

## Cleves Cross Primary School Pupil Premium Strategy Statement

1. Summary Information					
Academic year	2020-21	Total PP budget	£79,355	Date of most recent PP Review	N/A
Total number of pupils	213	Number of pupils eligible for PP	59 (28%)	Date for next PP Strategy Review	February 2021

2. Current Attainment <b>Data is from the academic year 2018-19 as this is the last published data available</b>			
	Pupils eligible for PP (school)	All pupils in school	All pupils nationally
Y6 % achieving expected standard or above in reading, writing & maths	71%	87%	65%
Y6 % achieving expected standard or above in reading	71%	87%	73%
Y6 % achieving expected standard or above in writing	71%	87%	78%
Y6 % achieving expected standard or above in maths	79%	90%	79%
Y6 Average progress score in reading	4.51	5.57	0.32
Y6 Average progress score in writing	1.34	2.25	0.27
Y6 Average progress score in maths	2.23	4.17	0.37
Y2 % achieving expected standard or above in reading	78%	83%	75%
Y2 % achieving expected standard or above in writing	78%	80%	69%
Y2 % achieving expected standard or above in maths	100%	83%	76%

### 3. Barriers to future attainment for pupils eligible for Pupil Premium

#### In-school barriers

A.	Levels of resilience for some pupils (including those eligible for PPG) need developing to build self-esteem and confidence to tackle learning. Children need to develop a love of learning and be able to recognise themselves as good learners.
B.	Pupils being 'ready to learn' in class – emotional well-being (School closure (Covid-19) has greatly impacted on this.
C.	Gaps in prior learning – lack of engagement with home-learning during school closure (Covid-19)
D.	Limited life and cultural experiences for some of our PP pupils restricts understanding of some curriculum areas.
E.	Language, reading and writing skills are low on entry, especially for PP pupils. This slows reading and writing progress

#### External barriers

A	Covid-19 impact on attainment and well-being of pupils and their families: <ul style="list-style-type: none"> <li>- Lack of engagement for home-learning during lockdown</li> <li>- Home-learning environment</li> <li>- Pupil and parental anxiety</li> <li>- Disruption to face-face teaching – online and welfare checks in place</li> </ul>
B	Social and emotional difficulties impact on the progress of certain PPG Pupils. Parental engagement with school and perceptions of education. Priority placed upon learning and achievement.
C	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models (for some children).
D	A lack of regular routines including home reading, homework, etc. Again, for some children.
E	Attendance, particularly for some PP pupils is low. Persistent absence impacts on learning

## 4. Desired outcomes

Desired outcomes and how they will be measured		Success Criteria
A	Quality of teaching for all – to develop a robust ‘catch-up’ curriculum that addresses and meets the needs of all disadvantaged pupils. Ensure all adults have high expectations of pupils and that teaching is consistently good across all key stages	<p>Gap analysis, assessment tracking grids and planned actions for interventions by class teachers and subject leaders identify missed learning due to Covid-19.</p> <ul style="list-style-type: none"> <li>• Catch up curriculum to focus on previous learning that has been missed, with a particular emphasis on core content and skills</li> <li>• Effective interventions in place to allow children to catch up quickly</li> </ul>
B.	Higher rates of progress across all key stages to catch pupils eligible for PP quickly, including a greater % of PP children achieving at greater depth.	Pupils eligible for PP make as much progress as ‘other’ pupils identified across all key stages in maths, reading and writing. Targets to be set from Aut. 1 Baselines.
C.	Improved oral language skills for PP pupils and therefore improved writing.	Pupils make rapid progress and by the end of the year they meet/exceed ARE.
D.	Children to continue to work with greater independence and resilience. Improved well-being will support this. Children can access learning effectively in class because their physiological, safety, belongingness and esteem needs are met	Pupils are ready to learn in class without the need for intervention. Number of interventions to ensure pupils are ready to learn is reduced.

