

Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium funding (and recovery premium for the 2022 to 2023 academic year) 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 | Clipstone Brook Lower |
| Number of pupils in school | 265 |
| Proportion (%) of pupil premium eligible pupils | 37 pupils (14%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Mrs Reay (Head teacher) |
| Pupil premium lead | Ms Sinclair-Gunn (Deputy Head) |
| Governor | Ms Laura Winton |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £64,350.00 |
| Recovery premium funding allocation this academic year | £6,415.75 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £70,765.75 |

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 attain highly 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.

The challenges faced by vulnerable pupils, such as young carers, service children and those pupils under a social worker's care, will be considered and their needs met regardless of whether they are technically disadvantaged or not.

Clipstone Brook Lower receives a pupil premium grant (PPG) from the government. It is based on the number of children receiving free school meals or who have received free school meals at any time in the last six years. We receive other grants for looked after children or children with parents in the armed services; these grants may be spent by maintained schools for the purpose of individual pupil needs. 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 Grant to improve the quality of teaching benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium.

At Clipstone Brook we use the following approaches:

- 1) High Quality teaching (50%) including training for current staff and ECTs on effective pedagogy for disadvantaged pupils.
- 2) Targeted academic approach (25%). Identified gaps in Reading, Writing and Maths to be rectified through HQT, targeted intervention (within the class where appropriate)
- 3) Wider strategies (25%). Developing relationships with parents for disadvantaged pupils and wider links in the community.
- 4) Understanding the barriers that pupils, parents and staff face through discussion, questionnaires and staff training (asset framing, deficit framing, use of praise and triangulated communication between school, pupil and parents).

This strategy also considers the impact on children's education and well-being after the pandemic. The recovery premium funding will be used to target gaps in knowledge for the pupils that have been affected the most. Whole class interventions will also benefit non-disadvantaged pupils.

Our approach will be to use assessment data and our knowledge of individual pupils to identify gaps in skills, knowledge and social and emotional issues, which may hinder a pupil's progress. The interventions or strategies to be used will in the first instance look to benefit whole classes through High Quality Teaching and then target individuals, followed by addressing the barriers to learning experienced outside of school in the wider community. To ensure these are effective we will:

- undertake rigorous assessment systems to identify gaps in skills and knowledge early

- Ensure that our curriculum considers the need to revisit and consolidate skills and knowledge taught during lockdown.
- Act early to intervene at the point need is identified.

Pupil progress meetings with SLT and SENCo/INCo, focus on disadvantaged pupils' progress. They also help to plan how pupils will be supported to secure good progress or to ensure that they meet age related expectations (ARE).

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Parental engagement and mistrust of school, lack of education or cultural barriers: Through discussion with parents, family worker engagement, admissions data, or family history we have identified families that present with these barriers and data suggests that it has had a negative impact on their children's progress. Pupil/ parent engagement from this group was significantly below that of their peers during lockdown despite access to technology, Google classroom tutorials, welfare-checks and daily online teaching. Attendance data also supports this area of challenge for parents. Transport for our Traveller community pupils is proving challenging for families due to timing and other issues (updated Dec 2022).</p> |
| 2 | <p>Above average incidence of Special Educational Needs (including behaviour and emotional well-being): 5 pupils have an EHCP (1.7%) and the national average in 2018/19 was 2.9%. Although this figure is less, we are anticipating that approximately 5 pupils will need to obtain an EHCP in either the Reception year or in Year 1 during 22-23. There are 31 pupils on SEND register (11%) which is lower than the national average of 14.6% (2018/19). There is a diverse range of SEND (ASD, ADHD, S&L, SEMH, Dyslexia, GDD and low cognition. Provision and funding for SEND remains a challenge for the school and the school is working with the LA to resolve this.</p> <p>Pupils with SEND (ASD, ADHD & SEMH) found it particularly difficult to start or return to school routines and the demands of an educational environment. Rising numbers in SEND pupils across the school as well as pupils with undiagnosed high needs coming into Reception; that would ordinarily be identified in pre-school/nursery and have therefore not been seen by Edwin Lobo before starting school, has meant adapting our provision to meet the needs of these children whilst we compile EHCP evidence, where appropriate. Accessing support from outside agencies has compounded pupil's issues due to the time waiting to observe, diagnose and provide support strategies.</p> |
| 3 | <p>Speech and language development: On entry assessment data in EYFS indicates low levels for speech and language development. Referrals that would have been made to the EYSEND team were not made or issues not identified early enough due to pupils not attending nursery or pre-school. Also, 8 pupils currently access SALT support. During 2021 a number of pupils from the Traveller community were admitted into Key Stage 1 with little or no prior schooling. This group has also presented significant speech and language difficulties.</p> |
| 4 | <p>Lack of or no experience in an educational setting (school readiness) and lack of life enriching experiences: Lockdowns from 2020 to 2021 have meant that pupils did not attend nursery or pre-school and basic skills such as sitting, sharing, peer relationships and toilet training were not fully acquired. A lot of pupils were unable to go to playgroups, baby groups, and social activities or see relatives and friends. This is evident from EYFS baseline outcomes, which indicate: reduced self-care and social skills; communication and language skills; gross and fine motor skills. Pupils in Years 1-4 have also not had the opportunity to attend school trips or enriching activities with parents/carers due to lockdown and the pandemic.</p> |

