

The Boleyn Trust
Cleves Pupil Premium Report 2020-2021

September 2020

Pupil Premium strategy statement Cleves Primary School

1. Summary information					
School	Cleves Primary School				
Academic Year	2020/2021	Total PP budget	£164, 090	Date of most recent PP Review	September 2020
Total number of pupils	494	Number of pupils eligible for PP	122	Date for next internal review of this strategy	September 2021
Pupil premium numbers last three years/allocation of money	2015 -2016	177	£277,200		
	2016-2017	188	£248,160		
	2017-2018	154	£203,280		
	2018-2019	143	£188,760		
	2019-2020	142	£187,440		

2. Current attainment from 2019				
	Pupil progress scaled score (dis)	Average scaled score	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	N/A	N/A	88% (21/24 – Max)	65
% making progress in reading	108	108	88% (21/24 – Max)	73
% making progress in writing	N/A	N/A	88% (21/24 – Max)	78
% making progress in maths	110	110	88% (21/24 – Max)	79

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
As with all schools nationally, the Covid 19 lockdown has negatively impacted on the progress of pupils. This has particularly affected children eligible for Pupil Premium.		
A.	Low on entry starting points in levels of oracy in Reception is lower for PP pupils than for other pupils. This slows cohort progress in reading in Reception and Year 1.	
B.	Focus group lowest 20% (including mainstream SEND) in KS2 classes who are making less progress than other PP pupils in KS2 pupils closing the gap in attainment in Reading, Writing and Maths.	
C.	Limited access to real life application of taught skills which negatively impacts the progress of high ability pupils who are eligible for PP in KS2 in Years 5/6.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance rates of groups of pupils especially those with PP-pupils travelling overseas to see families in school time Attendance rates of pupils with complex medical needs in the school's resource provision	
E.	Housing issues-including overcrowding, poor living conditions, risk of evictions, temporary housing arrangements	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria/Evidence</i>
A.	All pupils to achieve higher than national averages in Reading, Writing and Maths	PP pupils to achieve in line with non PP at 92% at expected and 30% achieve above expected in RWM
B.	Improved oral and written language skills for PP pupils in Reception classes	GLD for PP pupils to be at 90% in: Speaking and Listening; Writing; and Reading skills at the end of Reception
C.	Year 1 PP pupils at ARE in phonics.	Pupils are identified early and support provided daily where possible to improve chances of pupils scoring well in phonics screening. Pupils are engaged in additional phonics intervention and regular assessment demonstrates improvement. PP pupils to achieve in line with non PP at 90% at expected
D.	Increased attendance rates for pupils eligible for Pupil Premium	PP pupils to attend at national averages of at least 96.4%
E.	Pupils to have similar opportunities/experiences during their time at primary school as those from more affluent areas	Pupil feedback case studies and parental feedback.

