

Clewer Green CE First School

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Headteacher: Mr M Tinsley



'Inspiring Children'

Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

'I can do all things through him who strengthens me'

Philippians 4:13

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Clewer Green CE First School
Number of pupils in school	273
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	M. Tinsley
Pupil premium lead	K. Branch
Governor / Trustee lead	D. Jansen

Funding overview

Detail	Amount
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Clewer Green C of E First School is part of Windsor Learning Partnership, a company limited by guarantee that is registered in England (Company Number: 9409109), with a registered office c/o Windsor Girls' School, Imperial Road, Windsor, SL4 3RT.

Pupil premium funding allocation this academic year	£35,851 Inc school led-tutoring £2,228
Recovery premium funding allocation this academic year	£3,190
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	£39,041

Part A: Pupil premium strategy plan

Statement of intent

At Clewer Green our strategy plan is for all Pupil Premium children to make at least as much progress as their peers. We want all pupils to be highly engaged in all school activities and be eager to try new experiences and discover new interests and skills.

In order to achieve these goals we will meet the social, emotional and mental health needs of all pupils and have high academic aspiration for all children, regardless of prior attainment.

Challenges

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

Challenge number	Detail of challenge
1. Home Context	Supporting each pupil in the context of their home and how the parents can be supported prior to the children starting in EYFS
2. Parental Engagement	Encouraging sustained parental engagement in their child's education and well-being.
3. Attendance	Monitor poor attendance and punctuality
4. Emotional Resilience	Support pupils' emotional skills to enhance their independence and confidence
5. Low Expectations	Considering the potential of all individuals and having high expectations for all
6. Access To Extra Curricular Activities	Wider opportunities will build aspiration, self- confidence and self esteem
7. Access To The Curriculum	Enabling children of all abilities to access the curriculum

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
All parents feel welcomed and supported prior to their child starting school.	Parents are engaged at the start of their child's education <ul style="list-style-type: none">• Number of Home Visits prior to school year.• Parent meeting attendance records• Parent questionnaire
Improved parental engagement will lead to better academic success and higher aspirations for our pupils.	Parents actively engaged in their children's learning <ul style="list-style-type: none">• Parent meeting attendance registers• Home/school Reading Records• Attendance at school events• Parent questionnaire• Monitoring of class emails to teachers• Attendance at open mornings/evenings

Attendance and punctuality to improve.	Attendance to be in line, or above, for all pupils. Persistent absence and lateness to decrease. <ul style="list-style-type: none"> • Monitoring of registers • EWO visits
Raising aspirations for all and engaging pupils in new experiences.	All disadvantaged pupils are highly engaged in the school experience. They are eager to try new experiences and discover new interests and skills. <ul style="list-style-type: none"> • Club Lists • WSSP annual survey • Extra-curricular attendance • Monitoring of school trips offered
To meet the social, emotional and mental health needs of all pupils	Pupils have greater resilience, independence and confidence to engage with learning opportunities that are both challenging and engaging regardless of prior attainment. <ul style="list-style-type: none"> • ELSA pre and post questionnaire show improvement in targeted attitudes and behaviour. • Pupil questionnaires
High academic aspiration for all children in all Key Stages, regardless of prior attainment	All PP children make at least as much progress as their peers <ul style="list-style-type: none"> • Progress and Attainment data • Termly teacher reports • Gap analysis • PM Book Scrutiny • Bench marking

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: £8,631

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training	Training programme for 2 more ELSA trained TAs. We currently have 2 TAs who are ELSA trained and as we initially have had 4 within the school who work in different Key Stages, due to staff attrition we have not been able to fulfil the needs of the children who require ELSA support.	4
EAL training	Staff feel skilled and confident which enables all children, regardless of their home language, to access the curriculum.	4
EYFS staff training	All EYFS staff feel confident with supporting new families and taking part in home visits for all new children.	1
Inclusion training	Staff feel skilled and confident with teaching all children which enables children of all abilities to access the curriculum.	7
Regular, robust Performance Management for teachers	High quality, targeted CPD for all staff which matches Performance Management targets ensures that needs of children are specifically met. Regular, robust PM helps staff retention as all feel valued and respected.	7, 3

