

Clipstone Brook Lower School

Pupil Premium Impact Report July 2021

Summary Information

Clipstone Brook Lower receives a pupil premium grant (PPG) from the government. It is based on the number of children receiving free school meals, looked after children or children with parents in service. The grant may be spent by maintained schools for the purposes of the school. Recent guidance for the Education Endowment Foundation (EEF) June 2019, highlights that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.

Impact Report summary

The progress of disadvantaged children has been good; where parental engagement over lockdown and attendance, once in school, was at 98% or higher. Lap-tops were allocated to PPG children from the Government allowance for Years 3 and 4 and in addition, donated or old school lap-tops were given to PPG children in Reception, Year 1 or Year 2. 1:1 ICT Workshops were organised to show parents how to get online and access the online remote learning. Packs of work were given to children in our Traveller community and regularly updated for parents to collect. Barriers to learning were noted in the teachers weekly phone calls to parents log and SLT actioned anything that may cause children to not engage or have access to learning.

Where attendance or family personal circumstances have impacted on a child's access or ability to learn we have seen less progress. These children were on a priority list for interventions (RWI/Maths) when they came back to school in the Spring term. They have been supported by the Family worker, where appropriate and the EWO if attendance has become an issue.

Number of pupils and pupil premium grant (PPG) received based on January 2020 Census and received in April 2020

Total number of pupils eligible for PPG in January 2020 = 40

Total number of pupils eligible for PPG who left the school since July 2020= 10

Total number eligible for services supported children = 1

Total number eligible for supported children = 2

Total amount of PPG received = £56,145 plus Early PPG £785.46 total £56,930.46

Number of pupils recognised for PPG provision based on October 2020 census= 42

Total number eligible for services supported children = 1

Total number eligible for supported children = 0

Total number of pupils currently recognised as FSM= 42

Total number of disadvantaged pupils with SEND= 13

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Barriers to future attainment
At Clipstone Brook Lower School, we use formative assessment to highlight where pupils are not making the same progress as their peers. Their needs are analysed and the barriers to learning identified:
In-school barriers
Poor speech and language development.
Lack of or no experience in an educational setting (school readiness) and lack of life enriching experiences
Special Educational Needs (including behaviour and emotional well- being)
Poor reading, writing and maths outcomes (keep up, not catch-up)
External barriers
Lack of Parents and Carers involvement in education and pastoral engagement within the school.

Approach, Objectives, Outcomes and Planned Expenditure (Quality of the Curriculum, Targeted Support and Other Approaches)			
Approach	Objectives	Outcomes	Total Budgeted cost
Quality of the Curriculum			
Read Write Inc Phonics	<p>We have chosen to use Read Write Inc. Phonics as we believe it provides the best approach to teach pupils to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step. We also use this programme with SEND pupils and pupils new to the school setting who are working at levels lower than their chronological age.</p> <p>Pupils learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. Phonic books are closely</p>	<p>During the pandemic, pupils have been supported through online RWI lessons for phonics and reading; with writing tasks being carried out by parents. The lessons were specifically tailored to their level or development. Barriers to online learning for PPG children were addressed and where high levels of engagement were seen it has been evident that pupils have made good progress.</p> <p>RWI pupil tracking shows that most pupils are on</p>	<p>Costs for this academic year: CPD £1200.00</p> <p>Training, online subscription and workbook resources £1517.40</p>

