



Pupil Premium Strategy Intention Statement – 2021 -2022

1. Summary information					
School	Clipston Endowed (VC) Primary School				
Academic Year	2021-2022	Total PP budget	£10,415	Date of most recent PP Review	Sept 2021
Total number of pupils	108	Number of pupils currently in school and eligible for PP / PP+	5	Date for next internal review of this strategy	March 2022
		<i>This budget includes two E6 pupils who have left the school and one LAC</i>			

2. Current attainment		
There was no data for 2021 due to Covid – this data is for 2019	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 <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	PP pupils require financial support to access the wider curriculum and remote education.	
B.	PP / PP+ Pupils have significant SEMH issues, low self-esteem, family issue and / or attachment issues which create barriers to their learning and which prevent or significantly impact on positive behaviours for learning, which in turn lead 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 PP pupils have equal access to the wider curriculum opportunities and remote education platforms.	PP pupils who wish to take part in wider curriculum opportunities (e.g. music lessons) can access these free of charge (or subsidised) with the correct equipment (e.g. trainers / music book). PP pupils need support to access online remote education platforms.
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. Lone parents with PP children may lack resources or have limited access to information e.g. online. They need support to understand their developing child’s needs and to be able to access resources when needed.
C.	Ensure SEND pupils eligible for PP are supported to remain on task.	PP pupils with SEND access targeted interventions to support their learning. PP pupils with SEND access SEMH interventions and support programmes to enable them to access their learning, make appropriate social choices and thus improve their opportunities to interact with others in the same way as their peers.

5. Planned expenditure					
Academic year	2021 - 2022				
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 Cost
A: Ensure that PP / PP+ Pupils have equal access to the wider curriculum opportunities e.g. Music lessons / Trips and that they can access Remote Education Platforms	Provide financial support towards the cost of trips, curriculum opportunities, such as Music lessons, and resources. Provide access to IT e.g. laptops.	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 may not be able to afford Music Lessons. We know that some pupils are unable to access Remote Education at home using Seesaw, as they do not have a suitable device.	Parents will request a payment plan to support their child's engagement with the curriculum opportunity. Feedback from the Music Tutor will be sought. All PP children will have access to Seesaw (Remote Education) at home using a suitable device.	Bursar Class Teacher IT Tech	Mar 2022 Sept 2022
B: Improve self-worth and thus social and academic progress for pupils eligible for PP / PP+	Creating solutions whereby the pupils can feel a sense of self-worth through praise, recognition, supporting younger pupils and carrying out roles of responsibility throughout the school.	We intend 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.	Class teachers to undertake a self-esteem analysis e.g. using the Leuven Well-being Scale to achieve a baseline for each identified pupil. Opportunities for supporting younger pupils to be complied. Meetings with HT to give feedback to pupils. Self-Esteem analysis to be re-done to show impact. Monitoring of outcomes will show that these pupils are progressing in line with "other learners".	Head Teacher	Mar 2022 Sept 2022

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 (Reading & Writing). Adult intervention: 5x1 hours per week small group support (Maths). Adult intervention: 5x 2 hours per week 2:1 support to remain on task and be involved in class-based learning and social interactions with peers.	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. Support for some pupils is required to implement programmes to support mental health, well-being, self-esteem and/or attachment barriers as advised by external agencies such as the Educational Psychologist or Social Worker.	The Provision Map will evidence the support programmes in place. Work in books and data will show that these groups / pupils make similar progress to that of "other pupils".	Class Teachers	Mar 2022 Sept 2022
Total budgeted cost					£9,207
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					£350 + £250 + £108 + £500 = £1,208
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					n/a

Pupil Premium Strategy Review Statement – 2020 -2021

6. Review of PP expenditure 2020-2021

Previous Academic Year: Review 2020-2021

Number of pupils eligible for PP/PP+ = 7 (some of these children became PP/PP+ after Census Day and therefore did not trigger any funding) **Total PP budget = £5,036**

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”.	(Covid restrictions aside) 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.	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.	£1,256
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.	Vulnerable pupils in the PP pupil’s class 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. PP pupils have their mental health needs met in a supportive manner, enabling them to fully access the curriculum and wider opportunities. Several referrals to the Central Referral Management Centre have resulted in specialist advice which has been able to be implemented through additional adult support for both PP / PP+ pupils and others in their class.		£3,145
Ensure access to the wider curriculum with support towards the cost of trips and equipment.	Resources & curriculum support Residential / Trips Music Lessons	Additional TA hours to support PP/PP+ pupils with SEMH needs and/or specific SEN issues has resulted in their successful transition to secondary school. The pupil accessing Music Lessons made good progress and is keen to continue with this next year. Through mentoring and show-casing opportunities, this has also influenced other PP/PP+ pupils to take up music lessons.		£180+ £100+ £355 =£635