

## Clapham Terrace Community Primary and Nursery School 2021/22 to 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 Academic Year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this Academic Year and the effect that last year's spending of pupil premium had within our school.

### School Overview

| <b>Metric</b>                                      | <b>Data</b>  |
|--|--|
| <b>School Name</b>                                 | Clapham Terrace Community Primary School and Nursery |
| <b>Pupils in school</b>                            | 209  |
| <b>Proportion of disadvantage pupils</b>           | 13%  |
| <b>Pupil premium allocation this academic year</b> | £44,700  |
| <b>Academic year or years covered by statement</b> | 2021-2025  |
| <b>Publish date</b>                                | November 2021  |
| <b>Review date</b>                                 | July 2022  |
| <b>Statement authorised by</b>                     | Julie Miles  |
| <b>Pupil Premium lead</b>                          | Anoushka Clarkson                                    |
| <b>Governor lead</b>                               | Phil Robbins   |

| <b>Detail</b>   | <b>Amount</b> |
|---|---------------|
| Pupil premium funding allocation this academic year                                       | £44,700.00    |
| Recovery premium funding allocation this academic year                                    | £4,205.00     |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable) | None          |
| Total budget for this academic year   | £48,905.00    |

## **Part A: Pupil Premium Strategy Plan**

### **Statement of Intent**

Pupil Premium Funding is distributed to ensure a whole school strategy creates an ethos of achievement for all pupils and disadvantaged pupils. The 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 further investment has gone into ensuring that all reading resources are continually updated. Money has been invested in appropriate interventions for both Maths and English 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. 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:

- The gap between PP and non-PP children can vary greatly each year because of the fluctuating numbers involved.
- The range alters noticeably on a class-by-class basis, which makes comparison of data and analysis of successes and weaknesses a little harder. Trends are not always obvious; each cohort's data is analysed in order to plan next steps in learning for all children, including Pupil premium.
- The effect of lockdown on some children is still becoming apparent and we are carefully monitoring all the children, and especially the disadvantaged children, both emotionally and academically. Our internal data is showing slightly lower attainment and progress in writing, particularly at greater depth. This is true for all groups including the pupil premium children. Across the whole school the English Lead and SENCO are working on various interventions to improve writing outcomes, linked to reading outcomes and the reading recovery programme that is in place.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge Number | Detail of Challenge   |
|------------------|---|
| 1                | <p>Year 6 ,2021-22: 50% of PP achieved ARE in RWM, those without SEND achieved ARE. Children with SEND made good progress from KS1 outcomes. Our internal data tells us that across school in July 2021, 49% of pupil premium children were working below age-related expectations in READING, compared to 20% of their peers. In WRITING, 52%% of pupil premium children were working below ARE, compared to 21% non-PP children.</p> <p>In MATHS, 52% of pupil premium children were working below ARE, compared to 18% non-PP children.</p> <p>Pupil premium children who have no additional send needs are doing well with 74% achieving ARE in READING, 73% in MATHS and 73% in WRITING. Progress for these children is expected or better. Progress for children who are PP with additional SEND needs are making smaller step progress against their individual targets.</p> |
| 2                | <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils with SEND generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>   |
| 3                | <p>The number of pupil premium children who are also SEND is 18%. 63% of our PP children are boys - ¼ of all our pupil.</p>   |

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|----------|---|
| <b>4</b> | Attendance of pupil premium children is, on average, 2% lower than non-PP children.                                 |
| <b>5</b> | In July 21 ,0% of the children not reaching the ARE milestones when completing the THRIVE screen are disadvantaged. |

## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan and how we will measure them.

| Intended Outcome   | Success Criteria   |
|--|--|
| Improved Reading attainment among disadvantaged pupils   | Key Stage 2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard. 100% of PP children without SEND make expected or better progress. Disadvantaged children who are more able at Key Stage 1 to achieve GD at Key Stage 2.   |
| Improved Writing attainment among disadvantaged pupils   | Key Stage 2 writing outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard. 100% of PP children without SEND make expected or better progress Disadvantaged children who are more able at Key Stage 1 to achieve GD at Key Stage 2.  |
| Improved Maths attainment among disadvantaged pupils   | Key Stage 2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils meet the expected standard. 100% of PP children without SEND make expected or better progress Disadvantaged children who are more able at Key Stage 1 to achieve GD at Key Stage 2.  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils                         | The attendance rate for all pupils being more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 2%.<br><br>The percentage of all pupils who are persistently absent being below 3% and the figure among disadvantaged pupils being no more than 5% lower than their peers. |
| To improve the mental well-being and self-esteem amongst disadvantaged children through the use of THRIVE interventions. | 90% of all cohorts to be on track in terms of emotional development. Use the diagnostic THRIVE Screen to evidence this. Children below the screen to make at least 10% progress.   |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£21,250.00**

