

Clifford All Saints

Pupil premium strategy statement 2021-22

School overview

Metric	Data
School name	Clifford All Saints Primary School
Pupils in school	169
Proportion of disadvantaged pupils	20 children 11.9%
Pupil premium allocation this academic year	£26,900
Academic year or years covered by statement	2021-2022
Publish date	July 2021
Review date	July 2022
Statement authorised by	Cathy Rowland
Pupil premium lead	Hannah Wood
Governor lead	Mo Andrews

Disadvantaged pupil performance overview (ARE) for last academic year

Measure	Percentage
Reading	88%
Writing	76%
Maths	76%

Disadvantaged pupil performance overview (GD) for last academic year

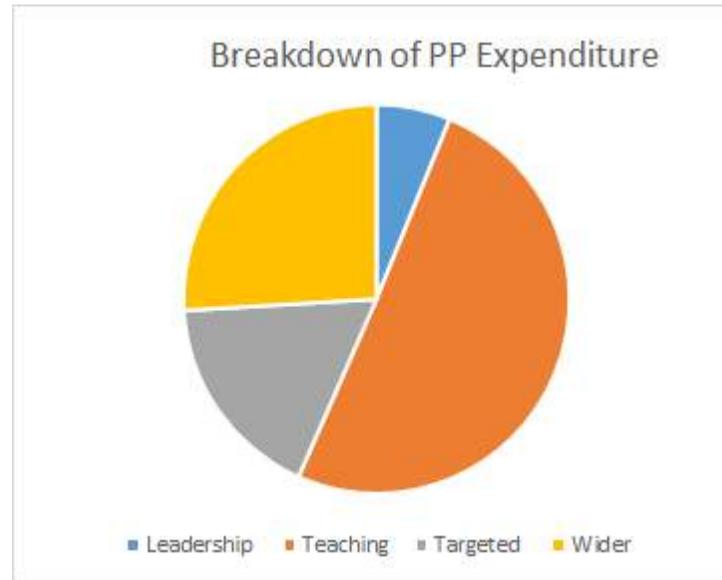
Measure	Percentage
Reading	9%
Writing	5%
Maths	4%

Breakdown for individual year groups at ARE

	Reading	Writing	Maths
Reception	100%	100%	100%
Year 1	75%	75%	75%
Year 2	100%	50%	50%
Year 3	75%	75%	75%
Year 4	80%	60%	60%
Year 5	100%	100%	100%

Cost Breakdown of PP spending over the year

Leadership	Teaching	Targeted	Wider
£1600	£13032	£4500	£6700
Total Expenditure: £25,832			



Leadership priorities for current academic year

Evidence and rationale behind approach					
Desired Outcome	Chosen action/ approach	How will the implementation be monitored and evaluated?	Staff Lead	Budgeted Cost	Date and review of implementation
To ensure all children in receipt of PP make accelerated progress and achieve well.	Monitoring of outcomes for pp children for those working towards EXP and GD children	Through impact resort shared with link governor Progress and attainment outcome data	CR/HW	£200	July 2022
	Structured Conversations and provision map training for teaching staff	Monitoring of quality of structured conversations and provision maps. Teaching and learning reviews- support for PP Pupil voice and parental views.	CR	£800	July 2022
	Delivery of structured conversations for pp children- cover for teaching staff	Teaching and learning reviews- support for PP Pupil voice and parental views.	CR	£600	July 2022

Total Budgeted Cost: £1600

Priorities for the current academic year are in line with research from the Education Endowment Foundation’s Pupil Premium guidance (https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf)

Priorities are divided into three categories:

- Teaching
- Targeted Academic Support
- Wider Interventions

Teaching priorities for current academic year

Evidence and rationale behind approach

As a school, we want reading for pleasure to be a high profile so that we develop ‘lifelong’ readers. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> this identifies the impact wider strategies have on educational attainment.

As an initial focus the following were looked at:
reading comprehension activities

Desired Outcome	Chosen action/ approach	How will the implementation be monitored and evaluated?	Staff Lead	Budgeted Cost	Date and review of implementation
To improve the quality of teaching of reading and to increase % of children at ARE and GD.	Involvement in the reading for pleasure project through the English hub- cover for teacher to attend	Through end of term assessments for reading Pupil voice surveys Monitored of the reading environments across school Monitoring of storytime activities	CR/HW/EG/CH	£1200	July 2022
	Increase the number of high quality texts available	Through end of term assessments for reading Pupil voice surveys Monitored of the reading environments across school	CR/HW/EG/CH	£1000	July 2022

		Monitoring of storytime activities			
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Evidence and rationale behind approach