5. Planned expenditure					
Academic year	2020/2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Close the gap between FSM pupils and Non FSM pupils.	Intensive small group support in Reading and Maths	Assessment using age standardised scoring identifies PP children who are currently behind their NFSM peers. FSM Pupils should, through quality first teaching and variation achieve the same outcomes as those N FSM.	Pupil progress reports Half termly monitoring and testing Classroom observations Whole staff CPD	SLT	Summer 2021
All PP pupils to achieve end of Key Stage 2 expected outcomes	Booster sessions to support all learners. To raise attainment and achievement across the school.	Close the gap between PP pupils and NPP pupils.	Intervention support. Wave 3 Literacy, Numeracy and Phonic support Tracking through regular summative assessment	DHT	Summer 2021
93% of PP pupils to achieve end of year targets	To raise attainment and achievement across the school for PP pupils with identified SEN.	Enable key pupils to have the opportunity to build stronger meta cognition skills & learning to learning strategies.	Pupil progress reports Half termly monitoring and testing Classroom observations Whole staff CPD	SLT	Termly
To raise phonics results for PP pupils to 90% pass rate	Staff training and CPD Box clever speech and language programme Monitoring by EYFS lead EYFS Phonics development and training	To raise CLL and CLE through speaking and listening programs. To increase staff knowledge and strategies To increase pupils' spoken language opportunities. To provide resources that support the development of language and communication.	Classroom observations Case studies Pupil progress meetings Termly monitoring	DHT	Termly Summer 2021
Total budgeted cost					110,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
90% of Year 6 PP pupils achieve expected or higher outcomes for R, W and M	Reducing class size year six/transition To enable pupils to be taught in groups that provide bespoke teaching models To provide first quality teaching to smaller class sizes.	Aim Higher, challenging more able PP pupils. To target key cohorts including boys, year 5 girls and PP pupils.	Pupil progress reports Half termly monitoring and testing Classroom observations Whole staff CPD	SLT	Termly
Increased attendance rates	Family support worker to continue to monitor pupils and follow up quickly on absences. First day response calling	To drive attainment, good attendance is key.	Through briefing of support worker about existing issues. PP DHT, office staff, head teacher will collaborate to ensure close monitoring and follow up with letters and parent meetings.	SLT	Reviewed termly in safeguarding meetings
To address mental health and emotional needs of pupils.	Art therapy/ Counselling sessions/ pastoral team support. PASS Survey Whole staff training on mental health needs.	Pupils with low self-esteem and wellbeing needs will have pastoral support.	Monitoring of interventions. Feedback from pastoral team. CPD feedback.	DHT	Termly in safeguarding meetings.
Ensure pupils have secure phonics knowledge	Intervention groups and/or 1:1 working with pupils 4 mornings a week (20 mins)	Focused 1:1 teaching will lead to greater progress.	Termly monitoring by Phonics team	AHT	Termly in ELT meetings.
Total budgeted cost					56,000

iii. Other approaches These will be modified and adapted depending on current Government Covid 19 guidelines

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils able to access learning in a calm manner to support development of communication and interaction through music	Music Therapist 3 days a week	Specialised support for pupils in music and communication number of pupils with early mental health issues identified as pp and with Complex needs have specific programmes to increase sensory awareness and engagement in learning.	Employ music support therapist and monitor through pupils reviews and progress meetings Termly observations of therapist practice.	DHT	Termly
Arts participation theatre groups	Gamalan project (year 1)	All pupils to make puppets and play Instruments for a performance related to Indonesian culture.	SLT to monitor End of project parent performance Pupil view feedback PASS survey	SLT	Spring 2019
	West end in schools - (whole school) whole school performance Story telling from around the world. Shakespeare festival (whole school) with whole school production of midsummer's night's dream.	Pupils have limited experiences of the arts in London- very few attend the theatre and musical performances outside the local area due to financial constrictions Local project with globe theatre to give pupils opportunities to see and perform plays in the globe theatre in London	SLT observations Parent feedback Pupil feedback PASS survey End of project performance	SLT	Summer 2019
	Brick Lane Music Hall (Year 6) professional performers will help develop pupils' performance skills for the end of term show	Local partnership with Brick lane Music Hall give pupils the opportunity to work with and produce theatre performance over 4 weeks to produce high quality performance with professional musicians and actors	SLT observations Parent feedback Pupil feedback PASS survey End of project performance	SLT	Summer 2019

