



## Pupil Premium Strategy Statement 2018-19

### Summary Information

<b>School</b>	Clinton Primary School				
<b>Academic Year</b>	2018-19	<b>Total PP Budget</b>	£14520	<b>Date of most recent PP strategy review</b>	June 2018
<b>Total Number of Pupils</b>	210	<b>Number of pupils eligible for PP</b>	10	<b>Date for next internal review</b>	June 2019
<b>Review Process</b>	A formal review of the impact of this strategy will be held annually. The Pupil Premium Champion will review each element of the plan on a much more frequent basis. The Headteacher monitors pupil's progress termly with each teacher to further ensure the strategy is being as successful as possible.				

### Attainment:

#### Foundation Stage results 2018

	<u>Pupils eligible for PP</u>	<u>National Data (2017)</u>
Achieving a 'Good level of development'	100%	71%

## KS1 results 2018:

	<u>Pupils eligible for PP</u>	<u>National Data for all pupils</u>
Reading	<i>None in year group</i>	76%
Writing	<i>None in year group</i>	70%
Maths	<i>None in year group</i>	76%
Year 1 phonics standard	<i>None in year group</i>	83%

## KS2 results 2018

	<u>Pupils eligible for PP</u>	<u>National Data for all pupils</u>
Maths	67% (3 children – 1 with SEND)	76%
Writing	67% (3 children – 1 with SEND)	78%
Reading	67% (3 children – 1 with SEND)	75%
GPS	67% (3 children – 1 with SEND) 1 child achieved greater depth	78%

## Barriers to future attainment

A – Some pupil premium children in key stage 2 are currently behind their end of key stage target and are making slower progress than their peers

B – Due to varied levels of parental engagement not all pupil premium children receive support at home and language levels are also lower for these pupils

C – 2 children out of 10 are on the SEND register, with their specific learning needs meaning progress, despite support, is more gradual.

D – Budget difficulties mean a reduction in TA support and an even greater need for it to have a great impact

E – Attendance for PP children is 96.5%

F – Not all children are socially confident and able to develop secure attachments

G – Children who don't think meta-cognitively struggle to problem solve.

## Categories of extra provision

- a. Effective assessment of needs
- b. Targeted intervention
- c. Development and implementation of effective teaching strategies
- d. Wellbeing, motivation and confidence
- e. Parental engagement – enabling them to support

INITIATIVES		RATIONALE		
Pupil Dashboards are established and maintained as a tool for monitoring children's progress across a range of key indicators. These will also map provision and the impact it's having on these measures.		In previous years, dashboards have led to raised profile of children and their needs which has led to better evaluation of need, improved provision and better outcomes.		
<b>Barriers to overcome</b>	<b>What will we do to overcome barrier?</b>			<b>Associated costs</b>
A	Some pupil premium children in key stage 2 are currently behind their end of key stage target and are making slower progress than their peers	Employing experienced, high quality staff who teach at a consistently high level so that lessons are always of a high standard and are engaging. (c)	Research shows that what matter most in education is the quality of teaching.	£3000
		Implement intervention program to target specific areas of underachievement in English (including phonics) and maths. (b)	Children meet success criteria of interventions and this has had a positive effect on numbers making good and rapid progress.	£3000
		Set PP children 20 day targets in writing which can be supported by teacher and TA in most lessons. Ensure pupils understand target and can identify when they have met it. (c)	In 2017/18 100% of targets (which were hugely pertinent to achieving the standard or beyond) were met, so initiative continued.	Within costs for quality teaching
		All PP children to receive extra questioning from teacher during lesson time to ensure they are participating fully and stretched/supported as necessary. (c)	Observations last year showed children at least as engaged as others, with this strategy employed.	Within costs for quality teaching
		Teachers will aim to mark or check PP children's work before other children so that support can be given quickly to correct misconceptions. (c)	This strategy has had a positive effect on progress scores previously.	Within costs for quality teaching

