

## Pupil Premium Statement 2020-21 (Year 2 of three year cycle)

### 15 pupils

In school barriers

Communication and language, personal, social and emotional needs, special educational needs, healthy choices, wider opportunities

School closure due to Covid 19

Protective Factors

Attendance for this group of pupils is high.

Highly supportive parents

3 Yearly Plan for PP provision in school.

**A focus for the second year of this cycle will be to ensure rapid catch up of pupil premium children through gap analysis, quality first teaching and focused appropriate interventions. Each identified intent remains a priority. It is imperative that**

<b>Intent</b>	<b>(A) To ensure rapid catch up particularly in the areas of reading, writing and maths.</b>
<b>Implementation (Head, Class Teacher and Teaching Partner)</b>	<ul style="list-style-type: none"><li>• Catch up premium and tutoring programme to be used to deliver focused input to meet specific identified academic needs.</li></ul>
	<ul style="list-style-type: none"><li>• All staff to buy into high expectations for all through following agreed whole school approaches that do not put a 'ceiling' on a child's learning</li></ul>
	<ul style="list-style-type: none"><li>• To provide extra support to achieve high attainment</li></ul>
	<ul style="list-style-type: none"><li>• Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</li></ul>
	<ul style="list-style-type: none"><li>• Ensure identification of target pupils is transparent and monitored through 6 weekly pupil progress meetings.</li></ul>
<b>Rationale</b>	<ul style="list-style-type: none"><li>• Small group interventions with highly qualified staff have shown to be effective (John Hattie/ EEF Toolkit). This will also include focused speech and language work to develop curriculum specific language</li></ul>
<b>Success Criteria</b>	Pupils identified as PP make as much progress as non PP peers across EYFS, in Year 1 and 2. Those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys. The amount of pupils who are GLD by the end of Reception will be in line or above non-PP pupils nationally. During observations, pupils will be observed to be concentrating and listening attentively.

<b>Intent</b>	<b>(B) Difference between PP pupils and Non PP pupils is narrowed for GLD, Phonic screening check and KS1 SATS outcomes</b>
<b>Implementation (Head, Class Teacher and Teaching Partner)</b>	<ul style="list-style-type: none"> <li>Additional qualified support teacher employed to deliver focused input to meet specific identified academic needs.</li> </ul>
	<ul style="list-style-type: none"> <li>All staff to buy into high expectations for all through following agreed whole school approaches that do not put a 'ceiling' on a child's learning</li> </ul>
	<ul style="list-style-type: none"> <li>To provide extra support to achieve high attainment</li> </ul>
	<ul style="list-style-type: none"> <li>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure identification of target pupils is transparent and monitored through 6 weekly pupil progress meetings.</li> </ul>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>Small group interventions with highly qualified staff have shown to be effective (John Hattie/ EEF Toolkit).</li> </ul>
<b>Success Criteria</b>	Pupils identified as PP make as much progress as non PP peers across EYFS, in Year 1 and 2. Those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys. The amount of pupils who are GLD by the end of Reception will be in line or above non-PP pupils nationally. During observations, pupils will be observed to be concentrating and listening attentively.
<b>Impact Year 1</b>	The first year of this pupil premium statement has been impacted by the closure of schools due to the Coronavirus Pandemic. This means that pupil premium children only received a school based education for half a year with schools closing nationwide from 20 <sup>th</sup> March 2020. A focus for Year 2 will therefore be ensuring rapid catch up of pupil premium children through gap analysis, quality first teaching, focused appropriate interventions. There is no statutory data to report due to Covid 19 school closure.
<b>Year 2</b>	
<b>Year 3</b>	