E.	Children are provided with experiences outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self- esteem.	The curriculum offers exciting opportunities to engage beyond a normal school day e.g. outdoor adventurous activities, cultural visits and visitors into school.
F.	More-able PP children are provided with opportunities to work collaboratively across the Learning Trust and with other local primary schools to access challenging and competitive work.	Challenge afternoons working with other local primary schools to develop resilience and problem solving skills.

## 5. Planned Expenditure – Academic Year – 2020/21

### a) Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rational for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop a robust 'catch up' curriculum that addresses and meets the needs of all disadvantaged pupils.	From Sept 2020, it is essential that we assess gaps before moving forward with the current year group curriculum. Prior to the autumn term, teachers will have identified the gaps in the curriculum resulted from the school closures. In the Autumn Term, children will have carried out assessments	The EEF's rapid evidence assessment examines the potential impact of school closures on the attainment gap. Key findings include: school closures are likely to have reversed the progress made to close the gap in the	Assess lost learning and tailor support to match. All pupils will have gaps in knowledge but disadvantaged pupils are likely to face extra challenges.  Pupil progress meetings for identified pupils.	Curriculum lead Recovery lead SLT	Autumn 2020 - measure effectiveness

	<p>of their children in basic skills and created an 'intervention plan of action' to plug gaps.</p>	<p>last decade. This will be more profound for disadvantaged children. Consequently, quality teaching for all needs to take this into consideration and reflect this research at a whole school level. Effective elements of clear explanations, scaffolding and meaningful feedback and opportunities need to be present in all teaching – face to face or remote.</p>	<p>Termly data analysis Book moderations, learning walks and whole school approach to planning and meeting the needs of the pupils.</p> <p>Any appropriate CPD for staff</p>		
<p>Improve the rate of attainment and catch pupils up quickly to reduce the gap between disadvantaged/non-disadvantaged national pupils, especially at the higher standard</p>	<p>Additional teacher in Y6. Additional TA in Y6 in some sessions. TA in Y6 in afternoon sessions to conduct interventions to close gaps and allow children to catch up quickly,</p>	<p>Smaller class sizes mean disadvantaged pupils can access more of teacher's time. Additional adults mean pre-planned intervention groups can take place and also ad-hoc</p>	<p>School monitoring cycle will continuously evaluate provision.</p>	<p>HT and SLT</p>	<p>Termly</p>

		according to need.			
Improve the rate of attainment at KS1, ensuring that pupils catch up quickly. Ensure higher ability disadvantaged pupils continue to achieve the higher standard.	Provide short term intervention programmes for underachieving/attaining pupils. Ensure more able pupils are identified and catered for.	Small group interventions are effective.	Timetable of interventions needed in each class.	HT and SLT	Termly
Improved oral language, reading and writing skills for PP pupils.	Talk4writing principles and approaches used and evaluated – writing progress to be monitored closely. Pupils assessed on entry (baseline) and Launchpad for Literacy to be used to identify gaps and interventions put in place. Teachers model/roleplay stories and storytelling. All adults to model high quality language. Language opportunities to be exploited in every area of learning. Love of reading/reading for pleasure to be	Children enter school with poor communication skills. Talk4writing approaches ensure that children are engaged in oral story-telling throughout their time in EYFS.  English action plan and EYFS action plan highlights the importance of language skills, rich vocabulary and writing development, especially for PP pupils.	Lesson visits and discussions with EYFS team. English lead will also monitor 'communication' in EYFS. Classroom should be rich with vocabulary and children should be introduced to new vocabulary constantly. Monitor English books to look at progress made in writing.	HT and SLT English lead, EYFS lead	Discussions with children during lesson visit and with their own class teacher. Ongoing monitoring of their developing vocabulary. Observe classroom for vocabulary.

