort has a higher number of SEND children and had 2 children new to school at the start of Year 5, with very low baselines. 75% EXP RWM combined and above (27 in cohort). All those not predicted to achieve EXP are SEND. 75% R W and 78% maths Greater depth figures are stronger with 38% RWM, 46% R, 38% W and M
Actual results		
KS1 combined RWM	4 PP children	29 children 83 % are targeted for ARE in RWM 90%R, 83%W, 90%M)  GD 20% RWM combined 27%R, 20%W and 27%M
Attendance for all PP children	97% There are currently 2 PP children on action plans for attendance with 2 more likely to be put onto plans following analysis of data at end of Autumn 1	97%

### **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:

<b>Low starting points on entry</b>	<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. Typically, 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 and 2020-21, there were 2 children. There are 3 children in 2021-22. This is a contrast to the number of children higher up the school in KS2. There are still, however, 20-30% of children below expected entry level in language. This is particularly low this year as a result of COVID.</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 Year 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%). The target for Year 1 2021-22 is 85-90% with Year 2 November screen on target for 93%. The 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>
<b>Poor attendance</b>	<p>Attendance for PP children has historically been an issue which has required ongoing monitoring and intervention. This has now improved by 1.4 % over the last 3 years. As a school, the number of families requiring ongoing support has reduced from 7 in 2019-20 to 2 during 2020-21. Where necessary, intervention is put into place (Early Birds, individual action planning) 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 had 5 children, of which 4 were PP children. In 2020-21 we had 2 PP children on action plans for attendance. This is analysed monthly.</p>
<b>Poor parental engagement</b>	<p>Historically, a small number of our families have been more difficult to reach but a persistent approach throughout reception and Year 1 has led to 100% parental engagement. A very small minority (3) 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; persistence has been 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>

<b>Financial difficulties for a number of families</b>	Following lockdown an increasing number of 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.
<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. 10 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 the some Pupil Premium children who have SEND do not reach the expected level ready for secondary school. Middle and top ability Pupil Premium children do make at least expected progress, some better than expected. These children do achieve ARE at Year 6.
<b>Speech, language and communication needs.</b>	20-30% of pupils in EYFS are significantly below in communication This has been higher this year due to COVID. This slows progress in Year 1 for some children who don't achieve GLD out of EYFS. Most, by the end of Year 1 achieve ARE as a result of targeted intervention, unless they have been identified as SEND. An increasing number of pupils come from an EAL background, who need support to help with language skills, so they can communicate clearly throughout their school career. Neli and Chatter Matter interventions are in place to support these children.

### **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.

### **2021-22 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
Using specialist or specific support to improve overall provision	<ul style="list-style-type: none"> <li>➤ Additional teaching assistant time in Year 6 and 2, in literacy and maths, to ensure that all pupils, including disadvantaged pupils, achieve the Year 6 standard or GD.</li> <li>➤ 6 disadvantaged children are in the Year 6 cohort, 3 of whom have identified SEND (2 with EP support) 1 has significant self-esteem issues and 1 moved to Clapham in Year 5 with a very low attainment baseline after being out of school for 18 months.</li> <li>➤ The 4 children in Year 2 to be supported through additional TA input.</li> </ul>	<p>Approx. per portion of TA Salary = £1197.00 per child per annum x 6 children</p> <p><b>TA2 x 3 hours x 5 days x 38 weeks</b></p> <p><b>£7,500</b></p>	<p>Pupil progress from end of KS1 for Year 6 children in reading and maths to be good or better.</p> <p>Year 2 children to make good or better progress from starting points.</p> <p>Evidence of dialogue in marking for all PP children.</p>	<p>Year 2 RWM combined target 2021-22 83%</p> <p>Year 6 RWM combined target 2021-22 75%</p> <p>Subject tracking shows progress on Knowledge and Skills across foundation subjects term on term.</p>