<b>Intent</b>	<b>(C) Pupil well-being is developed, strengthened and sustained over time. All pupils to be supported emotionally in order that they can settle to learn</b>
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<b>Implementation (Head, Senco and Class Teacher)</b>	<ul style="list-style-type: none"> <li>• Every parent of a PP child to attend structured conversations with their class teacher and/or Senco in order to identify and plan for child's pastoral as well as academic need.</li> </ul>
	<ul style="list-style-type: none"> <li>• Engage with parents and pupils before interventions thereby begin to address any concerns or questions.</li> </ul>
	<ul style="list-style-type: none"> <li>• To raise confidence and attainment of the most vulnerable pupils through a wider understanding of the pupils likes, dislikes and aspirations and plan accordingly</li> </ul>
	<ul style="list-style-type: none"> <li>• Interventions such as play therapy, lego therapy etc. to be arranged through professional registered providers in order to address emotional issues, previous trauma and enable pupils to become settled to learn.</li> </ul>
	<ul style="list-style-type: none"> <li>• Interventions such as speech therapy to be arranged through professional registered providers or to follow EEF assured programmes such as Talk Boost in order to address social and emotional aspects of development and increase pupil's articulation and confidence.</li> </ul>
	<ul style="list-style-type: none"> <li>• Through personal plans develop children's self help skills in particular for those children who require personal care in order to increase child's self efficacy and maintain child's personal dignity</li> </ul>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>• 'Achievement For All' research and outcomes, EEF research</li> </ul>
<b>Success Criteria</b>	Pupil progress will not be affected by adverse childhood experiences. PP pupils with complex family situations will achieve at least ARE by the end of the academic year.
<b>Impact Year 1</b>	The first year of this pupil premium statement has been impacted by the closure of schools due to the Coronavirus Pandemic. This means that pupil premium children only received a school based education for half a year with schools closing nationwide from 20 <sup>th</sup> March 2020. A focus for Year 2 will be to ensure pupil well being has not been adversely affected by the closure. The whole school will begin with revisiting school values (especially community), growth mindset, class rules and use of the DGAT commissioned well being resources as required.
<b>Year 2</b>	
<b>Year 3</b>	

<b>Intent</b>	<b>(D) Ensure high rates of attendance continues for PP pupils</b>
<b>Implementation (Head, Class Teacher and SBM)</b>	<ul style="list-style-type: none"> <li>• Ensure pupil attendance is monitored throughout each year</li> </ul>
	<ul style="list-style-type: none"> <li>• Ensure a swift and robust response to any drop in attendance</li> </ul>

	<ul style="list-style-type: none"> <li>Engage with parents and pupils in order to begin to address any concerns or questions</li> </ul>
	<ul style="list-style-type: none"> <li>Build a love of school and learning through positive relationships, positive whole school ethos and an engaging curriculum</li> </ul>
	<ul style="list-style-type: none"> <li>Ongoing use of growth mindset approach, so that difficulties embraced and are viewed as part of learning</li> </ul>
	<ul style="list-style-type: none"> <li>Provide information to parents on cumulative impact of sessions missed</li> </ul>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>'Achievement For All' research and outcomes, EEF research</li> </ul>
<b>Success criteria</b>	Attendance for this group of pupils will remain high (above 96%) throughout the year.
<b>Impact Year 1</b>	The first year of this pupil premium statement has been impacted by the closure of schools due to the Coronavirus Pandemic. This means that pupil premium children only received a school based education for half a year with schools closing nationwide from 20 <sup>th</sup> March 2020. Attendance issues addressed with rigour in reception cohort. Attendance of Pupil Premium children remains high 97.25 (Yrs 1&2)
<b>Year 2</b>	
<b>Year 3</b>	

<b>Intent</b>	<b>(E) Improve pupils oracy skills in order to equip children with the confidence and skills to communicate effectively</b>
<b>Implementation (Head, Senco and Class Teacher)</b>	<ul style="list-style-type: none"> <li>Ensure early identification of speaking and listening needs</li> </ul>
	<ul style="list-style-type: none"> <li>Engage with parents and pupils in order to begin to address any concerns or questions</li> </ul>
	<ul style="list-style-type: none"> <li>Ensure rapid referral to professionals if required</li> </ul>
	<ul style="list-style-type: none"> <li>Provide speaking and listening interventions and review regularly as part of 6 weekly pupil progress reviews</li> </ul>
	<ul style="list-style-type: none"> <li>Ongoing staff CPD provided through Oracy 21 over three years. (Attendance at Oracy 21 sessions, Oracy audit, bespoke plan for Clearwater Primary Academy following audit with support and insets from Oracy 21 team)</li> </ul>
<b>Rationale</b>	<ul style="list-style-type: none"> <li>Voice 21 research and outcomes, EEF research</li> </ul>