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	<p>matched to their increasing knowledge of phonics and 'tricky' words and, as pupils re-read the stories, their fluency increases. By using thinking out loud and discussion, pupils are helped to read with a storyteller's voice. They practise handwriting every day and learn correct letter formation and how to join letters speedily and legibly. Pupils 'composition (ideas, vocabulary and grammar) are developed by drawing on their own experiences and talking about the stories they read. As part of the school continued focus to teach the programme with fidelity, we have termly development days and training to ensure teaching staff teach the programme confidentially.</p>	<p>track and making measurable progress in terms of moving up stages in the programme and securing key long-term phonic knowledge. In December 2020 83% of pupils passed the PSC and this rises to 95% for matched pupils. (RW Inc Assessments and Tracker Data – Year R-4). EYFS data shows that 66% of pupils are on track for reading and 62% for writing (RWInc assessment data and tracking information, book monitoring and EYFS EoY data, observations)</p>	
<p>Read Write Spelling (Year 2-4)</p>	<p>We use Read Write Inc. Spelling for pupils in Years 2 to 4 who can read accurately, with increasing speed. With daily teaching, pupils develop confident spelling which is carefully matched to their current spelling knowledge. The teaching of phoneme-grapheme correspondence underpins this programme, it also develops pupils' knowledge of word families, how suffixes impact upon root words, and provides mnemonics to remember the trickiest spellings. The teaching revolves around instruction with partner and group practice, and competitive group challenges that help pupils commit new words to memory.</p>	<p>Most pupils are on track and making measurable progress in terms of following the year group programme and securing key long-term spelling knowledge (RW Inc Assessments, Teacher Assessment and Book Monitoring) in June 2021.</p> <p>RWI spelling is taught with fidelity across all classes in KS2 (observations and evidence of spelling in books).</p>	<p>Resources – RWI spelling workbooks and online subscription £185.65</p> <p>RWI spelling training – HL and SJ £200</p>
<p>White Rose Maths Programme</p>	<p>We use White Rose Maths across the school as it is designed to give sufficient time for pupils to explore and understand concepts in depth. The schemes interweave prior content with new concepts and consolidation helps children to grasp the links between topics and to understand them more deeply. The programme materials are used to support extra interventions if pupils are not working at age related expectations or need to be taught as part of pre- teach.</p>	<p>Most pupils on track and making measurable progress in terms of following the year group programme and securing key long-term maths knowledge (Teacher Assessment and Book Monitoring – no statutory SATS test this year) in June 2021</p> <p>Training for teaching staff has led to an</p>	<p>CPD courses for specific roles (LC & CH) £305.80</p> <p>Annual cost of programme: Online resources:</p>

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		<p>increase in knowledge and confidence when teaching problem solving and reasoning. Impact – more problem solving and reasoning seen in planning or books during monitoring.</p> <p>Small group work with a TA in KS1 and KS2 has ensured good progress from September (Teacher assessment/book monitoring).</p>	<p>£357.00</p> <p>2 x TA cost @ 5 hours pw £5814.00</p>
<p>TT Rocks Stars to aid fluency recall of timetables</p>	<p>We will be using both TT Rock Stars and NumBots to support pupils' understanding and recall of key number facts. NumBots is used for children from Year 1-4. It begins with showing different representations of number so that children recognise what a number is just by looking at it rather than counting it (this is known as subitising). It then works through different levels of addition and subtraction, each focusing on a key skill such as adding and subtracting 1 or 2 within ten and then works through 20 other levels. To unlock the next level, players must demonstrate accuracy and fluency of key knowledge. All use visual representations that support classroom teaching.</p> <p>We use TT Rock Stars as we recognise that pupils need to learn times table recall with speed in order to success with problem-solving. It is run in Years 2-4. We use it to encourage children to practice their times tables and increase their accuracy and fluency.</p> <p>Pupils have access to these sessions both in school time and at home. It is available on any device that has access to the internet.</p>	<p>Most pupils on track and making measurable progress in terms of following the year group programme and securing key long-term maths knowledge (Teacher Assessment and Book Monitoring) in June 2021. Pupil voice survey indicate that pupils enjoy the app and are engaged in using it regularly. Use of the App significantly increased across the school during the second lockdown.</p> <p>PPG chn were given access to lap-tops to ensure children could continue developing their knowledge of KIRFs, where engagement was good or better.</p>	<p>£222</p>
<p>Nurture Approach across the school.</p>	<p>We have taken a whole school approach to nurture. Staff are trained in Sunshine Circles and Theraplay. This will become part of a structured session every other week and Caterpillar club during the other days.</p>	<p>In addition to our school's approach to nurture, it was important to train staff to support children who may have suffered a bereavement during the pandemic (Family Worker). In addition, research</p>	<p>£2,500</p>