	<ul style="list-style-type: none"> <li>➤ Additional teacher input into Year 6 for spring term.</li> <li>➤ Use of SMT/ senior teacher's time x 2 mornings weekly January – May, to enable smaller groups for SPAG, maths and reading.</li> </ul>	10 weeks CA 2 x mornings weekly <b>£4,000</b>	Continue to close the gap in attainment between disadvantaged in Year 6 (3 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. Top ability PP child to achieve GD.	Current Year 6 PP (6 children1 of whom is PLAC) 3 SEND to make progress against their targets  Year 2 RWM 3/4 PP children to achieve Year 2 expected
	<ul style="list-style-type: none"> <li>➤ Additional TA input in Year 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 and didn't achieve GLD in EYFS.</li> <li>➤ CA to implement new phonics scheme in KS 1, building on from EYFS.</li> <li>➤ Staff training to take place.</li> </ul>	TA3 1 morning per half term to release SB to monitor phonics in Year 1 <b>£900</b>  TA3 £14.02 per hour x 5 hrs a week <b>£2,664</b>  <b>Phonics scheme</b> <b>£1,000</b>	TA time x 5 hours a week to accelerate the phonic progress of low ability children. 8 children with low starting points.  Release time SB to track progress carefully.  All staff trained in new phonics scheme.	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>➤ Additional TA input for Mid and Top ability PP in Year 6 to ensure they achieve expected standard in RWM – specific booster provision on top of class support.</p>	<p>TA3 to deliver booster 2hr 38 weeks <b>£1,066</b></p>	<p>Disadvantaged children make progress from their starting points 3 PP children Low ability 2 Mid ability PP children to achieve expected or better Yr 6 1 Top ability to achieve GD</p> <p>Yr 2 – progress of PP children to be expected or better. 3 children to achieve expected.</p> <p>Evidence of dialogue in marking for all PP children.</p>	<p>Mid ability PP children in Yr 6 to achieve expected. Top ability PP to achieve GD at the end of Yr 6.</p>
	<p>➤ Additional TA time in Years 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. Year 3 have 2 PP children, Year 4 have 7 PP, and Year 5 have 2 PP. A number of these are low ability with SEND provision in place.</p> <p>Push for more Top ability PP children to achieve GD by the end of Year 6. Teacher input with this group of children in each class. Yr 1 – 2 children of mid ability to achieve EXP by end of Year 1 Yr 2 – 3/4 children to achieve ARE Yr 3 – 2 to achieve ARE, 1 has SEND Yr 4 – 4/7 children to achieve ARE</p>	<p>TA3 time dedicated to PP in each class £14.02</p> <p>Year 3 - 5hrs a week <b>£2,664</b> Year 4 - 5hrs a week <b>£2,664</b> Year 5 - 5hrs a week <b>£2,664</b> Year 1 - 5hrs a week <b>£2,664</b></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>Year 1 – 2 children of mid ability to achieve EXP by end of Year 1 Year 2 – 3/4 children to achieve ARE Year 3 – 2 to achieve ARE, 1 has SEND Year 4 – 4/7 children to achieve ARE Year 5 – 2 children to achieve ARE All Mid ability prior attainders who are PP to hit expected or above.</p>

	Year 5 – 2 children to achieve ARE			Top ability PP to achieve GD throughout school.
	Following its huge success over the last 2 years, continue to develop Outdoor Learning programme (COL) with a focus on PP / disadvantaged children. Build effective characteristics of learning to boost confidence and self-esteem and improve mental wellbeing. Focus on KS 1 during autumn term. Specific PP children throughout Aut 2 x 1 hr a week	TA2 x 1 staff to deliver outdoor learning intervention <b>£800</b>  Resources to support learning <b>£1,000</b>	Increase in progress rates for these children. Improved performance in Characteristics of Effective Learning assessment.	C of Effective Learning and THRIVE screen to demonstrate progress from start points for all PP children receiving this intervention.
	➤ SMT and Middle Leaders to ensure all work trawls and monitoring of pupil voice make comparisons between disadvantaged children and other children.	Part of SMT role. Per portion of SMT salary <b>£2,000</b>	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.	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 low ability PP.

	➤ PP Governor to monitor the provision for PP children across school through talking to the children and the teachers.	Inclusion Manager Time dedicated to PP 2 mornings per half term 2x110x12 <b>£2,000</b>	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).	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.
	➤ 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. ➤ Autumn 2 - Neli interventions to begin following baseline.	EYFS Leader release time weekly: this task is incorporated into this. <b>£1,000 TA time</b> <b>£2,000 EYFS lead</b> TLR	All EYFS staff-led learning to raise the outcomes in language and communication and literacy.	EYFS GLD target 75% C and L for those lower in baseline, progress to be accelerated.
<b>Securing the progress of targeted learners</b>	➤ Continuation of interventions with proven impact, including intervention for pupils who did not pass phonics screen at end of Year 2.	<b>£3,000</b> of the TA salaries to run afternoon interventions with a focus on	The impact of each intervention will also be measured through analysis of pupil progress data for the pupil receiving each intervention.	Low ability PP children to make progress towards the phonic screen.

	<ul style="list-style-type: none"> <li>➤ Reading recovery to be delivered by the 2 trained TAs in for targeted children Specific reading ages to be gathered to demonstrate progress for these children.</li> <li>➤ Other interventions for PP children include <ul style="list-style-type: none"> <li>➤ Spelling Shed for spelling development</li> <li>➤ Precision Teach intervention for HFW development</li> <li>➤ Chatter Matters, KS1 and lower KS2 and Neli</li> <li>➤ THRIVE pastoral groups</li> <li>➤ Yoga KS1 AND EYFS</li> <li>➤ Fine Motor Programme for specific children</li> </ul> </li> </ul>	disadvantaged learners.	Progress on Low ability 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.	All intervention records to demonstrate progress against targets for Low ability PP against THRIVE, BOXALL or Progress Indicators.
<b>Minimising the impact of barriers to learning and promoting cultural capital</b>	<ul style="list-style-type: none"> <li>➤ Continued with the engagement of pastoral TA to support and raise achievement for vulnerable pupils, in particular to support improvements in attendance by working with families.</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 12 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 2 PP children, this could raise to 4 children as A1 data is analysed.</li> </ul>	<p><b>£3,000</b> of a TA3 salary focused on pastoral support.</p> <p><b>£1,000 Subscription</b> <b>£2,000 Training</b></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.	PP attendance to be 97%. Number of children with attendance below 90% to be reduced, building on the progress made in 2019 and 2020 –21.
	➤ Pastoral TA to:	<b>£3,000</b> TA 3 salary		

