

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data  |
|---|---|
| School name   | Clarendon Road Community Primary School, Eccles |
| Number of pupils in school  | 345   |
| Proportion (%) of pupil premium eligible pupils   | 28%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023-2026                                       |
| Date this statement was published   | 07.11.23  |
| Date on which it will be reviewed   | 30.10.24  |
| Statement authorised by   | Mrs Rachel Gallagher                            |
| Pupil premium lead  | Miss Gemma Crook                                |
| Governor / Trustee lead   | Mrs Beth Abrams                                 |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £149,022 |
| Recovery premium funding allocation this academic year  | £14,210  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £163,232 |

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>Deprivation indicator 0.19, Acorn data demonstrates that 59% of our families are considered to be categorised as falling into the Financially Stretched/Urban Adversity categories. This creates an achievement challenge for our pupils e.g. lack of cultural capital/additional experiences.</p> <p>EEF finds “significantly lower achievement”, with a “large and concerning gap” for disadvantaged pupils Jan 2021</p>  |
| 2                | <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils due to a lack of exposure to books, reading and conversations at home. This has a significant impact on reading, writing, spelling, vocabulary and phonics attainment in school.</p> <p>In phonics (22-23), 67% met the expected standard at the end of Year 1 compared to 79% national average. This includes 47% of disadvantaged pupils meeting the expected standard at the end of Year 1 compared to 67% national average.</p>   |
| 3                | <p>Assessments and observations suggest many disadvantaged pupils in EYFS lack skills required for ‘school readiness’ - independence, self-care, social skills, communication and language, resilience. In 22/23, 50% of disadvantaged pupils achieved GLD compared to 62% of non-disadvantaged pupils.</p>  |
| 4                | <p>Observations indicate low levels of parental engagement among our disadvantaged families with reading at home, homework and attendance at parent evenings and parent workshops.</p>   |
| 5                | <p>Our attendance data over the past year indicates that attendance among disadvantaged pupils has been on average 4.8% lower than for non-disadvantaged pupils.</p> <p>36.9% of our disadvantaged pupils have been persistently absent compared to 7.1% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p> <p>The overall absence rate for pupils eligible for FSM was 9.1% across the full year, more than double the rate for pupils who were not eligible for FSM at 4.3%.</p> <p>It has been noted that punctuality within has also become an area of concern for some PP pupils. This is being addressed within the SDP.</p> |
| 6                | <p>Observations and discussions with pupils and families have identified increased social and emotional issues for many pupils and families, impacting on learning.</p> <p>Teacher referrals for support have markedly increased since the pandemic. 12 pupils (4 of whom are disadvantaged) have been referred over the past year. Currently, 18 pupils (this academic year) are accessing some form of emotional support. In addition, data shows high levels of pupils in all classes requiring some form of emotional support on a daily basis.</p>  |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria  |
|--|---|
| Challenge 1<br>Improved whole school curriculum wide cultural capital offer  | Strategic, broad and balanced plan for cultural capital opportunities<br>Each year group has a number of experiences that support and enhance the curriculum  |
| Challenge 2<br>Rapid progress, improved attainment and good acquisition of language and vocabulary for our disadvantaged and vulnerable pupils | Disadvantaged children make good progress towards year end expectations   |
| Challenge 3<br>New starters make an effective start to their education in Nursery and Reception  | All new starters make good progress in WELLCOM in Nursery and EYFS<br>Pupils make consistently good progress towards year end targets with GLD almost in line with national average   |
| Challenge 4<br>Effective parental engagement that impacts positively on outcomes   | Most disadvantaged parents engage with homework and reading at home<br>Most disadvantaged parents attend parent workshops and parents' evenings   |
| Challenge 5<br>Attendance of disadvantaged and vulnerable pupils improves (including punctuality)  | Attendance is almost in line with national figures  |
| Challenge 6<br>SEMH children make good progress towards self-regulation  | SEMH interventions indicate children make progress towards self-regulation using Boxall profiles and pre and post assessments<br>Pupil voice indicates pupils can articulate what challenges they are facing and how to overcome them |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £58,807

