



'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 2020/2021

Pupil Premium Strategy Statement

The Pupil Premium Grant (PPG) is allocated to schools by the government to provide funding for the following:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential;
- Supporting children and young people with parents in the regular armed forces.

Whilst allocated on a per pupil basis, the grant may be spent for the educational benefit of all pupils registered at our school. We recognise that not all children attracting Pupil Premium will need support or are disadvantaged and that not all pupils who are 'disadvantaged' or need support are eligible for pupil premium. The attainment of all pupils, including Pupil Premium children, is measured through pupil progress data where there is a focus on individual children to ensure that they are all meeting their targets. Those who are not will receive targeted support.

The PPG per-pupil rate for 2020 to 2021 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1,345
Looked-after children (LAC) or children who have ceased to be looked after by a local authority because of adoption or a special guardianship order.	£2,345
Service children	Service premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence.	£310

Summary of Clewer Green Pupil Premium children 2020/21:						
Total number of pupils	273	Number of pupils eligible for PP				28 (10%)
PP budget for 2020/21 based January 2020 census	£33,052	Year Group	FSM	Service	LAC	Total
		EYFS	3	2	0	5
		Year 1	5	1	1	7
		Year 2	5	2	0	7
		Year 3	3	0	0	3
		Year 4	5	1	0	6

Pupil Premium Age Related Summary Report Spring 2020 (prior to Lockdown March 2020)						
	Missing assessment	Below	Risk or Higher	At or Higher	Above or Higher	Significantly Above
Reading	1 (3.6%)	2 (7.4%)	25 (92.6%)	16 (59.3%)	5 (18.5%)	2 (7.4%)
Writing	1 (3.6%)	3 (11.1%)	24 (88.9%)	14 (51.9%)	1 (3.7%)	0
Maths	1 (3.6%)	2 (7.4%)	25 (92.6%)	17 (63.0%)	7 (25.9%)	1 (3.7%)

Percentage of PP children achieving ARE or higher: Reading 93%, Writing 89% and Maths 93%

Whole School Pupil Premium % Achieving Are or Are+ In Years 1 - 4					
	2016	2017	2018	2019	2020 (Spring 2)
Reading	60	60	83	81	85
Writing	49	43	62	73	78
Maths	57	63	79	77	82

Early Years Foundation Stage				
	School Percentage 2019	School Percentage 2018	School Percentage 2017	National Average 2019
Pupils achieving a GLD	75% (6/8)	75% (2/3)	100% (4/4)	RBWM 55%
Year 1 Phonics Results				
Pupils achieving the expected standard	75% (2/3)	100% (4/4)	70% (7/10)	RBWM 64% National 71%
Key Stage One Results				
Maths attainment	100% (4/4)	80% (8/10)	83% (5/6)	RBWM 58% National 62%
Writing attainment	100% (4/4)	80% (8/10)	50% (3/6)	RBWM 55% National 55%
Reading attainment	100% (4/4)	90% (9/10)	50% (3/6)	RBWM 65% National 62%

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.		
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>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>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 'A Recovery Curriculum – Reconnecting, Reigniting, Resilience' virtual training for SLT English Subject Leader</p>
<p>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</p>	<p>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</p>	
<p>PARENTAL ENGAGEMENT Encouraging sustained parental engagement in their child's education and well-being.</p>	<p>Open door policy to ensure excellent communication with parents and carers. Increase opportunities for parents to come into school:</p> <ul style="list-style-type: none"> • Open Evening • Celebration Evening • Parents' Evenings (3 per year) 	

	<ul style="list-style-type: none"> • 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
ATTENDANCE Monitor poor attendance and punctuality	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
EMOTIONAL RESILIENCE Support pupils’ emotional skills to enhance their independence and confidence	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 3 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 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	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
ACCESS TO EXTRA CURRICULAR ACTIVITIES Wider opportunities will build aspiration, self- confidence and self esteem	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
BREADTH OF CURRICULUM Sustain high quality provision of a stimulating curriculum within budget.	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.

	<p>Music tuition by Berkshire Maestros funded by Friends:</p> <ul style="list-style-type: none"> • Year 4 trumpet and trombone weekly lessons • Year 3 singing lessons • Year 2, 1 and EYFS 'Pantomimus' music. <p>High quality, targeted CPD for all staff which matches Performance Management targets and delivery of an engaging curriculum</p>
<p>COMMUNITY ENGAGEMENT Give children opportunities to enhance their social interaction, language skills and empathy towards others</p>	<p>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.</p>
<p>ACCESS TO THE CURRICULUM Enabling children of all abilities to access the curriculum</p>	<p>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</p>