| Action  | Evidence  | Challenge      |
|---|---|----------------|
| Purchase of standardised diagnostic assessments and training for staff  | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. Use of National Foundation for Education Research (NFER) tests.  | <b>1,2,3</b>   |
| <b>NFER training and CPD</b>  | Allows greater in depth analysis of group outcomes over time. Ensures all teachers are planning to address the gaps and misconceptions discovered through the testing analysis  | <b>1,2,3</b>   |
| New Phonics scheme (DfE validated Systematic Synthetic Phonics programme) – to be purchased in 2022-23 to secure stronger phonics teaching for all pupils | <p>Development of teaching of phonics - consistent approach required across EYFS, Year 1 and Year 2. Use of DfE validated programme only.</p> <p><b><u>What the EEF research shows about Phonics teaching:</u></b></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> | <b>1, 2, 3</b> |
| Purchase of Gateway Alliance CPD for the HT, Writing lead & DHT - diversity, inclusion, disadvantaged   | Head teacher's CPD (Gateway Alliance) has focused on various elements for leadership.   | <b>All</b>     |

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|   | Use research, data and expert knowledge to advise leaders how to monitor and what to look for. Knowledge to unpick what behaviour and learning is telling us.   |                              |
| <p>Linking Reading with writing opportunities. Re designing the curriculum to address this link</p> <p>Purchase Spelling shed</p> <p><b>Purchase new handwriting scheme</b></p> | <p>Literacy lead to make clear links between quality texts and writing outcomes within MTP</p> <p><b>What the research says:</b></p> <p>Learning to spell is a key ingredient to becoming a good reader and is far more intricate than just memorizing words. Catherine Snow et al. (2005) summarize the real importance of spelling for reading as follows: “Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading.” Encoding (spelling) is a developmental process that impacts fluency, writing, pronunciation, and vocabulary. Fluency is best developed through a combination of mastering systematic phonics, practicing high frequency words, and repeated readings (Moats 1998; LeBerge &amp; Samuels, (1974); Rasinski, 2009). As students begin to master phonics, it is advantageous to use those skills to practice the 300 high frequency words which make up 65% of all texts (Fry, 1999). When the relationship between spelling and reading is conveyed, students gain a better understanding of the code and demonstrate gains in reading comprehension (Moats, 2005), vocabulary (Moats, 2005), fluency (Snow et al., 2005), and spelling (Berninger, 2012).</p> <p>The Spelling Shed lists were developed by applying the science of reading research and follow a systematic progression of phonics and word study skills typically addressed in each grade level. At the beginning of each grade level, there is an intentional spiral review of skills expected to have been acquired in the previous year, but they also include words of increasing difficulty. Throughout the progression, new and more advanced concepts/skills are delicately intertwined within the review. This aids in linking past learning to the new concept/skill and to reinforce and solidify learning. If students are struggling with a particular skill, educators can use previous grade level lists, which will have a more in-depth focus to match students’ needs. The majority of the words selected for each list contain only the grapheme-phoneme correspondences (GPC’s) that have been previously reviewed, to avoid cognitive overload, help ensure focus, and attain mastery of the skill at hand.</p> | <b>1,2,3</b>                 |
| Emotional well being  | Continue to invest in THRIVE diagnostic tool across all cohorts.  | <b>4,5,impacts on 1,2,3,</b> |
| Maths - Invest In Power maths to support our Maths mastery programme , working closely with the maths   | Maths lead to lead on the maths mastery project throughout school. Adjust planning, lead CPD to develop this.   | <b>1,2,3,</b>                |

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| <p>hub to develop teachers Pedagogy around maths development</p> | <p>Develop the maths, mastery programme in KS 1</p> <p><b>EEF research shows:</b><br/>A high level of success should be required before pupils move on to new content it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</p> <p>There is large variation behind the average impact – mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of ‘mastery’ (usually 80% to 90% on the relevant test). This is exactly how Big Maths works with 80% on CLIC tests as the measure for progression.</p> <p>By contrast, the approach appears to be much less effective when pupils work at their own pace.</p> <p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other’s progress</p> |  |
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**Targeted academic support (for example, tutoring, one to one support structured interventions)**