	<ul style="list-style-type: none"> <li>Support parent relationships with the school, 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. Deliver 1 workshop every half term for vulnerable parents.</li> <li>Engage Early Help for families that require support.</li> </ul>		Parents to be able to support pupils at home increasing parent engagement at school and pupil's achievement.	100% engagement in parent's evenings to be sustained. Reading percentages to continue to be improved for PP children.
	<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. Identify key children.</li> <li>Lunchtime provision to support the development of social skills for the most vulnerable children. Cohort based each lunchtime. Identify key children.</li> </ul>	<p><b>£585</b> (SR)</p> <p><b>£2,400</b> (MDS)</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.	Breakfast club used to continue to improve attendance and lateness for PP children. Lunchtime nurture to keep the number of red card incidents low at lunchtime. Number of respect time incidents to reduce once children have moved out of bubble supervision. (Could raise Autumn term, but reduce in Spring)
	<ul style="list-style-type: none"> <li>BOXALL to be used to generate targets for the children who have received nurture education.</li> <li>THRIVE screen to be carried out on all classes. From this, those children falling below the average for the class will</li> </ul>	<p><b>£96</b> membership fee to Nurture Network</p> <p>TA 3 x 2 hr weekly <b>£1,064</b></p>	Pupils displaying a high level of emotional and behavioural needs make strong progress against objectives Progress Indicators / THRIVE and BOXALL used as measures.	BOXALL / THRIVE and PI to demonstrate progress against objectives.

	have personal targets in place. These targets will lead to provision being put in place through nurture and pastoral support (RS x 2 pm sessions, JMc x 3 pm sessions)			
	<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>➤ Artists Lynne G and Darrell. Select PP children.</li> <li>➤ PGL Residential Trip funded for 3 children.</li> <li>➤ Music provision for PP children funded.</li> <li>➤ Swimming lessons for PP children in Y3, 4, 5 and mopping up non-swimmers in Y6 (funded - 22 children).</li> </ul> <p>Trips throughout school for PP children.</p>	<p><b>£300</b> Lynne <b>£300</b> Darrell</p> <p><b>£900</b></p> <p>£50 x 3 terms for 3 children <b>£450</b> Swim £33 x 24 children <b>£792</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 continue to be high profile, sustaining progress made in 2018-19 and in 2019-20.</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.</li> </ul> <p>Change for life initiative to be developed in spring term. Marathon Kids, develop the provision across school using SS to support.</p>	<p>Scott Smith –Sports Coach <b>£1,000</b></p>	<p>Increase the activity rates of our least active children.</p> <p>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>	<b>£150</b>	<p>To ensure all identified children have a PE kit provided to enable them to take part in all activities</p>	<p>100% participation in PE and sport.</p>



			with no barriers that will affect their self-esteem.	
	➤ 100% Participation has been achieved			
	➤ Provision of after school clubs - supported for PP children in each cohort	£15.00 x 3 terms for 3 children <b>£135</b>	Ensure PP children are able to access activities and experiences that promote a healthy life style and positive experiences.	Representation of PP children in extra-curricular activities to continue to improve.
<b>Governor engagement</b>	➤ 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. ➤	SMT time to carry out meetings with Governors	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.	Low ability PP to make progress against starting points. Mid and Top ability PP to achieve the same as non-disadvantaged children do from similar starting points.
<b>Estimated Pupil Premium Funding</b>				
<b>£50,075.00</b>				
<b>Estimated / Projected Total Cost</b>		<b>£56,758</b>		
<i>Additional funding from school budget</i>		<i>Overspend of £2,648</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.'

### **2021 Inclusion Mark**

The school prides itself as having inclusion at the heart of everything it does.

All staff treat pupils as individuals and clearly articulate the importance of managing pupils according to their particular need.

The well being provision for pupils, parents and staff ensures that everyone in the school feels supported and cared for.

Staff wellbeing is a priority.

Leadership is solid at Clapham Terrace, driven passionately by the Head Teacher and 2 Assistant Heads.

Safeguarding is a priority at Clapham with 5 trained DSLs within the staff.

The Governing Body at Clapham is highly experienced and actively involved in the life and work of the school. Governor training is a priority.

SMSC is particularly strong at Clapham through the enriched curriculum.