



Pupil Premium Strategy Intention Statement – 2019 -2020

1. Summary information					
School	Clipston Endowed (VC) Primary School				
Academic Year	2019-2020	Total PP budget	£7,580	Date of most recent PP Review	Sept 2019
Total number of pupils	113	Number of pupils currently in school and eligible for PP / PP+	3	Date for next internal review of this strategy	Feb 2020

2. Current attainment		
	Pupils eligible for PP (Clipston Primary School)	All Pupils (National Average 2019)
% GLD in EYFS 2019	n/a	72%
% Meeting Year 1 Phonics Check 2019	n/a	82%
% Achieving/Exceeding the expected standard in Reading Year 2 2019	n/a	76%
% Achieving/Exceeding the expected standard in Writing Year 2 2019	n/a	70%
% Achieving/Exceeding the expected standard in Maths Year 2 2019	n/a	76%
% Achieving the expected standard in Reading Year 6 2019	100%	73%
% Achieving/Exceeding the expected standard in Writing Year 6 2019	100%	78%
% Achieving the expected standard in Maths Year 6 2019	100%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	KS2 PP pupils require financial support to access the wider curriculum.	
B.	PP / PP+ Pupils have significant SEMH issues, low self-esteem and / or attachment issues which create barriers to their learning and which prevent positive behaviours for learning, which in turn leads to slower progress and a “can’t do it” mind-set.	
C.	Pupils eligible for PP with SEND have barriers to their learning, which means that they are pre-occupied with issues creating cognitive overload that impacts negatively on their ability to focus on their learning.	
4. Desired outcomes		
A.	Ensure that KS2 PP pupils have equal access to the wider curriculum opportunities.	KS2 PP pupils who wish to take part in wider curriculum opportunities can access these free of charge (e.g. the Residential) and with the correct equipment (e.g. trainers)
B.	Improve self-esteem and thus progress for pupils eligible for PP / PP+.	PP pupils have their self-esteem supported so that they can make progress in line with “other” pupils.
C.	Ensure SEND pupils eligible for PP are supported to remain on task.	PP pupils with SEND access targeted interventions to support their learning.

5. Planned expenditure					
Academic year		2019 - 2020			
The headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review?
A: Ensure that PP Pupils have equal access to the wider curriculum opportunities e.g. Music lessons / Trips	Provide financial support towards the cost of trips, curriculum opportunities, such as Music lessons, and resources.	We know that some pupils are unable to choose to access wider curriculum opportunities such as trip and sporting events because they can’t afford to take part or don’t have the right equipment e.g. trainers. Others with an aptitude for music can’t afford Music Lessons.	Parents will request a payment plan to support their child’s engagement with the curriculum opportunity. Feedback from the Music Tutor will be sought.	Bursar	Feb 2020 Sept 2020
B: Improve self-worth and thus	Creating solutions whereby the pupils can feel a sense	We intend to invest some of the PP in longer-term change, which will help all	Pupils to undertake a self-esteem questionnaire or Leuven Well-being Scale to achieve a	Head Teacher	Feb 2020 Sept 2020

progress for pupils eligible for PP.	of self-worth through praise, recognition, mentoring younger pupils and carrying out roles of responsibility throughout the school.	pupils. Many different evidence sources, e.g. EEF Toolkit suggest improving self-esteem is an effective way to improve progress, and it is suitable as an approach that we can embed across the school.	baseline. Opportunities for mentoring to be complied. Meetings with HT to give feedback to pupils. Self-Esteem questionnaire or Leuven Well-being Scale to be re-done to show impact. Monitoring of outcomes will show that these pupils are progressing in line with “other learners”.		
C: Improved involvement in curriculum activities for SEND pupils eligible for PP / PP+.	Implement support and intervention programmes: Adult intervention: 5x1 hours per week small group support (Writing). Adult intervention: 5x1 hours per week small group support (Maths). Adult intervention: 5x 2.5 hours per week 2:1 support to remain on task and be involved in class-based learning.	Gaps in learning have been identified and these need to be diminished through targeted intervention strategies linked directly to the learning in class. Support for some pupils is required to deal with low-level, constant disruption to the learning environment.	The Provision Map will evidence the support programmes in place. Work in books and data will show that these groups make similar progress to that of “other pupils”.	Class Teachers	Feb 2020 Sept 2020
Total budgeted cost					£6,580
ii. Targeted support: the numbers are very low for each cohort. Targeted support could identify individual pupils. Please refer to the above.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review?
Total budgeted cost					£750 + £250 = £1000
iii. Other approaches n/a					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review?
Total budgeted cost					

Pupil Premium Strategy Review Statement – 2018 -2019

6. Review of PP expenditure 2018-2019

Previous Academic Year: Review 2018-2019 Number of pupils eligible for PP = 5 Total PP budget = **£6,600**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
KS2 Pupils with significant SEMH barriers to their learning have a safe space to talk about their worries and concerns.	Provide an adult to be available to support PP pupils to articulate their feelings and concerns as required and not to “bottle them up”.	All pupils, including those not eligible for PP, have had access to a consistent, supportive adult who can listen to their worries and concerns and enable them to articulate their feelings rather than bottle them up. Three pupils, including the PP pupil, made successful transitions to secondary school. Another pupil and their family continues to be successfully supported with attachment issues and has remained in school without any exclusions.	Raising the profile of mental health in school has enabled staff to feel confident to enable pupils to talk about their feelings and worries. Continuing with this approach is vital to the health and well-being of all our vulnerable pupils.	£3,870
Improved progress for SEND pupils eligible for PP.	Implement support and intervention programmes: TA intervention: 5x1 hours per week small group support on a 1:5 ratio (Writing). TA support: 5 x 1 hours per week 2:1 Writing / English. Parent Engagement at home supporting learning through Spelling Shed, Times Tables Rock Stars.	Another PP pupil moved schools in the Spring term. Support for the family was forthcoming via the submission of an EHA, as a result of the pupil divulging information during “safe space” sessions. Other PP pupils have their mental health needs met in a supportive manner, enabling them to fully access the curriculum and wider opportunities. The impact of the “safe space” support for the PP pupil, meant that, as well as a successful transfer to secondary school, they were able to reach their potential academically at the end of Y6 with outcomes above national expectations (High Scores) in all areas. Other non-PP Pupils also achieved results that exceeded predictions, both meeting the expected standard in Reading, one meeting in Writing and both only missing the standard in Maths by a few scaled score points.		£2,204
Ensure access to the wider curriculum with support towards the cost of trips and equipment.	Resources e.g. CGP Curriculum books £42 Residential / Trips £484			£526