		1:1 and small group specialist teaching for children to accelerate progress in maths and writing. (b)	Children who have received this support in previous years show increased confidence.	£1000
B	Due to varied levels of parental engagement, not all pupil premium children receive support at home and language levels are also lower for these pupils	All parents of pupil premium children have a minimum of 3x 30 minute Achievement for All meetings with the class teacher per year, where targets and expectations are shared. (e)	Attendance at these has been 100% previously showing high level of parental engagement. 86% of targets set were met and these have supported good progress data.	£1000
		Expectations for home learning and planned school support shared at Achievement for All meetings. (e)		
		Accelerated reader used in years 4, 5 and 6 in order to raise profile of importance of reading, motivate children, gauge correct reading level and ensure greater quantity of reading occurs. (d)	4/6 children last year made rapid progress through use of this initiative.	£1000
		Teachers to closely monitor quality of homework and amount of time child is reading for. (c)	Home learning is key to reinforcing partnership with parents and increasing practise children get a key skills.	£1000
Children not engaged with homework will receive support from TA in homework club (b)				
C	2 children out of 10 are on the SEND register, with their specific learning needs meaning progress, despite support, is more gradual.	PP coordinator to be present at IEP/statement review meetings to ensure targets are challenging and achievable and that resources can be targeted as necessary. (a)	Last year this resulted in % of pertinent targets being met.	Covered in leadership costs (see below)
		PP coordinator to ensure recommended support in class and in intervention is of a high quality, developing teachers and TAs. (c)	Strong leadership to ensure accountability and enable better quality work, is crucial to excellent provision.	

D	Budget difficulties mean a reduction in TA support and an even greater need for it to have a great impact	Regularly review provision of intervention in pupil performance reviews. Change interventions which are not demonstrating an impact. (b) TAs to record interventions carried out in order that success of these is monitored and advice can be given. (c)		Covered in leadership costs (see below)
E	Attendance for PP children is 96.5%	Ensure wider provision of clubs and activities entuses children to come to school and be part of the school community. (d) Investigate any attendance which is falling below average. (d)	General school attendance is high for children entitled to PP (compared to National Averages). Pupil questionnaires show their enthusiasm for clubs.  Children can feel less confident if they have missed core lesson content. This can be demotivating and lead to gaps in learning.	£500
		Find ways to ensure those who have missed school through absence are enabled to catch up – through homework club (b)		Costs shown above
F	Not all children are socially confident and able to develop secure attachments	SEND team to lead on implementing effective classroom strategies to support children with insecure attachments, as recommended by educational psychologist (d)	Evidence shows that children with insecure attachments struggle to relate to others and their learning suffers in a range of ways.	Within costs for quality teaching

G	Children who don't think meta-cognitively struggle to problem solve.	<ul style="list-style-type: none"> <li>• Teach children meta-cognitive strategies so that they are able to be more effective problem solvers (c,d)</li> </ul>	Enhancing children's metacognitive skills enables them to make more rapid progress across the curriculum (Education Endowment Foundation).	Within costs for quality teaching and leadership costs below
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**Leadership costs to ensure best practise of the above:**

**Total Budgeted Cost: £4500**

### **Our Spending Rationale**

We believe that Pupil Premium funding should be allocated to enable eligible children to make significant and effective progress in academic learning, personal and social development and wider opportunities. Our eligible pupils are all individuals, therefore we carefully assess their needs so that provision can be personalised with a measurable or observable outcome to enable us to evaluate its effectiveness.

We have a responsibility to ensure spending is effective, therefore wherever possible, we use research bases such as data from the EEF to justify our decision making. Research has shown that using strategies such as 1:1 tuition, parental engagement and social and emotional learning have at least a moderate impact while teaching metacognition and self-regulation has a high impact.

We also seek out feedback from pupils and parents when deciding how to allocate funds. For example, the feedback about homework club has been very positive so we feel this is proving to be a worthwhile investment.

Although Pupil Premium spending is targeted at specific children, we aim for all pupils to benefit, due to higher quality teaching from staff or enhanced provision of the curriculum.