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| 5 | Poor phonics, reading, writing and maths outcomes (keep up, not catch-up): Assessments indicate low attainment for most disadvantaged pupils (Autumn 21 data) compared to non-disadvantaged pupils. Engagement in Maths and Phonics was higher than in writing during lockdown remote teaching sessions. Discussions, questionnaires, observations and teacher feedback on reports indicate that parents felt less confident supporting their child to write and to write at length. Stamina for writing and fine motor skills, needed for handwriting, were also noticeably reduced and having an impact on pupils' ability to write for any sustained period of time on return to school in the Autumn term. In Maths, problem solving and reasoning has been identified as an area requiring support across all year groups for disadvantaged pupils. In addition, assessments show that instant recall of number facts, such as number bonds or times tables are below ARE and Year 4 PPG pupils will be due to sit the MTC at the end of the year. |
| 6 | Basic needs not being met: poor housing, lack of food, toys, books and games: Discussions with family worker, parents, children's services and safeguarding processes indicate a number of families that are affected by the lack of basic needs being met, which has impacted on attendance, well-being and the ability to access education. |

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 |
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| 1) Disadvantaged pupils and their parents understand and value education and engage with school to break down barriers. | <ul style="list-style-type: none"> Parents share their needs and engage in actions designed to break down barriers encountered. Parents, pupils and staff recognise and celebrate the achievements of disadvantaged pupils. Attendance is at 96% or higher (including authorised absence). Cultural representation can be seen around the school and celebrated by staff, parents and pupils. |
| 2) Disadvantaged pupils with SEND or SEMH needs will achieve improved well-being and demonstrate an ability to access the curriculum. | <ul style="list-style-type: none"> Pupils will take part in whole class well-being activities e.g. Yoga, mindfulness activities, discussion. Pupils with sensory seeking difficulties will take part in Sensory Circuits. Pupils will actively engage and implement strategies (with support) taught in Jigsaw PSHE lessons. Pupils will 'check-in' with their feelings twice a day (Feeling's flowers) and demonstrate an ability to orally share their emotions accurately (emotional literacy). Pupils will take part in counselling sessions with a trained counsellor (LC2 Sam or Naomi). Report will measure the pupil's progress. Impact of nurture provision, measured using Boxhall profile. Reduction in assaults on staff, pupils and damage to school property. |

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| | <ul style="list-style-type: none"> • Qualitative data, gathered through pupil voice, parent voice and teacher observations, shows improving trends. • An increase in engagement in enrichment activities. • Jigsaw outreach PSP meetings will indicate a pupil's well-being progress. • Pupils will be able to access the curriculum and retain what they have been taught: summative and formative pupil data. Pupil Progress meetings focus on DA pupils. |
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| 3) Improved oral language skills and language development amongst disadvantaged pupils | <ul style="list-style-type: none"> • Lift off to Language course pre and post assessment data demonstrates that pupils have acquired the necessary skills and vocabulary from the six week course. • EYFS assessments show a significant increase in pupils working at the expected level for communication and language by July 2023. • SEND pupils with communication and language difficulties make measurable progress towards their provision map targets or EHCP targets. • SALT set new targets or discharge from their care. • New KS1 Lift off to Language provision provides pre and post assessment data that indicates impact for KS1 pupils requiring communication and language support. |
| 4) School readiness and life experiences | <ul style="list-style-type: none"> • EYFS 'school readiness' parent/carer meeting and information leaflets. • Information gathered from transition visits is acted on swiftly to ensure that new pupils are able to make swift progress from their starting point. |