Writing is currently the weakest area of the core curriculum for PP children. This has been further impacted by lockdowns. For struggling writers and pupils with specific learning difficulties or Special Educational Needs (SEND), the approaches below are effective (Mason et al, 2011; Santangelo and Olinghouse, 2009; Brooks, 2007; Humphrey and Squires, 2011):
 Use explicit, interactive, scaffolded instruction in planning, composing and revising strategies; Use cognitive strategy instruction; Strategies that involve effective use and monitoring of pupils’ data, which can be accessed by a range of stakeholders and can be reviewed by both teachers and parents, having structured conversations with parents and a comprehensive range of interventions have been effective in raising pupils’ achievement in English.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> this identifies the impact wider strategies have on educational attainment. As an initial focus the following were looked at:
 collaborative learning
 individualised instruction
 oral language interventions

Desired Outcome	Chosen action/ approach	How will the implementation be monitored and evaluated?	Staff Lead	Budgeted Cost	Date and review of implementation
To improve the quality of teaching of writing and to increase % of children at ARE and GD.	Time with SLE to support the quality of writing across school	Through end of term assessments for writing Pupil voice surveys Monitoring of writing across the curriculum	CR/ HW/ EG	£600	July 2022
	Purchase RWInc Spelling scheme	Through end of term assessments for writing Pupil voice surveys Monitoring of writing across the curriculum	CR/ HW/ EG	£800	July 2022
	Improve moderation of assessments of writing for end of KS1 and KS2 outcomes - through involvement in locality moderation	Through end of term assessments for writing	CR/ HW/ EG	£800	July 2022

Evidence and rationale behind approach

Clifford doesn’t currently have a systematic approach to teaching maths across school. The EEF review of mastery maths approach outlines the benefit of this approach:
<https://www.mathematicsmastery.org/EEF-independent-impact-study>

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> this identifies the impact wider strategies have on educational attainment.
As an initial focus the following were looked at:
Mastery approach

Desired Outcome	Chosen action/ approach	How will the implementation be monitored and evaluated?	Staff Lead	Budgeted Cost	Date and review of implementation
To improve the quality of teaching of maths and to increase % of children at ARE and GD.	Involvement in maths mastery project- teacher release time	Through end of term assessments for maths Pupil voice surveys Monitoring of maths teaching	CR/HW/SH/LLS	£2400	July 2022
	Purchase resources to support children's concrete understanding of math concepts.	Through end of term assessments for maths Pupil voice surveys Monitoring of maths teaching	CR/HW/SH/LLS	£800	July 2022

Evidence and rationale behind approach

Research from the EEF regarding teaching of phonics:

Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four 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.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> this identifies the impact wider strategies have on educational attainment.

As an initial focus the following were looked at:

phonics

Desired Outcome	Chosen action/ approach	How will the implementation be monitored and evaluated?	Staff Lead	Budgeted Cost	Date and review of implementation
To improve the quality of teaching of phonics and to increase % of children at ARE	Release time for staff to attend additional phonics training	Through phonics assessments- fortnightly	CR/HW/CH	£2000	July 2022
	Resources purchased from Little Wandle Bought into Little Wandle accredited	Monitoring and evaluation of the use of new resources purchased for phonics scheme	CR/HW/CH	£218	July 2022

	phonics scheme				
	Support from English Hub to continue to implement the new Little Wandle phonics scheme and confidence of the reading lead.	Monitoring and evaluation of the use of new resources purchased for phonics scheme	CR/HW/CH	£800	July 2022

Evidence and rationale behind approach

Time and money must be invested into CPD to ensure the quality of teaching continues to improve.

Effective continuing professional development is likely to consist of that which first and foremost enhances pupil outcomes, but which also helps to bring about changes in practice and improves teaching. Bubb & Earley, 2007:4

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> this identifies the impact wider strategies have on educational attainment.

As an initial focus the following were looked at:

Feedback

metacognition and self regulation

Desired Outcome	Chosen action/ approach	How will the implementation be monitored and evaluated?	Staff Lead	Budgeted Cost	Date and review of implementation
To improve the quality of teaching through professional development	Nessy dyslexia training for all staff- online	Pupil voice surveys Monitoring of writing across the whole curriculum	CR/HW/ EG	£54	July 2022
	Directed mentoring from DHT and SLE to use performance management targets to support quality of teaching- cover and resources.	Performance management targets monitoring and evaluation Monitoring of quality of teaching across school	CR/HW	£1400	July 2022
	Team Teach training	Impact on behaviour and attitudes- through pupil voice, staff voice and parents	CR/HW	£960	July 2022
	ECF teachers training- cover for attendance at sessions specifically aimed at supporting PP children.	End of ECF training	CR/HW	£1600	July 2022

Total Budgeted Cost: £13032

Targeted academic support for current academic year

Evidence and rationale behind approach

Diagnostic assessment is a tool of high quality teaching and learning- <https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/>

There is a need for a consistent approach to interventions used in school. By using resources that have been moderated across the country over time there is a link with continuous practice over time. Intervention and teaching activities to target academic support must be sustained and coherent- e.g. by using an accredited approach like Little Wandle Letters and sounds.