<b>Success Criteria</b>	During pupil conferencing and lesson observations pupils will use a breadth of vocabulary reflecting their learning and experiences. Children will be observed to connect ideas orally and explain what is happening coherently. Children will be able to accept another's point of view even when it differs from their own.
<b>Impact Year 1</b>	The first year of this pupil premium statement has been impacted by the closure of schools due to the Coronavirus Pandemic. This means that pupil premium children only received a school based education for half a year with schools closing nationwide from 20 <sup>th</sup> March 2020. This remains a focus for the school, continued CPD is a focus for staff, this is being arranged remotely, however, planned visits to oracy 21 settings will be rescheduled. Children's oracy skills are in the early stages of development with increased confidence in evidence. Children understand that they need to articulate their thoughts, speak in full sentences and respect other's points of view. Speech and Language needs have been rapidly assessed and relevant professional support implemented, enabling pupils to fully engage with school life and beyond
<b>Year 2</b>	
<b>Year 3</b>	

<b>Intent</b>	<b>(F) Opportunity to experience and enjoy wider world learning</b>
<b>Implementation (Head, Senco and Class Teacher)</b>	<ul style="list-style-type: none"> <li>To provide learning through a variety of different mediums, using specialists and real life experiences that will develop a deeper understanding and ability to empathise.</li> </ul>
	<ul style="list-style-type: none"> <li>Prioritise membership to clubs e.g. gymnastics, sports coaching, music tuition</li> </ul>
	<ul style="list-style-type: none"> <li>Where required provide equipment and resources to ensure full inclusion</li> </ul>
	<ul style="list-style-type: none"> <li>Visits, visitors and theme days to be supported through PP budget</li> </ul>
<b>Rationale</b>	Wider opportunities impacting on successful outcomes and idea of possibilities in later life.
<b>Success Criteria</b>	Children accessing clubs, enhancement opportunities. Pupils talk with enthusiasm about their life and activities when talking with familiar adults.
<b>Impact Year 1</b>	The first year of this pupil premium statement has been impacted by the closure of schools due to the Coronavirus Pandemic. This means that pupil premium children only received a school based education for half a year with schools closing nationwide from 20 <sup>th</sup> March 2020.

	A high proportion (80%) of PP children accessed 1 or more clubs during the time school was open this academic year. PP children took part in competitions, music events, sports events, in school and external clubs.
<b>Year 2</b>	
<b>Year 3</b>	

<b>Monitoring and Review (Head, Class Teacher and Senco)</b>	<p><b>All above will be monitored as part of the whole school 6 weekly pupil progress cycle as well as through structured conversations with parents.</b></p> <p><b>High quality teaching and learning will be monitored through observations, learning walks, learning scrutinies and pupil conferencing. The highest standards in all areas is expected.</b></p> <p><b>Speech and language therapist will provide small group or individual support or direct trained staff to provide intervention where necessary. Interventions will be reviewed each term.</b></p> <p><b>Where possible/appropriate multi-agency support plans in place for children needing support for behaviour at a specialist level with meetings occurring every 6 weeks or earlier if needed.</b></p>
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Year 1

Total amount received to date £18,100	TA/Staff Costs	Therapeutic costs	CPD Oracy 21	Whole Class Violin Year 1 (Gateway to individual lessons)	Enrichment Clubs and Trips
Totals	3,563.44	1598.41	2,5000	978.75	£2,764.00
Total spend £11,404.60					

(School closure 20.3.2020 due to Covid 19) Total spend to end Spring 1 plus whole school initiatives £11,404.60

Year 2

Total amount received	TA/Staff Costs	Therapeutic costs	CPD Oracy 21	Whole Class Violin Year 1 (Gateway to individual lessons)	Enrichment Clubs and Trips
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Totals					
Total spend					

Year 3

Total amount received	TA/Staff Costs	Therapeutic costs	CPD Oracy 21	Whole Class Violin Year 1 (Gateway to individual lessons)	Enrichment Clubs and Trips
Totals					
Total spend					