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| | <ul style="list-style-type: none"> • All disadvantaged pupils will have access to trips and visitors in order to extend their life experiences and cultural capital. • All disadvantaged pupils will have the opportunity to discuss and understand these experiences back in the classroom. • High proportions (75%+) of disadvantaged pupils access extra-curricular clubs and sporting activities. • PPG children will access the free holiday clubs. |
| 5) phonics, reading maths and writing | <ul style="list-style-type: none"> • All pupils, including disadvantaged and vulnerable will have access to high quality daily phonics teaching, using the Read, Write, Inc. programme. |

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| | <ul style="list-style-type: none"> • All pupils, will have access to high quality reading materials matched to their phonic ability, so that they learn to read quickly and well. • When the basics of phonics has been mastered, all pupils will continue to have access to high quality guided reading lessons, so that they develop as engaged and fluent readers. • Any pupil, who is in danger of not keeping up with phonics, will receive targeted support and/or pre teaching. • By the end of Year 1 80% of pupils, including disadvantaged pupils, will meet the expected standard in the phonic screening check. • Disadvantaged pupils achieve in line with their peers in reading, writing and maths. |
| 6) Basic needs | <ul style="list-style-type: none"> • Families will have access to food banks, school uniform grants and toy lending libraries etc. • Families will feed back their experience as evidence of the positive impact from this support. • Families will have access to services such as Citizen Advice Service, Children's Centre or counselling services etc. • PPG families will be supported through the 'Marcus Rashford' free school meals vouchers during holidays. |

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: £ 35,382.87

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
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| Provide high Quality training for teachers | <p>Teachers need to be up-to-date with the latest strategies used to improve the attainment and progress of pupils eligible for the pupil premium:</p> <p>Targeted training / coaching for Read, Write, Inc and White Rose maths.</p> <p>Literacy tree English planning for Years 2-4.</p> <p>Reading fluency project (Year 2 initially)</p> <p>No More Marking; training to recognise if children are on track from a piece of unaided writing.</p> <p>Cris Quigley 'Deep Dive into foundation subjects' training for subject leaders to monitor progress of DA and non-DA pupils.</p> <p>Rosenshines principles; staff CPD.</p> <p>*High Quality teaching will also impact positively on the progress of all pupils.</p> | 2, 3, 4, 5 |
| TA support for disadvantaged pupils | <p>Planned class TA support will enable teachers to plan for better adapted teaching within the maths and English curriculum.</p> <p>Planned support will allow for specific interventions to be tailored to meet individual needs and learning objectives.</p> | 2, 3, 4, 5 |
| Engagement with the Rady project | <p>Many disadvantaged pupils come from families who are mistrustful of education. This project is designed to promote pupils' engagement in school and attendance and better support families to help their children to make good progress. Providing pupils with regular praise, which is recognised to parents too, supports engagement in a child's learning (EEF/Rady project)</p> | 1, 3, 4, 5 |

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

Budgeted cost: £ 17,691.44

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Engagement with the school-led tutoring programme, which will focus on phonics. | Tuition targeted towards specific needs and gaps in knowledge is an effective way of supporting pupils with low prior attainment or those falling behind. All tutoring will be completed on a 1:1 basis. Read, Write Inc. Fast Track Phonics Tutoring programme is an approved intervention to support the teaching of synthetic phonics. | 5 |
| Additional targeted support for those falling behind in maths. | Ongoing assessment has continued to identify gaps in pupils' knowledge as a result of lockdown. Additional targeted support is an effective means of enabling pupils to catch up. | 5 |
| Support for home learning: TT Rock stars: fluency programme to develop time table Numbots to develop number bond recognition. | Home learning continues to provide a useful means for all children to consolidate learning. All disadvantaged pupils now have access to appropriate technology at home, enabling them to access such programmes as TT Rock Stars and Numbots to support their learning. | 5 |