<p>Ensuring physical and mental wellbeing</p>	<p>Breakfast club</p> <p>Afterschool clubs (with special focus on including girls in sporting activities)</p> <p>Pastoral team and family support workers</p> <p>School based art therapist</p> <p>Residential opportunities outside of London for Years 3, 4, 5 and 6</p>	<p>Breakfast club- has shown to improve attendance, punctuality and opportunity to complete reading tasks and homework if unable to do at home</p> <p>After school clubs of 15 clubs that support both physical and mental wellbeing. Pupils have improved access to a wider range of sports including cheerleading, fitness, cross country running and inter school sports. See list</p> <p>Family support working team enables teachers to focus on quality first teaching while pastoral issues with families are supported. Families supported have access to parenting classes and ESOL classes it also develops their own confidence through guided home learning projects.</p> <p>A higher threshold needed to access CAMHs and better identification of pupils displaying early signs of mental health difficulties mean we have taken the decision to buy in our own provision. This is in conjunction with parent's support has seen a decline in ongoing behavioural issues across the whole school.</p> <p>We also provide After school provision from 3:30 - 5:30 each day. There has been a great up-take in this service which further supports both pupils and parents. It provides further academic, creative, social and physical activities to promote overall well-being of pupils.</p>	<p>Termly safeguarding meetings</p> <p>Termly monitoring of clubs by learning mentor and SLT</p>	<p>SLT</p>	<p>Termly at ELT meetings</p>
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<p>Access to educational visits for all, including residential adventurous activity courses.</p>	<p>To ensure that all pupils are able to attend the visits by subsidising these e.g. Treginnis Farm</p>	<p>All PP attended their year group's educational visit/s. Parents offered discounts and payment schemes to help pay for residential trips.</p>	<p>Monitoring of pupil access to educational visits.</p>	<p>SLT</p>	<p>Termly</p>
Total budgeted cost					<p>21,440</p>

6. Review of expenditure

Due to the Covid 19 lockdown it is difficult to measure the effectiveness of the Pupil Premium Strategy 2019-2020. The school, therefore, has based much of the strategy for 2020-2021 on the previous evaluation seen below. This approach will be reviewed at the end of the autumn term and the 2020-21 strategy adapted accordingly

Previous Academic Year

2018/2019

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Close the gap between FSM pupils and Non FSM pupils.	Intensive small group support in Reading and Maths pupils.	<p>In KS1, 83.3% (10/12) FSM pupils achieved expected in TA for R/W/M. This is 1 pupil less than the maximum number of pupils that can achieves expected.</p> <p>In KS2:</p> <ul style="list-style-type: none"> 70.2% (33/47) of FSM pupils achieved expected standard in R/W/M. 4/14 pupils who did not meet the standards are HLSN with complex needs. 80.9% (38/47) pupils achieved expected standards in Writing. 76.6% (36/47) pupils achieved expected standards in Reading 78.7% (37/47) pupils achieved expected standards in Maths <p>In Year 6</p> <ul style="list-style-type: none"> 80% (8/10) of FSM pupils achieved expected standard in R/W/M. The 2 pupils who did not meet the standards are HLSN with complex needs. 80% (8/10) of FSM pupils achieved expected standards in Writing. 80% (8/10) of FSM pupils achieved expected standards in Reading 80% (8/10) of FSM pupils achieved expected standards in Maths 80% (8/10) of FSM pupils achieved expected standards in GAPS 	<p>We will continue to have these support groups and a focus on Pupils premium pupils as a whole school target this year.</p> <p>This has been an effective tool in raising attainment through whole class quality first teaching with the additional support in KS2 of booster classes when appropriate.</p> <p>This will continue to be focus this year with ensuring same quality first teaching in all subject areas.</p>	<p>Afterschool Reading and Maths homework clubs</p> <p>Booster lessons after school</p>