Regular, robust Appraisal for Teaching Assistants	High quality CPD available for Teaching Assistants and Higher Level Teaching Assistants, highlighted through annual appraisals, to support career progression and to meet the needs of the children. Finely structured and adapted TA Standards, to include HLTA Standards, provides clear career progression and therefore valued staff. This help support TA retention.	7, 3
Career development for all staff	Progression to Teacher Training, role of HLTA etc available and encouraged for TAs and LTCs. This supports a positive mind set for staff as opportunities are available, which in turn supports pupils' emotional skills and confidence with familiar members of staff.	4, 3
LA provision for SEMH children	Training for staff by LA provider and intervention for individuals	4

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

Budgeted cost: £26,569

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	In-class quality support has great impact on pupil progress	7
Identifying barriers to learning	Use of strategies to overcome barriers to learning	1 - 7
Personalised support for children through use of IEPs	Teachers working with pupils on individual targets highlighted in IEP in class	7
Small intervention groups	Regular, structured teacher intervention for e.g. phonic support	7
One to One support	Regular individual support for pupils identified by class teachers for specific learning needs and having high expectations of all.	5
ELSA support	Support for children with anxiety, anger, social, behavioural or bereavement issues enables them to access school and the curriculum with greater self-esteem.	4
Nurture Groups	Small group and individual activities for children who require additional support to develop and encourage their confidence and self-respect	4
Nurture support from WLP	Targeted work with small groups of children from the WLP Nurture Lead ensures consistency of approach across all Key Stages	4

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

Budgeted cost: £3,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nursery and Home visits to all children starting in EYFS by teacher, EYFS Lead, HLTA or TA.	Nursery and home visits before EYFS children start school help parents feel supported and included as their child transitions into school.	1, 3
Additional transition visits for EYFS children – lunch visits with parents, additional visits arranged on an individual basis where necessary.	Additional transition visits ensure parents and children a smooth transition into school.	1, 3
Parent Information Evenings – EYFS focus Parent workshops during transition phase.	Parent Information Evenings with an EYFS focus and Parent workshops during transition phase enable parents to feel well informed on how to support their child.	2
Healthy Minds Programme	A 6 week programme led by WSSP focusing on mental health, managing mental wellbeing, promoting emotional health, resilience, reframing failure, healthy coping strategies, mindfulness and self-worth help to support Year 4 children as they transition to Middle School.	4
Jigsaw PSHE curriculum effectively meeting pupils' social, emotional and mental health needs.	A robust scheme with a continuous thread through the school helps to support children with their emotional resilience and emotional needs.	2
Key Stage centred Acts of Worship led by incumbent Rev	Collective Acts of Worship for individual Key Stages helps all children to access religious ideas and stories at a suitable level.	4
Responsibility/roles for children: Worship Leaders, House Captains, School Council etc	A variety of responsibilities helps the children to feel valued as they are accountable for specific roles in the school and so helps behaviour with the older children and helps the younger children to feel nurtured and supported by their peers.	4, 3
Games Club	Lunchtime Games Club for those children requiring support with social skills and self-confidence.	4
Collaboration amongst WLP schools	Wider opportunities for children regarding e.g. transition with Middle schools	1, 6
Heads meeting	Regular meeting of Head teachers ensures a whole town approach and so continuity is ensured for all children	1, 6
Open Evening	Opportunity for prospective parents to visit the school helps new parents to feel involved and empowered to make the correct choice of school.	2
Weekly personal/small group Head teacher tours	Opportunities to discuss individual children's needs and parents to ask personal questions regarding the placement of their children helps prospective parents feel engaged.	2

Total budgeted cost: £ 39,041

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 2020 to 2021 academic year.