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

Budgeted cost: £ 17,691.44

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Subsidies for trips and extra-curricular clubs. Provision of school uniform. | Enabling disadvantaged pupils to access after school clubs, trips and enrichment activities, gives them access to the same opportunities as their peers. Developing cultural capital within the curriculum before going on trips will strengthen the links made during trips and embed new knowledge. Being responsive to financial pressures reduces the stress and worries on family life for parents. | 6 |
| Family worker to contact parents, where their child's attendance falls below 96% to offer support. | Early intervention and support can reduce attendance issues. | 1 |

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| <p>Family worker parent meetings, delivering courses or redirecting parents to support within the community.</p> <p>New starter meetings with DA pupils and pupils from the traveller community.</p> | <p>Because the school has relatively high proportions of vulnerable and disadvantaged families, the family worker is a key player in promoting improved family life and school relations.</p> <p>She particularly supports pupils from the Traveller community to access education consistently and to attend regularly.</p> | 6 |
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Total budgeted cost: £70,765.75

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 2021 to 2022 academic year.

Early Years outcomes in Summer 2022 were 77% GLD, which is higher than the Local authority at 66%. For PPG children this was significantly lower at 30%, but broadly in line with LA at 38%, evidencing the continuing impact of lockdown and increasing levels of high needs SEND. Strategies, such as Lift off to Language (Year1), to target communication and language for these children will need further time to embed and have impact and will be closely monitored over 2022-23.

Outcomes in the Phonics check in 2022:

84% of pupils in Year 1 and 92% of matched pupils achieved the phonics screening check pass which is higher compared with 52% in Central Bedfordshire and 45% nationally. 77% (10/13 pupils) of PPG pupils passed the PSC. This is part of a continuous trend, despite lockdown, since 2018 and the implementation of the RWInc programme.

Outcomes at the end of KS1

In reading, 65% of (48) pupils met the expected standard or above, with 25% working at greater depth. A further 2 pupils were very close to age-related expectation at the time of the assessments, which would have raised the proportion achieving at least the expected standard to 69%. This data compares favourably with the provisional 2022 national average of 68% and 69% for the LA. **2 / 5 (40%) achieved ARE in reading.**

In writing, 48% of pupils met the expected standard or above, with 8% working at greater depth. A further 9 pupils were very close to age-related expectation at the time of the assessments, which would have raised the proportion achieving at least the expected standard to 67%. The school's data is below the provisional 2022 national average of 59% and 56% for the LA. **1 / 5 (20%) achieved ARE in writing.**

In mathematics, 63% of pupils met the expected standard or above, with 25% working at greater depth. A further 5 pupils were close to age-related expectations at the time of the assessments, which would have raised the proportion achieving at least the expected standard to 73%. The school's data is below the provisional 2022 national average of 70% and 69% for LA. **2 / 5 (40%) achieved ARE in maths.**

Year 4 Maths times table check (MTC):

24/32 (75%) pupils scored 16 or more out of 25 questions on the MTC. 4/8 (50%) PPG pupils achieved higher than 16 and school classes this as a pass.

Attendance in 2021/22 for disadvantaged children was at 87.95% for the year compared with 91.13% for the whole cohort for the same period. This is an improvement in attendance from our most recent non-COVID year.

| Programme | Provider |
|--|-------------------------|
| Read, Write, Inc. Phonics (RWI) – online subscription films to send home to pupils during remote learning. | Ruth Miskin |
| White Rose Maths – online subscription to provide teaching videos for parent's during remote learning. | White Rose Maths |
| Chris Quigley Essentials curriculum (All foundation subjects) | Chris Quigley Education |
| Dyslexia online programme for individual pupils | Nessy |
| Multiplication and KIRF software that can be accessed in school and for home learning | TT Rock Stars |
| KIRF (Number bonds etc) software that can be accessed in school and for home learning | Numbots |

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 |

Further information (optional)

The pupil premium strategy document has considered effective practice and strategies from the following documents:

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#onlinestatements>

<https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/implementation>

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupilpremium>

<https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupilpremium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>

Prior to completion of this strategy, the PP Lead has undertaken all modules of the RADY project, delivered through Challenging Education. This was to support the school to identify all barriers to learning and learn how research based strategies can bridge the gap for DA pupils.