	<p>developed right from the start. Pie Corbett's Reading Spine to be used – books that should be shared and enjoyed with the children</p>				
<p>Thinking skills approaches used to improve resilience and independence across the school</p>	<p>Learning detectives and 'Gem' project CPD for children with Dr Tom Robson Needs to be promoted in virtual assemblies until it is safe for class bubbles to mix.</p> <p>Durham Resilience Project and well-being SDP – support and improve emotional well-being to create positive learning environments.</p> <p>Zones of regulation – whole school approach to address emotional well-being of pupils. Children will learn to self-regulate their feelings and put themselves in the correct zone for</p>	<p>Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly.</p> <p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress.</p>	<p>Learning detectives reports feedback to individual classes and then a follow up observation in each class to see if they have improved. These will be conducted when it is safe to do so.</p> <p>Durham Resilience Project Well-being surveys conducted throughout school – at the beginning and the end of a period of time to measure pupils' emotional well-being</p>	<p>CB/AH/Sendco/SLT</p>	<p>Ongoing throughout the year – observations, reports written and then follow up observations 5 weeks later (when appropriate).</p> <p>Pupil questionnaires to be carried out termly.</p> <p>Zones of regulation training to be delivered September 2020. Sessions delivered in class in the Aut term. Terminology/vocabulary to be used throughout the year.</p>

	maximum learning.		Zones of regulation training for all staff. Zones displays in each classroom. Children and staff use the vocabulary associated with the zones. Pupils have a range of strategies to self-regulate.		
<b>Total budget cost: £65,000</b>					

<b>b) Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rational for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve quality of teaching and learning	To continue to provide booster groups for targeted pupils. (Y6)	The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.	Booster groups will begin after Christmas. Assessments will be monitored closely and provision given accordingly.	HT and SLT	Data will be analysed at the end of each half-term.



For selected pupils to be supported in accessing learning.	Small group TA support for PP pupils who require it.	Research has shown that quality of TAs' talk to pupils supports the development of independent learning skills.	Progress of pupils will be checked half-termly.	Headteacher and SLT	Data and interventions will be analysed at the end of each half-term.
For identified gaps in learning to be addressed and plan opportunities to address at the earliest opportunity	Staff identify the most vulnerable pupils from Covid-19 home learning.  Staff to produce a planned action of interventions for pupils focused on their areas of need.	Gaps identified in formative assessment allow for targeted teaching to remedy these.	Progress will be checked half-termly.	JA and class teachers	Half-termly
Increase pupils achieving greater depth	Provide booster classes for more able pupils to provide challenge and deepen learning.  Challenge afternoons with Rosa Street and other local primary schools (virtually if required)	Evidence suggests that providing academic support during and after school, using stimulating activities, has a positive impact on attainment.	Booster classes will begin after Christmas. Assessments will be monitored closely and provision given accordingly.	HT and SLT	Data will be analysed half-termly.

<p>Ensure pupils' gaps in reading resulting from the Covid19 school closure are swiftly identified and closed. To develop a love of reading and address the development of oral language, reading, spelling and writing skills.</p>	<p>Launchpad for literacy, Lexia, Phonics sessions and interventions, reading environments/areas, class novels</p> <p>World Book Day</p>	<p>On average, reading approaches deliver an additional 6 months progress.</p> <p>Successful reading approaches allow activities to be carefully tailored to pupils' reading capabilities and involve texts and activities that provide an effective challenge (EEF)</p> <p>A number of previous studies has proven that the use of Lexia is effective and has given promising results</p>	<p>Pupil's reading books are monitored to ensure they are well matched to their phonic ability – they 'read for success'.</p> <p>Termly review of data and Pupil Progress Meetings SLT and teachers are aware of pupils who are at risk of not achieving fluency.</p>	<p>All staff and CB, JA, NC</p>	<p>Data will be analysed half-termly.</p>
<p><b>Total budget cost: £3,600</b></p>					