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	<p>Children indicate how they are feeling at different points in the school day and are given an opportunity to explore those feelings as a group or 1:1, where appropriate.</p> <p>Talk time intervention on a Friday afternoon during golden time is run weekly across KS2 classes.</p> <p>Children fully participate in Caterpillar club and emotional literacy assembly.</p>	<p>has suggested that children may have communication problems, which may be displayed as challenging behaviour. All staff were trained to recognise the traits, understand the behaviour and look beyond it to identify triggers, patterns and know how to support the child.</p> <p>Since September we have seen a marked improvement with emotional well-being that staff have been able to support with themselves. In more extreme cases our Family Worker has referred a number of children to CHUMS and the children are now getting the level of support they require.</p> <p>Regular check-ins with vulnerable children have given children an opportunity to express themselves and be supported to articulate their worries.</p> <p>This has meant that children are able to concentrate in lessons and make good progress where engagement was good or better during lockdown.</p> <p>Attendance of PPG children has been good since coming back to school after lockdown.</p>	<p>Talk time = £1383.00</p>
Targeted Support			
<p>Read Write Inc one-to-one tuition and Pinny Time</p>	<p>We use one-to-one tuition daily to provide extra support to pupils who are in danger of falling behind with their reading, or are behind their peers, or are new to a school and need to catch up. Emphasis is placed on regular practice of assisted blending to support pupils who are struggling to move from reading isolated sounds to words. We also work with pupils to introduce Speed Sounds Sets 2 and 3 more slowly to ensure the pupil can read them confidently before encountering them in the storybooks.</p>	<p>Pupils that receive additional 1:1 Fast track phonics tutoring have made good progress this year. During lockdown, pupils received additional phonics tutoring/resources and guidance for parents to deliver and where engagement was good or better it ensured disadvantaged pupils made rapid progress. Reception pupils receiving 1:1 tutoring have made good progress but only</p>	<p>£10,275.00</p>

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		27% of those receiving 1:1 tutoring have made GLD. This is due to children's low starting points e.g. most children had to complete their last Nursery term in September due to lockdown 1, before starting the reception curriculum in the Spring term, which is when children experienced lockdown 2.	
Lift off to Language	In our 3 to 4 year olds in Nursery, we offer the 'Lift Off to Language' program, which is designed to support children to develop their speech and language acquisition and understanding. Lift off to Language includes a variety of activities, which introduce a wide range of vocabulary for each pupil and by working in small groups, each activity allows the pupil to express themselves individually. Each session lasts 20-30 minutes and pupils selected for the group will benefit from 'Lift off to Language' at least once a week. Children follow a six week programme which tracks their progress.	Lift off to Language training was cancelled twice due to lockdown. Children identified at baseline have received additional support for listening, speaking and understanding skills. This was achieved through small group activities and woven into the curriculum. Where specific support is required for a child with SLD the speech and language team supported with strategies and resources. Activities were delivered daily for 20 min 1:1. Children have made significant progress (SALT team feedback).	£448.50
NELI project (Nuffield Early Language Intervention)	The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. Developed by a team led by Maggie Snowling and Charles Hulme, the intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension. The EEF found pupils taking part in NELI made 3 months progress in language, on average.	Three members of staff undertook the NELI training and passed. Due to the roll out of materials and lockdown, it was not possible to deliver the programme until the children came back to school. The group consisted of six children (1 EAL). The course is still operating until the end of term, when it will be fully evaluated but assessments along the way indicate that 2/6 children are on track. Analysis has demonstrated that attendance has been the key factor affecting progress for these children. In addition two of these children started later on in the year and although this didn't impact on them starting the program at the same time as the others; their baseline indicated very low C&L skills. This new	EEF figures: Cost is £58 per child (where the programme is used for three years with 5 children per year) Our costs for 7 chn = £1836.80 Samsung tablets x 2