Even when teachers share experiences of professional development, activities need to be sustained, continuous or embedded over time to have impact beyond individuals. If activities lack a coherent focus, there is little sustained impact on practice (Bubb & Earley, 2009).

In a review of targeted interventions (<https://onlinelibrary.wiley.com/doi/full/10.1002/cl2.1081>) the impact of short term interventions was minimal. Where there was a long term, consistent approach, pupil progress was positively impacted.

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> this identifies the impact wider strategies have on educational attainment.

As an initial focus the following were looked at:

One to one tuition

small group tuition

individualised instructions

Desired Outcome	Chosen action/ approach	How will the implementation be monitored and evaluated?	Staff Lead	Budgeted Cost	Date and review of implementation
Accelerated progress to ensure difference diminished for reading, writing, SPAG, phonics and maths	Rising Stars assessments at the end of each term to provide analysis of individuals attainment.	Through monitoring of the implementation of tests every half term. Attainment data	CR/HW	£3000	July 2022
	Structured interventions through use of the SHINE materials linked to assessment materials	monitoring and evaluation of intervention sessions Progress and attainment of pp pupils	CR/HW	£400	July 2022
	Phonics training for support for bottom 20% through little wandle resource and support through the English Hub	monitoring and evaluation of intervention sessions Progress and attainment of pp pupils	CR/HW/CH	£1200	July 2022
	Use of the NTP to support pp children make accelerated progress 1 to 1 support where needed through TA time	monitoring and evaluation of intervention sessions Progress and attainment of pp pupils	CR/HW	£600	July 2022

Total Budgeted Cost: £5200

Wider strategies for current academic year

Evidence and rationale behind approach

Wider strategies have been chosen using support from the EEF Teaching and Learning toolkit: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> this identifies the impact wider strategies have on educational attainment.

As an initial focus the following were looked at:

Arts participation
 Extending school time
 Parental Engagement
 Sports participation
 Outdoor adventure learning

Desired Outcome	Chosen action/ approach	How will the implementation be monitored and evaluated?	Staff Lead	Budgeted Cost	Date and review of implementation
All PP children have access to wider opportunities across the curriculum to improve self esteem and develop new talents	Music lessons provided for PP children	Through pupil voice and parental feedback monitoring of pupil's engagement with the curriculum Impact on attainment and progress	CR/HW	£10 per lesson £2,200 (term)	July 2022
	Reduced/ no cost for trips, visits and residential	Through pupil voice and parental feedback monitoring of pupil's engagement with the curriculum	CR/HW HH/HB	£1000	July 2022
Attendance for all pp children improves and is at or above average attendance for school	Reduced price for after school club and breakfast club	Attendance and lates monitored for all pp children	CR/HW HH/HB	£300	July 2022
Children have access to uniform so that they feel part of the school community	£50 allocation of uniform costs for each pp child	Through pupil voice and parental feedback monitoring of pupil's engagement with the curriculum Attendance	CR/HW HH/HB	£1000	July 2022

Children's mental health and wellbeing is supported	Mighty minds intervention approach- training and additional time for TA to deliver sessions	Monitoring of engagement of children Through pupil voice and parental feedback	CR/HW LLS	£1000	July 2022
	Resources for sensory space	Monitoring of engagement of children Through pupil voice and parental feedback	CR/HW LLS	£600	July 2022
	Resources to support PSHE lessons regarding mental health and wellbeing	Monitoring of engagement of children Through pupil voice and parental feedback	CR/HW LLS	£600	July 2022
Total Budgeted Cost: £6700					

Review: last year's aims and outcomes 2020-21

Aim	Outcome
Progress in Reading and Writing	Progress in reading across school is positive. Additional resources have been purchased and the quality of guided reading sessions in KS2 has improved. This is being implemented in KS1. Writing has the weakest of the 3 areas at the time. There has been support from an SLE to improve the quality of writing. A systematic approach to teaching spelling will be purchased.
Progress in Mathematics	Maths data has not been consistent throughout school. As a result of this, school is taking part in the Mastery Readiness Teacher Research Group (TRG) to improve quality of maths Use of online software to improve fluency in recall of key number facts is not yet embedded- Numbots and TTRockstars purchased to be used
Phonics	Until Spring term 2021 there weren't phonically decodable books in place across school and a clear approach to the teaching of phonics was not in place. This is developing and will improve with school signing up to a validated phonics scheme.
Progress in learning in the wider curriculum	School has undertaken a curriculum review. The curriculum used to be cyclical over three years. This has now changed to ensure sequencing of learning is appropriate. Support from SLEs have guided this. This is continuing in Autumn- through development of subject leaders.