<p><b>c) Other approaches</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>Opportunities for more-able PP pupils to work collaboratively on challenging and</p>	<p>Challenge afternoons across the Trust and with other local primary</p>	<p>There evidence to suggests that collaboration with competition between groups has a positive</p>	<p>Pupil Premium Lead to work with Cleves Cross Lead to develop exciting challenging</p>	<p>CB and JH</p>	<p>Summer term</p>

competitive work	schools	impact on performance. Approaches which promote talk and interaction between learners tend to result in the best gains.	and competitive activities		
Pupils to access a range of social/cultural/sporting experiences, visits and activities	<p>Curriculum enrichment – supporting costs for educational visits and experiences to support pupils’ engagement in their learning including Winmarleigh Hall/Grinton/France Visit.</p> <p>Also include visits and visitors – local museums, places of worship etc.</p> <p>Opportunities also need to be provided for online/virtual visits and workshops in the current climate.</p>	<p>Pupils benefit from working with others and being introduced to a variety of experiences. Pupils’ horizons will be broadened and they will learn more about culture, history and geography.</p> <p>Studies of curriculum enrichment consistently show positive benefits on academic learning, and wider outcomes such as self- confidence. On average, pupils who participate in this type of learning appear to make approximately three additional months’ progress.</p>	<p>Reviewing programme of trips and attendance. Ensure all staff book learning visits or specialists</p>	All staff	Review children attending visits or clubs a cross each term.

<p>Digital learning spaces used to support children in school and at home for remote learning.</p>	<p>Microsoft Office Teams Online Subscriptions - Conquer Maths - Bug Club - Lexia - TTRockstars - Fiction Express - Spelling Shed</p>	<p>Overall, studies consistently find that digital technology is associated with moderate learning gains. Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches. Different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practice more.</p>	<p>All children to have access to online resources in school and at home.</p> <p>Consider having a lunchtime or after school club where children can access online learning and receive any support that is required. Target individual pupils, especially PP children across school who may struggle with access at home. Have a loaning system available for devices.</p>	<p>All staff</p>	<p>Review children using online provision on a weekly basis – promote certificates in weekly assemblies.</p>
<p>Support and improve emotional well-being of pupils to create positive learning and effective working environments.</p>	<p>Strategies include:</p> <ul style="list-style-type: none"> <li>- Zones of regulation</li> <li>- Therapeutic Story Writing</li> <li>- School Counsellor</li> <li>- Lego therapy</li> </ul>	<p>Research indicates that children work best in situations where they are happy and enjoy success but do not fear failure.</p>	<p>Zones of regulation sessions in each class at the beginning of the year and then throughout the year.</p> <p>Children will participate in different activities throughout the year to develop emotional wellbeing</p>	<p>JA/AH and all staff</p>	<p>Termly analysis of pupil well-being.</p>

	Well-being steering group				
	Zones of regulation displayed in classrooms – positive learning environments				
<b>Total budget cost: £3,000</b>					

<b>Review of expenditure – Academic Year 2019-20</b>				
<b>a) Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Impact: Did you meet the success criteria?</b>	<b>Lessons learned</b>	<b>Cost</b>
A - Greater % of PP pupils meeting or exceeding ARE in RWM	Additional teacher in Year 6 - reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high-quality feedback or	Due to COVID 19, KS2 SATs did not take place. Sept – March – additional teacher in Y6. This allowed reduced class size and focused teaching and feedback.	Grouping Y6 helps to diminish the difference as lessons are more tailored to individual needs.  This approach was successful and will be modified and used in future.	£55,000

<p>D – Greater % of PP achieving greater depth in writing by the end of KS2</p>	<p>one to one attention learners receive.</p> <p>Additional teacher in Year 6</p> <p>Booster/study classes</p>	<p>Writing study class for potential GD. 7 children were initially invited and 3 were PP. 2 of the PP pupils left the school in Jan. Had SATs gone ahead the other remaining PP pupil would not have achieved GD</p>	<p>Study classes are always a great success and will continue to be used as an intervention after school</p>	
<p>C – Improved oral language, reading and writing skills for PP pupils</p>	<p>Talk4writing approach, Launchpad for Literacy Developing a love of reading</p>	<p>Principles of Talk4writing is well-embedded in school in EYFS. Environment is language rich. Children create their own T4W big books and enjoy sharing and reading them. Story time is very evident and children are developing a love of reading, constantly enriching their own vocabulary. This, in turn, impacts on their writing skills.</p> <p>Staff had just received training on using Launchpad for Literacy as a diagnostic tool to assess children’s literacy skills before we went into lockdown.</p>	<p>T4W is a valuable tool to allow children to retell stories, use story structure and widen their vocabulary. EYFS will continue to use the principles of T4W and it will be continued into KS1 and 2. Launchpad for Literacy will be used this year to assess and identify areas of need and therefore specific interventions can be put in place.</p>	