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6. Review of expenditure continued				
Previous Academic Year		2018/2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
93% of DA pupils to achieve end of year targets	To raise attainment and achievement across the school for DA pupils with identified SEN.	<p>In EYFS, 66.7% (4/6) of FSM pupils reached ARE. 1 pupil out of the 2, who did not meet the standards, is HLSN with complex needs.</p> <p>In KS1, 83.3% (10/12) FSM pupils achieved expected in TA for R/W/M. This is 1 pupil less than the maximum number of pupils that can achieves expected.</p> <p>In KS1, 90.9% (10/11) PP pupils achieved expected in TA for R/W/M.</p> <p>In KS1, there are 25 SEN/HLSN pupils achieved expected standards in R/W/M. (4 pupils who did not meet the standards are HLSN with complex needs).</p> <ul style="list-style-type: none"> • 76% (19/25) pupils achieved expected standards in R/W/M. • 84% (21/25) pupils achieved expected standards in Writing. • 80% (20/25) pupils achieved expected standards in Reading • 76% (19/25) pupils achieved expected standards in Maths <p>In KS2, 44 pupils on the Sen register of which 8 pupils are HLSN with complex needs. Achievements of this key group are:</p> <ul style="list-style-type: none"> • 61.4% (27/44) pupils achieved expected standards in R/W/M. • 70.5% (31/44) pupils achieved expected standards in Reading. 	Having a whole school focus on the lowest 20% as well as pupil premium pupils, each half-term, has been extremely successful and we will continue this next year.	CPD Booster sessions Homework club

		<ul style="list-style-type: none"> 70.5% (31/44) pupils achieved expected standards in Writing 70.5% (31/44) pupils achieved expected standards within Maths <p>In Year 6 ...</p> <ul style="list-style-type: none"> 88% (21/24) of PP pupils achieved expected standard in R/W/M. The 3 pupils who did not meet the standards are HLSN with complex needs. 88% (21/24) of PP pupils achieved expected standards in Writing. 88% (21/24) of PP pupils achieved expected standards in Reading 88% (21/24) of PP pupils achieved expected standards in Maths 88% (21/24) of PP pupils achieved expected standards in GAPS 		
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6. Review of expenditure continued				
Previous Academic Year		2018/2019		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise phonics results for PP pupils to 90% pass rate	<p>Staff training and CPD Box clever speech and language programme</p> <p>Monitoring by EYFS lead</p> <p>EYFS Phonics development and training</p>	<p>80% of FSM (12/15) pupils passed the phonics testing with 60% (9/15) achieving a mark of 37+/40.</p> <p>In Y1, the pupils have just missed the target by 1.7% with 88.3% of pupils passing the phonics testing with a mark of 32+.</p> <p>71.6% of Y1 overall achieved a pass mark of 37+/40.</p> <p>In KS1, 90.9% (10/11) PP pupils achieved expected in TA for R/W/M.</p>	The variety of media used and monitoring over the year have been very efficient in especially identifying focus groups from early in the year and we will continue to use this process this year.	Speech and Language programme. Focused after school clubs CPD

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6. Review of expenditure continued				
Previous Academic Year		2018/2019		
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
90% of Year 6 PP pupils achieve expected or higher outcomes for R, W and M	Reducing class size year six/transition To enable pupils to be taught in groups that provide bespoke teaching models To provide first quality teaching to smaller class sizes.	In KS2, 78.8% (67/85) PP pupils achieved expected in TA for R/W/M. (8/18 pupils who did not meet the standards are HLSN with complex needs). In Y6, 87.5% (21/24) PP pupils achieved expected standards for R/W/M. The 3 pupils who did not meet the standards are HLSN with complex needs.	This will continue to be focus this year with ensuring same quality first teaching in all subject areas. This will include ensuring there is adequate progress of More Able pupils.	Staff training weekly
Increased attendance rates	Family support worker to continue to monitor pupils and follow up quickly on absences. First day response calling	95.35% attendance of PP across the whole school.	We will continue to use this approach	£50,000
To address mental health and emotional needs of pupils.	Art therapy/ Counselling sessions/ pastoral team support. PASS Survey Whole staff training on mental health needs.	Pupils identified from PASS survey and teacher referrals. In Cleves, 37 pupils on the Pastoral Support register. Achievements of this key group are: <ul style="list-style-type: none"> 81.1% (30/37) pupils achieved expected standards in R/W/M. 89.2% (33/37) pupils achieved expected standards in Reading. 89.2% (33/37) pupils achieved expected standards in Writing 		