Internal and External Barriers 2020 – 2021 The provision to address these barriers will be carried out following DfE guidelines and restrictions due to Covid-19.		Evaluation of 2020 – 2021 strategies	
Barriers to attainment for all Pupil Premium children	Provision to address all barriers:		
ADDITIONAL BARRIERS DUE TO COVID-19	<p>MENTAL HEALTH Emotional health and well-being of families and children.</p> <p>Mental health, emotional well-being and resilience of our children will be a main priority due to Covid-19.</p>	<p>The mental health of the children will be a core consideration for the school after coming out of Lockdown and moving forward: ELSA: Social and emotional support for pupils with emotional needs to enable them to learn and manage their feelings and access class learning. Personalised support for children with individual needs to access the learning and make good progress towards their targets. Improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom. Healthy Minds Programme Year 4: 6 week programme led by WSSP focusing on mental health, managing mental wellbeing, promoting emotional health, resilience, reframing failure, healthy coping strategies, mindfulness and self-worth. Broad and balanced curriculum maintained for all year groups. 'Wellbeing for Education Return' virtual training for teaching staff Maintain weekly links with Rev. Rosie/church Maintaining 'normal' school routines as much as possible Staff consistency within bubbles to maintain routines and familiarity</p>	<p>Numbers of children identified for needing ELSA support led to further needs for training. September 2021: 2 more TAs became ELSA trained.</p> <p>All Year 4 children were engaged in the Healthy Minds programme led by WSSP.</p> <p>Bubbles and routines adhered to which resulted in consistency for children and families.</p> <p>Weekly Zoom Acts of Worship with Rev. Rosie for all.</p>
	<p>PHYSICAL HEALTH Physical well-being to support mental health will be a priority to ensure our children are healthy and active due to Covid-19.</p>	<p>The physical health of the children will be a core consideration for the school after coming out of Lockdown and moving forward: On-going PE lessons, predominantly outside. Coaching by WSSP to introduce children to a wide variety of sports. Virtual Competitions for all year groups led by WSSP. Reintroduction of sports After School Clubs once lockdown restrictions lifted.</p>	<p>Outdoor structured PE lessons ensured children had continued access to regular physical activity.</p> <p>Virtual sports competitions made children feel engaged with the wider schools community. Reintroduction of After School sports clubs as soon as restrictions allowed.</p>
	<p>CURRICULUM The curriculum is designed to facilitate recovery of missed learning during Lockdown.</p>	<p>An engaging, exciting curriculum which enables all children to make progress will support children to recover missed learning. Initial teacher assessments by child's 19/20 teacher in first week post lockdown. Gaps in reading assessed using end of previous year's PIRA (Summer 2020) Refocus on gaps in learning. Recovery groups based on initial teacher assessments Interventions</p>	<p>Gaps in learning identified through TT 'Gap Analysis' and so children were able to continue their progress.</p> <p>Children's emotional resilience to learning identified and so lessons adapted to suit best way for individuals to access the curriculum.</p>

		'A Recovery Curriculum – Reconnecting, Reigniting, Resilience' virtual training for SLT English Subject Leader	
HOME CONTEXT Supporting each pupil in the context of their home and how the parents can be supported prior to the children starting in EYFS £0	Home visits to all children starting in EYFS by teacher, EYFS Lead, HLTA or TA Nursery visits before EYFS children start school by teachers and TAs Additional transition visits for EYFS children – lunch visits with parents, additional visits arranged on an individual basis where necessary. Parent Information Evenings – EYFS focus Parent workshops during transition phase. Additional SENCo presentation to parents on how we can work together and support their children at home. Pupil Awareness Folder for all staff to read and complete	'Garden visits' carried out by EYFS staff to ensure parents felt welcome and engaged with CGFS.	
PARENTAL ENGAGEMENT Encouraging sustained parental engagement in their child's education and well-being. £0	Open door policy to ensure excellent communication with parents and carers. Increase opportunities for parents to come into school: <ul style="list-style-type: none"> • Open Evening • Celebration Evening • Parents' Evenings (3 per year) • Spend an Hour in EYFS during class time • EYFS parents in for lunch • Fortnightly newsletters to celebrate achievements • Twitter feeds to celebrate activities of children • Friends social events open for all parents and carers 	Very limited personal visits from parents due to Covid restrictions, but Twitter and Newsletter helped parental engagement. Regular Zoom meetings with HT offered to all parents. Zoom Parents' Evenings. Weekly Zoom whole school 'Achievement Assemblies' which parents were invited to.	
ATTENDANCE Monitor poor attendance and punctuality £0	Close tracking of attendance – medical and unauthorised holidays Termly visits by EWO. Letters sent home to parents by EWO to enforce attendance. Additional meetings with parents to discuss regular poor attendance	Attendance of PP children for 2020 – 2021: EYFS 95% Year 1 96% Year 2 80% Year 3 97% Year 4 84% Use of Seesaw, plus lesson outlines on school website for those children isolating with links to live Oak Academy lessons ensured children 'attended' lessons during Lockdown. Paper copy lesson packs hand delivered to homes for children without suitable technology to access the curriculum.	
EMOTIONAL RESILIENCE Support pupils' emotional skills to enhance their independence and confidence £13,107	Guidance by EP to support children with social and emotional needs Games Club to improve social interaction Jigsaw PSHE Scheme embedded throughout the school. Targeted ELSA support for individual and groups of children highlighted by class teachers. Weekly timetabled sessions for ELSA led by 2 trained TAs (one per Key Stage) to help children to manage their feelings and therefore access learning. Family Link Worker – weekly school visit to support and meet with parents and children Raise pupils' aspirations and self-esteem by giving them areas of responsibility: Pupil leadership roles – School Council, House Captains, Worship Leaders, Peer Mediators, Librarians, Storytellers Emotional needs of staff met by PSHE Leader	All children supported to enhance their confidence. ELSA support successful for those who were identified as needing additional support. Pupil leadership roles reduced due to remaining in bubbles, although limited responsibilities still carried out by Year 4 children.	