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	*Tablets required for assessment and delivery of the NELI program. Current iPads in EYFS are not compatible with the NELI software.	intervention has been very time consuming and staffing heavy for little return e.g. 2/6 children to benefit. The data and analysis will be evaluated once the course has finished and a decision will be made whether or not to continue with the program.	£548.34
Speech and Language Specialist Support	<p>Pupils' language development benefits from approaches that explicitly support speech sound development, verbal expression, modelling language and reasoning. Teaching assistants, who have been trained in the approach, work with a small group of pupils or individually to develop spoken language skills.</p> <p>Speech and Language have provided training to support staff in delivering speech sound development, appropriate questioning (BLANKS levels) as well as providing a communication friendly classroom.</p> <p>Our Link EP also provides staff training which allows us to ensure that all pupils are receiving appropriate support in order to develop their language skills. She has provided initial training in Working Memory as well as providing resources to be used to support this strategy.</p> <p>Children across the school at both SEND Stage 2 and Stage 3 have received speech therapy sessions delivered by a speech and language therapist. Resources and materials are provided as well as specific training packages for TAs to attend and continue with the therapy between sessions. Children received a maximum for 4 sessions in the academic year. This support is continued as required for children who are involved in the speech and language therapy department.</p>	Training by the S&L team has been very thorough and followed up at timely intervals. Feedback from the SALT team has indicated that all children have made good or better progress this year. Additional training in Lego Therapy has been given to a TA and has proven to develop the skills associated with this therapy (listening, turn taking, team work, creativity, role-play etc.). Additional Lego resources were purchased for this activity (£30) and will continue to be used next year.	£2740.05
Family Support Worker	<p>Many of our most vulnerable pupils have difficulties with attachment and/or social, emotional and mental health. In particular pupils can struggle with:</p> <ul style="list-style-type: none"> – Attachment relationships with adults – Managing their peer relationships 	FSW continued to focus on working collaboratively with parents and multi agencies. This continued throughout the lockdown 2 and provided vital support. Regular check-ins with	£19,370.00

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	<ul style="list-style-type: none"> -Managing their feelings and behaviour - Coping with transitions - Developing their executive functioning skills <p><u>Our family support worker provides:</u></p> <ul style="list-style-type: none"> - early intervention and improves parental engagement. -monitors and supports vulnerable pupils and provides social and emotional support to children and families. -Runs/ organises interventions which target social and emotional needs (Lego Therapy, Talk Time). - Runs collaborative meetings with outside agencies, eg, TACs, PSPs, attendance at Edwin Lobo, etc. - works alongside the Attendance Manager and EWO to reduce levels of absenteeism and punctuality issues. -signposts parents/carers to support available to them e.g. parental courses, food banks, toy library, specialist support from LA agencies. 	<p>children, talk-time and Lego Therapy™ have ensured children are heard and action taken immediately, where required.</p> <p>There has been an increase in safeguarding issues this year, mostly linked to situations that have arisen due to the pandemic e.g. DV, illness, unable to work or feed their children etc.</p> <p>Information has been anonymised and shared with governors.</p> <p>Parents have been directed to support networks, LA agencies and parenting courses.</p> <p>Parents/ carers have been supported by FW/ EWO where there are identified ongoing difficulties with attendance and punctuality.</p>	
Other Approaches			
Forest School	All pupils take part in Forest School sessions throughout the year and this aims to develop children's confidence, resilience and independence through practical, hands on learning.	Pupils demonstrated confidence, independence and resilience during forest school activities.	£1000
School Meals and School Uniform	Used uniform is provided to support parents financially, and although wearing a uniform is not, on its own, going to improve learning, it can enable pupils to feel part of the school community, keep them warm and ready to learn. Pupils are provided with a snack, milk and school meal daily to support parents financially and ensure pupils are prepared to learn.	During the second lockdown, our FSM children increased by a third and took up the offer of FSM vouchers. Uniform has been provided where required along with milk if appropriate.	£250
		Total predicted spend:	£50,153.49