		<ul style="list-style-type: none"> 86.5% (32/37) pupils achieved expected standards within Maths <p>Reduced number of pupils referred to timeout this term than Autumn 2018</p>		
6. Review of expenditure continued				
Previous Academic Year		2018/2019		
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensure pupils have secure phonics knowledge	Intervention groups and/or 1:1 working with pupils 4 mornings a week (20 mins)	<p>80% of FSM (12/15) pupils passed the phonics testing with 60% (9/15) achieving a mark of 37+/40.</p> <p>In Y1, the pupils have just missed the target by 1.7% with 88.3% of pupils passing the phonics testing with a mark of 32+.</p> <p>71.6% of Y1 achieved a pass mark of 37+/40.</p>		
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils able to access learning in a calm manner to support development of communication and interaction through music	Music Therapist 3 days a week	PP pupils who accessed this service has developed further in being able to manage and engage in their learning.	We will continue to use this approach. At the moment we are continuing with 2 days a week which is why the cost is the same as last year	10,000

6. Review of expenditure continued				
Previous Academic Year		2018/2019		
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Arts participation theatre groups	Gamalan project (year 1	80% of FSM (12/15) pupils passed the phonics testing with 60% (9/15) achieving a mark of 37+/40. In Y1, the pupils have just missed the target by 1.7% with 88.3% of pupils passing the phonics testing with a mark of 32+. 71.6% of Y1 achieved a pass mark of 37+/40.	Using the creative arts is a valuable tool in developing memory skills and is filtered through to other lessons. This is a medium we will continue to use this year.	£2,500
	West end in schools - (whole school) whole school performance Story telling from around the world. Shakespeare festival (whole school) with whole school production of midsummer's night's dream.	Pupils access Shakespearean workshops and assemblies which promoted the development of Spoken Language and Reading	Drama workshops have a great impact on enjoying English especially. We will continue with this approach.	£1000
	Brick Lane Music Hall (Year 6) professional performers will help develop pupils' performance skills for the end of term show	In Year 6 <ul style="list-style-type: none"> 88% (21/24) of PP pupils achieved expected standard in R/W/M. The 3 pupils who did not meet the standards are HLSN with complex needs. 88% (21/24) of PP pupils achieved expected standards in Writing. 88% (21/24) of PP pupils achieved expected standards in Reading 88% (21/24) of PP pupils achieved expected standards in Maths 	Using the creative arts is a valuable tool in developing memory skills and is filtered through to other lessons. This is a medium we will continue to use this year.	£6000

		<ul style="list-style-type: none"> 88% (21/24) of PP pupils achieved expected standards in GAPS 		
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6. Review of expenditure continued				
Previous Academic Year		2018/2019		
i. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensuring physical and mental wellbeing	Breakfast club Afterschool clubs (with special focus on including girls in sporting activities) Pastoral team and family support workers School based art therapist Residential opportunities outside of London for Years 3, 4, 5 and 6	Breakfast club has improved pupil's attendance rates. <ul style="list-style-type: none"> 85.0% (35/40) breakfast club pupils achieved expected in TA for R/W/M. 95.0% (38/40) breakfast club pupils achieved expected standards in Reading. 97.5% (39/40) breakfast club pupils achieved expected standards in Writing 85.0% (35/4) breakfast club pupils achieved expected standards within Maths 88.2% of the breakfast club pupils who are PP (15/17) achieved expected in R/W/M. Pupils have been more stable within school as we ensure they receive adequate breakfast and lunch We provide a wide range of afterschool clubs that the pupils access to promote and access physical and mental well-being.	We will continue to use this approach and will have a further focus on girl's physical well-being.	Breakfast club £3,500 Afterschool club Pastoral team School mentor .
Access to educational visits for all, including	To ensure that all pupils are able to attend the	Visits and residential extend our pupils knowledge and gives them first-hand experience of both Humanities subjects as well as English (especially Non-Fiction).	We will continue to use this approach.	Residential trip to Wales. £6,000

residential adventurous activity courses.	visits by subsidising these e.g. Treginnis Farm			Residential trip to Barge
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