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| EYFS teacher time dedicated to speech, language and communication interventions           | <b>WELCOMM</b><br>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children. Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.  | 2, 3                          |
| Therapeutic Wilderness Training for one team member<br>Sports Coach to deliver two groups | EEF guidance:<br><i>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i><br><i>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</i> | 1, 2, 6                       |
| Fourth teacher in UKS2 – smaller classes for Guided Reading, English and Maths            | EEF Guidance Report on reducing class size:<br><i>'Reducing class size has a positive impact of +2 months on average. The gains are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.'</i>  | 2                             |

|  |  |         |
|--|--|---------|
| <p>Mental Health First Aid for children CPD</p> <p>CPD for AOL to become pastoral lead AOL</p>   | <p>EEF Guidance Report on social and emotional learning:<br/>‘Social and emotional learning approaches have a positive impact of 4 months’ additional progress over the course of an academic year.’</p>   | 6       |
| <p>Phonics CPD for all teachers and AOLs</p> <p>Support from EYFS Phonics lead for EYFS &amp; KS1 teachers for phonics and reading</p> | <p>Validated systematic synthetic phonics programme<br/><i>‘By ensuring high-quality phonics teaching the government wants to improve literacy levels to: give all children a solid base upon which to build as they progress through school help children to develop the habit of reading widely and often, for both pleasure and information’</i><br/>DFE July 2021</p>  | 2, 3, 4 |
| <p>AOLs in LKS2 to deliver small group sessions</p> <p>Targeted teaching groups</p>  | <p>EEF Guidance Report on reducing class size:<br/><i>‘Reducing class size has a positive impact of +2 months on average. The gains are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.’</i></p>  | 2       |
| <p>Vocabulary and oracy CPD for all teachers and AOLs</p>  | <p>DfE English research review:<br/><i>Developing spoken language, including vocabulary, is essential for the academic progress of all children. This is because broad underpinning knowledge, such as of vocabulary and syntax, supports later reading success. Research has also shown the positive impact of language ability, but particularly vocabulary, on outcomes in mathematics, English language and English literature. Developing spoken language is especially important for those from disadvantaged backgrounds, who are the most likely to be word-poor.</i><br/><i>Developing vocabulary explicitly, especially in the early years, is therefore critically important. Without action to tackle it, the word gap grows. This has been called the ‘Matthew effect’: that is, the word-rich get richer and the word-poor get poorer. If schools work to reduce the word gap in the early years and key stage 1 well, disadvantaged children can develop their vocabulary faster.</i></p> | 2, 3    |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £44,664

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Speech and Language specialist in EYFS & designated TA time | EEF Guidance Report on 1-2-1 or small group interventions:<br><i>“Research... targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3).”</i> | 2, 3                          |
| Academic mentor   |   | 2,3                           |
| Reading Wise intervention                                   |   |                               |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £59,761

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Learning Mentor – attendance and punctuality<br><br>SLT Attendance champion | EEF ‘ Working With Parents To Support Children’s Learning’ (2018)  | 5, 6                          |
| AoL - SEMH interventions in EYFS  | EEF Guidance Report on social and emotional learning:<br><br>‘Social and emotional learning approaches have a positive impact of 4 months’ additional progress over the course of an academic year.’ | 6                             |

|  |  |            |
|--|--|------------|
| Education Welfare Officer SLA  | 'Absences and Attainment' DFE 2016<br>Clear link between poor attendance and poor academic attainment  | 4, 5       |
| Cultural Capital – science workshops, samba workshops, rock kids, gospel choir, outdoor learning CPD Inset<br>Educational visits subsidy | p31 Ofsted EY Inspection Handbook<br>"the essential knowledge that children need to be educated citizens... Cultural capital is the essential knowledge that children need to prepare them for their future success"   | 1, 3, 6    |
| PP Lead & SLT – Use of time to track PP children and parental engagement   | EEF Pupil Premium Guidance: Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions.<br>Taking an evidence-informed approach to Pupil Premium spending can help schools to:<br>Compare how similar challenges have been tackled in other schools<br>Understand the strength of evidence behind alternative approaches<br>Consider the likely cost-effectiveness of a range of approaches   | 2, 4, 5, 6 |
| Mental Health Lead in school   | The updated whole school approach to mental health guidance is supported by a range of research, which suggests that taking a coordinated approach to mental health and wellbeing can lead to improved emotional health and wellbeing in children and young people and help improve their readiness to learn. DfE 21 Sept 2021   | 6          |
| Attendance awards  | <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>  | 5          |
| Deputy Head – Behaviour lead<br><br>Focus on school spirits through assemblies and rewards   | The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> | 1, 2, 6    |
| Review of behaviour rewards  | <a href="https://www.gov.uk/government/case-studies/celebrating-positive-behaviour-in-school">https://www.gov.uk/government/case-studies/celebrating-positive-behaviour-in-school</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>   | 1, 6       |