	Coaching sessions for staff supported by KS1 Leader therefore raising teacher confidence and performance Funded LTC to lead playground games	
LOW EXPECTATIONS Considering the potential of all individuals and having high expectations for all £5,590	Target children monitored closely by KS Leads and SLT Target setting through Target Tracker Continue to monitor Developing and Learning and Feedback policy Literacy skills enhanced through weekly Library sessions Singapore Maths Scheme embedded throughout whole school and closely monitored by Maths Subject Leader. Growth Mind Set for all SENCo meetings with class teachers to identify barriers to learning for individual pupils	Highlighting of all PP children ensured expectations of all children were raised by all staff. Close monitoring through TT enabled teachers to target specific needs of all children, including PP. Maths scheme supports children of all abilities and helps LA to keep together with the class.
ACCESS TO EXTRA CURRICULAR ACTIVITIES Wider opportunities will build aspiration, self- confidence and self esteem £0	Pupil Premium funding for: <ul style="list-style-type: none"> • before and after school clubs • School trips • Year 4 residential trip, including equipment and clothing. • Swimming lessons. • Clewer Cluster events • Library – WBD events • Bikeability. • Music tuition 	Access to extra-curricular activities was reduced due to Covid restrictions. The school grounds were used more extensively for outdoor 'Teach Active' lessons and for more Forest School style of learning. Virtual sports competitions held by WSSP entered by all year groups to ensure wider opportunities for all.
BREADTH OF CURRICULUM Sustain high quality provision of a stimulating curriculum within budget. £487	Re-evaluating the curriculum to meet the needs of each cohort Specific activities planned that will develop children's knowledge and understanding of the world e.g Science Week, Great Clewer Bake Off Broaden the children's abilities to talk, write and experience a wide range of activities – e.g. Sports, theatre etc. High quality, targeted CPD for all staff which matches Performance Management targets and delivery of an engaging curriculum	Re-evaluation of the curriculum scheduled for Autumn 2021 to ensure high quality provision for all children delivered across all Key Stages.
COMMUNITY ENGAGEMENT Give children opportunities to enhance their social interaction, language skills and empathy towards others £0	Weekly visits to local Care Home to enhance a sense of community Links with St. Andrew's Church Maintain high profile within WSSP – children to regularly take part in a wide range of sporting events.	Limited in person engagement due to Covid, although Zoom meetings with Rev. Rosie and WLP singing continued. Christmas decorations and pictures made for Care Home residence.
ACCESS TO THE CURRICULUM Enabling children of all abilities to access the curriculum £14,883	Singapore Maths Scheme enables targeted children to be taught within the class lesson. Phonics groups to target the needs of children with SEND. IEP meetings Regular reviews of children with EHCPs and their 1:1 support TAs SENCo meetings with class teachers to identify barriers to learning for individual pupils Re-evaluating of Intervention strategies Practice Files carried out with targeted individuals weekly SALT	Intervention strategies remodelled Autumn 2021 with robust recording and tracking using Edukey. EHCP reviews. PM for all 1:1 support TAs to ensure any additional needs required are met.

PUPIL PREMIUM Progress from Autumn 2020 to Summer 2021

All Pupils (23 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	6 (26.1%)	4 (17.4%)	7 (30.4%)	5.7 (24.6%)
Progressed by 5 steps	4 (17.4%)	4 (17.4%)	4 (17.4%)	4.0 (17.4%)
Progressed by 4 steps	5 (21.7%)	4 (17.4%)	5 (21.7%)	4.7 (20.3%)
Progressed by 3 steps	1 (4.3%)	7 (30.4%)	6 (26.1%)	4.7 (20.3%)
Progressed by 2 steps	6 (26.1%)	0 (0%)	0 (0%)	2.0 (8.7%)
Progressed by 1 step	0 (0%)	3 (13.0%)	0 (0%)	1.0 (4.3%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	1 (4.3%)	1 (4.3%)	1 (4.3%)	1.0 (4.3%)