<p>B - Thinking skills approaches used to improve resilience and independence across the school</p>	<p>Learning detectives and learning powers (Gem project)</p> <p>Also added the Inspire Project – builds resilience, working outside comfort zone and being ambitious</p> <p>Durham Resilience Project (DRP)</p>	<p>Children’s behaviour towards learning continues to improve and most of our pupils take ownership of their own learning. Learning detectives and learning powers does need a revamp. Everyone uses the language and gems and have a focus in individual classes. Children were put on the merit board each week for using learning powers. New learning detectives were trained and had begun to make learning observations but COVID did put a stop to this.</p> <p>DRP – staff training for this started late (Jan 20). Pupil audits were carried out (Feb 20) and then COVID stopped all of this.</p> <p>Inspire Project – didn’t happen last year.</p>	<p>We need to re-launch learning detectives and learning powers and at the moment we need to ensure we do it safely as we are all still in bubbles at the moment. CB to re-launch with an assembly through TEAMS and then classes will determine a learning power focus for their own class.</p> <p>Will need to continue to build resilience (including well-being). Children have missed a huge chunk of time at school due to COVID and this has resulted in more children suffering with their emotional well-being, impacting on their ability to learn. Pupil well-being will be a school development for 20-21 and we will hopefully build on the work that was started with the DRP. Zones of regulation are to be used throughout school – this supports children’s emotional well-being and pupils will have a range of strategies allowing them to self-regulate.</p>	
---	---	--	--	--

<b>a) Targeted support</b>				
Improve the quality of teaching and learning	Booster classes after school for targeted groups of Y6 children and during school holidays.	Booster classes well-attended. Began in January but unfortunately, we couldn't continue due to COVID.	Booster classes have been predominantly for Y6 children and they are successful. This will continue next year – need to consider starting earlier as they need to catch up quickly and make rapid progress.	£2,600
<b>b) Other approaches</b>				
Allows those from disadvantaged children to participate in a range of experiences that will support their engagement in learning.	Curriculum enrichment – supporting costs for educational visits and experiences to support pupils' engagement in their learning including Stone Age Residential/ Winmarleigh Hall/London/Grinton Visit.  Staff are also strongly encouraged to organise day visits/visitors to	Pupils benefitted from these experiences that they may not experience otherwise.  Website and Twitter shows the variety of residentials, trips and visitors that we have had throughout the year. These are the experiences they remember from school.  Unfortunately, some of these did not take place due to COVID	Funding spent on enrichment activities is well spent and provides children with opportunities that they may never experience. This has a positive effect on learning and helps develop an engaging curriculum. Ensure that staff continue to organise visits/trips that enhance the curriculum and broaden the children's horizons.  We have had to stop residential visits for the time-being due to the restrictions placed on us by the DfE.  Day educational visits are still being organised by staff – these are, for the moment, virtual.	



<p>Access to online learning, both at home and at school</p>	<p>enhance the curriculum.</p> <p>Online subscriptions to engage and enthuse pupils in their learning of basic skills.</p>	<p>Pupils complete online tasks that are appropriate to their need/ability. Access is arranged at school if children do not have the internet at home. Increased engagement in home learning.</p>	<p>Children engage well and these subscriptions were essential to remote learning during lockdown. We continue to analyse our subscriptions to ensure value for money and high quality.</p> <p>Online subscriptions to continue although funding will limit us as to which subscriptions can continue. Teachers to ensure they allocate tasks that support individual learners' needs. Consider providing a lunchtime/after-school club for those across school who need the extra support from teachers and may not have access at home. Devices to be loaned to families who struggle with access.</p>	
--	--	---	--	--