|   |  |     |
|---|--|-----|
| EYFS teacher – parental engagement lead | <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>   | 4   |
| Wellbeing Warriors workshops            | <p>Wellbeing Warriors is a primary school-based programme, that ensures the development of children's resilience, mental health and emotional wellbeing. With the use of therapeutic skills and interventions, it's fun and creative delivery provides a platform for children to explore, learn and understand themselves in a meaningful, resourceful way. It equips children with skills, knowledge and understanding of emotional literacy, having more self-awareness and recognition of their own feelings, and knowing how to manage themselves with a more practical approach.</p> | 6   |
| Place2Be                                | <p><a href="https://www.place2be.org.uk/about-us/impact-and-evidence/how-we-measure-our-impact/">https://www.place2be.org.uk/about-us/impact-and-evidence/how-we-measure-our-impact/</a></p>   | 6   |
| Contingency plan                        | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>  | All |

**Total budgeted cost: £ 166,793**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

| Aim   | Outcome   |
|---|---|
| Improved whole school curriculum wide cultural capital offer                          | Cultural capital offer improved across the whole school.<br>Some curriculum areas offered more than others so there needs to be more balance across the curriculum in the next academic year.   |
| Rapid progress and improved attainment for our disadvantaged and vulnerable pupils    | Autumn 2022/Summer 2023<br>Y1<br>Reading 56% 38%<br>Writing 44% 31%<br>Maths 56% 56%<br>Y2<br>Reading 29% 29%<br>Writing 29% 21%<br>Maths 36% 36%<br>Y3<br>Reading 30% 55%<br>Writing 30% 40%<br>Maths 50% 60%<br>Y4<br>Reading 54% 64%<br>Writing 36% 45%<br>Maths 45% 63%<br>Y5<br>Reading 60% 60%<br>Writing 60% 70%<br>Maths 70% 70%<br>Y6<br>Reading 46% 69%<br>Writing 46% 65%<br>Maths 46% 62% |
| 2022 new starters make an effective start to their education in Nursery and Reception | Autumn 2022 Reception/Summer 2023 Reception<br>51% GLD Overall 60% GLD Overall<br>50% GLD PP 50% GLD PP<br>52% GLD Non-PP 62% GLD Non-PP  |
| Good acquisition of language and vocabulary   | Through a greater focus on writing and vocabulary, plus the impact of KS1 intervention specialist, disadvantaged children made good progress.   |

|  |   |
|--|---|
| Effective parental engagement that impacts positively on outcomes          | This aim has been reviewed due to a lack of measurability and clear measures are in place for the next academic year.   |
| Attendance and punctuality of disadvantaged and vulnerable pupils improves | Our attendance data over the past year indicates that attendance among disadvantaged pupils has been on average 4.8% lower than for non-disadvantaged pupils.<br><br>Year 21/22 attendance among disadvantaged pupils was 4.6% lower than for non-disadvantaged pupils. |
| SEMH children make good progress towards self-regulation                   | SEMH interventions indicate children have made progress towards self-regulation through Boxall Profiles and pre and post assessments.   |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme                          | Provider                     |
|------------------------------------|------------------------------|
| Speech, Language and Communication | WELCOMM                      |
| Phonics                            | Supersonic Phonics           |
| Maths                              | White Rose Maths, Maths Shed |
| EYFS                               | Seesaw                       |
| Times Tables                       | TT Rockstars                 |
| Spellings                          | Spelling Shed                |
| Whole school curriculum evidencing | Seesaw                       |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |

