



## Pupil Premium Strategy Statement

1. Summary information					
<b>School</b>	Clipston Endowed (VC) Primary School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£6,600	<b>Date of most recent PP Review</b>	Feb 2019
<b>Total number of pupils</b>	110	<b>Number of pupils currently in school and eligible for PP</b>	3	<b>Date for next internal review of this strategy</b>	Sept 2019

2. Current attainment		
	Pupils eligible for PP (Clipston Primary School)	All Pupils (National Average 2018)
% GLD in EYFS 2018	n/a	71.5%
% Meeting Year 1 Phonics Check 2018	n/a	82.5%
% Achieving/Exceeding the expected standard in Reading Year 2 2018	n/a	75.4%
% Achieving/Exceeding the expected standard in Writing Year 2 2018	n/a	69.9%
% Achieving/Exceeding the expected standard in Maths Year 2 2018	n/a	76.0%
% Achieving the expected standard in Reading Year 6 2018	50%	75.2%
% Achieving/Exceeding the expected standard in Writing Year 2 2018	50%	78.2%
% Achieving the expected standard in Maths Year 2 2018	100%	75.5%

### 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)

<b>A.</b>	Middle ability KS2 PP pupils require financial support to access the wider curriculum.
<b>B.</b>	KS2 PP Pupils, including those with high ability, have significant SEMH issues and low self-esteem, which create barriers to their learning and prevents positive behaviours for learning, which in turn leads to slower progress and a “can’t do it” mind-set.
<b>C.</b>	Pupils eligible for PP with SEND have barriers to their learning which mean that they are pre-occupied with issues creating cognitive overload that impacts negatively on their ability to focus on their learning, particularly in Writing.

### 4. Desired outcomes

<b>A.</b>	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 and with the correct equipment e.g. trainers.
<b>B.</b>	Improve self-esteem and thus progress for KS2 pupils eligible for PP.	KS2 PP pupils have their self-esteem supported so that they can make progress in line with “other” pupils.
<b>C.</b>	Ensure SEND pupils eligible for PP are supported to remain on task.	KS2 PP pupils with SEND access targeted interventions to support their learning.

### 5. Planned expenditure

<b>Academic year</b>	<b>2018 - 2019</b>
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The three 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.	Provide financial support towards the cost of trips, curriculum opportunities and resources.	We know that some pupils are unable to choose to access wide 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.	Parents will request a payment plan to support their child’s engagement with the curriculum opportunity.	Bursar	Feb 2019 Sept 2019

B: Improve self-esteem and thus progress for pupils eligible for PP.	Creating innovative situations whereby the pupils can feel a sense of self-worth through mentoring other, younger pupils and carrying out roles of responsibility throughout the school.	We want to invest some of the PP in longer term change which will help all 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.	Pupils to undertake a self-esteem questionnaire or Leuven Well-being Scale to achieve a baseline. Rotas of responsibilities to be compiled. 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 in line with "other learners".	Head Teacher	Feb 2019 Sept 2019
C: 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).  Parent Engagement at home supporting learning through Spelling Shed, Times Tables Rock Stars, CGP Curriculum books.	Gaps in learning have been identified and these need to be diminished through targeted intervention strategies linked directly to the learning in class.	The Provision Map will evidence the support programmes in place. Work in books and data will show that these groups make as much progress as that of "other pupils".	SENCo	Feb 2019 Sept 2019
<b>Total budgeted cost</b>					<b>£4,074</b>
<b>ii. Targeted support: the numbers are very low for each cohort. Targeted support could identify individual pupils. Please refer to the above.</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review?</b>
<b>Total budgeted cost</b>					<b>£2,526</b>
<b>iii. Other approaches n/a</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review?</b>
<b>Total budgeted cost</b>					<b>-</b>

## 6. Review of expenditure

Previous Academic Year: Review 2017-2018    Number of pupils eligible for PP = 6    Total PP budget = **£7,920**

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 access to a supportive adult who can listen to their worries and concerns and enable them to articulate their feelings rather than bottle them up. Two PP pupils made successful transitions to secondary school. Another has moved school and support for the family was forthcoming via the submission of an EHA, as a result of the pupil divulging information during “safe space” sessions.	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 our vulnerable pupils.	<b>£4,896</b>
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 60mins per week 2: 1 Writing / English.  Parent Engagement at home supporting learning through Spelling Shed, Times Tables Rock Stars, CGP Curriculum books.			<b>£3,024</b>