Budgeted cost: **£18,500.00**

| <b>Activity</b>  | <b>Evidence that supports the approach</b>  | <b>Challenges addressing</b> |
|--|---|------------------------------|
| Use of NESSY spelling/phonics programme targeted at disadvantaged or SEND pupils | Nessy can be used for phonics, maths, typing and early reading instruction. Nessy collaborates with some of the world’s leading academics, and follows the Science of Reading, to ensure their programs are based upon proven research. Nessy uses a highly structured, | <b>1,2,</b>                  |

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|  | <p>sequential, cumulative and systematic synthetic phonics-based learning program that progresses to fluency. Nesy believes that if children have fun then learning becomes more memorable. Where children play games, the increased level of engagement leads to dramatic improvements. Combine this philosophy with a highly structured, incremental system based on well-established Orton-Gillingham principles of learning and the academic results show noticeable gains.</p>   |                      |
| <p>Lead Intervention teaching assistants to work over 5/4 afternoons supporting identified children, including a large number of disadvantaged</p> | <p>Targeted deployment of trained teaching assistants to support identified children, one-to-one predominantly. Range of interventions to be deployed in each cohort dependant on assessment findings.</p> <p><b><u>EEF research on effectiveness of TAs:</u></b><br/>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> | <p><b>All</b></p>    |
| <p>Use of one-to-one tuition for a small number of disadvantaged children identified in Year 5 and 6</p>   | <p>Use of existing part-time teaching staff to deliver small group targeted interventions. Teachers already familiar with identified pupils and our approach to the curriculum.</p> <p><b><u>EEF evidence regarding one-to-one tuition:</u></b><br/>On average, one-to-one tuition is very effective at improving pupil outcomes. One-to-one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>  | <p><b>1,2,3,</b></p> |

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|---|--|----------------------|
|   | <p>For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>Evidence indicates that one-to-one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies undertaken in primary schools tend to show greater impact (+6 months).</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>One-to-one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.</p> |                      |
| <p>Use of small group tuition for identified children in targeted year groups – a significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers</p> | <p>Use of existing part time teaching staff to deliver small group targeted interventions. Teachers already familiar with identified pupils and our approach to the curriculum.</p> <p><b>EEF research about small group tuition says:</b><br/>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>One-to-one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p>  | <p><b>1,2,3,</b></p> |

Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.

### Wider strategies (for example, related to attendance, behaviour and wellbeing)

Budgeted cost: **£11,000.00**

| Activity  | Evidence that supports the approach  | Challenges addressing |
|---|--|-----------------------|
| <p>To run additional reading group interventions for bottom 20% of readers in each cohort.</p> <p>Visit the reading dog Farley to support children with reading development.</p> <p>Deliver reading recovery for children who haven't made desired progress in reading.</p> | <p>Reading to the dog helps them to take on the responsibilities, as well as the pleasures of independence. Perhaps for the first time, these children are the experts as they read. This gives them great confidence; there will be no intervention and no assessment.</p>  | <p>1,4,5,</p>         |
| <p>Develop our pastoral support team, increase hours dedicated to this role to support Pre Early help with families needing additional support.</p>   | <p><b><u>EEF advice on supporting engagement with parents:</u></b></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at</p> | <p>1,4,5,</p>         |

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|   | <p>home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p> <p>Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p> <p>Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months).</p> |  |
| Reduce children's anxiety levels around separation, increase self-esteem and self confidence                              | <p>Provide breakfast support encouraging good attendance in school. Skipping breakfast can make children feel tired, restless, or irritable. In the morning, their bodies need to refuel for the day ahead after going without food for 8 to 12 hours during sleep. Their mood and energy can drop by mid-morning if they do not eat at least a small morning meal.<br/>(Source: kidshealth.org)</p>   |  |
| Increase lunch time support session for the development of social skills  | Lunch time support for children who require additional adult support to build relationships.   |  |
| Use of Pastoral support leaders to deliver individual sessions, focussing on pupil attitudes to learning and any barriers | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).   |  |
| To provide individual financial support for disadvantaged pupils  | Families are supported with the following: Trips and residential visits, music lessons/equipment, school PE kit, after school clubs, other elements of school life where financial contributions are too burdensome for families.  |  |

**Total budgeted cost: £50,750.00**