# 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

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| Detail | Data |
| School name | Humberston Cloverfields Academy |
| Number of pupils in school | 313 |
| Proportion (%) of pupil premium eligible pupils | 15.3% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 – change in leadership so will be reviewed after a year |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | November 2022 |
| Statement authorised by | Rebecca Clayton |
| Pupil premium lead | Lindsay Holness |
| Governor / Trustee lead | Academy Improvement Committee |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £53,245 |
| Recovery premium funding allocation this academic year | £4,785 |
| 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 | £ 58,030 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Cloverfields, we believe that, although Pupil Premium provides additional funding, it is the spotlight it puts on the achievement of disadvantaged children that is the priority. 15.3% of children who attend Cloverfields are eligible for the funding, compared to 20.8% nationally.  Educational attainment is the best predictor that we have of a young person’s long-term outcomes and it is, therefore, important that we ensure all children achieve, whatever their background or level of social deprivation. It is important that this additional public funding is used effectively, with careful planning, in order that we close the gap between disadvantaged children and their peers.  Ultimately, our aim is to remove the barriers that disadvantaged children face to achievement, and allow them to achieve as well as their peers, nationally. Students eligible for the Pupil Premium are often more likely to be low-attaining than other children, however we are aware that we have some middle attainers who also attract Pupil Premium funding.  The belief that all eligible children should be positively impacted by this strategy has influenced our planning. We have considered the evidence from the Education Endowment Foundation (EEF) and their research into successful practice in other schools. We have also taken on board the impact of strategies used previously within our own school.  As recommended by the EEF, we have a tiered approach to Pupil Premium spending. Teaching takes priority and this includes professional development and training for all staff. This is reflected in the Pupil Premium spending, where teaching is the highest costed tier.  The Education Endowment Foundation states ‘The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.’ It is for this reason that our plan is specific and precise. We endorse the EEF’s view that the use of Pupil Premium funding will ‘benefit other groups’ and that ‘some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.’ |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attainment is lower for disadvantaged learners than peers, both in school and nationally. We also have a slightly higher proportion of disadvantaged learners with SEN compared to national, 33% of these are Pupil Premium. |
| 2 | Limited reading at home is a barrier for disadvantaged children and this impacts on their access to the wider curriculum in school and beyond  Limited ‘wider’ experiences and opportunities in life to draw upon which can link to lack of aspiration for the future. This is also linked to limited reading |
| 3 | Attendance for disadvantaged children during COVID was below the rest of the school (96.2% non-disadvantaged compared to 93.8% disadvantaged pupils). 17% of the Persistent Absentees are Pupil Premium |

## 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.

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| Intended outcome | Success criteria |
| *Increase the percentage of disadvantaged pupils reaching standards*  *Ensure all pupils, whether pupil premium or SEN or both, make at least expected progress over the year.* | Reading, writing and maths combined data at the end of KS2 will show there is no difference when compared to peers.  Outcomes will be in line with National  Data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing  The quality of teaching in all cohorts is at least good in all lessons at all times, and often outstanding.  The quality of teaching and learning in every classroom is enhanced by the deployment of highly effective teaching assistants.  Interventions are targeted, timely and highly effective and are closely monitored to ensure maximum impact on pupil progress and achievement. |
| *Develop the vocabulary of disadvantaged pupils, in general and across the curriculum* | Enquiries into teaching and learning will identify an increased application of vocabulary  Reading attainment will show disadvantaged pupils are in line with all pupils |
| *Increase the opportunities for disadvantaged pupils to read* | Reading outcomes will show disadvantaged pupils are at least in line with National  Reading data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing |
| *Improve the attendance of disadvantaged pupils* | Attendance for disadvantaged pupils to be in line with others in school and nationally.  Reduction in the percentage of Persistent Absentees across school  Individual case studies will demonstrate the impact of improving attendance on pupil achievement. |

## 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: 26,622

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Employ additional L2 TA hours in FS2 – evidence shows the younger children have a bigger deficit due to Covid. The additional member of staff means that the children can have access to one-to-one support for reading, number and phonics as required.*  **Cost - £7100 (half salary)** | EEF Teaching Assistant Interventions  EEF – one to one tuition  EEF – small group tuition | 1  2 |
| *Continue to provide effective targeted support through Reading Plus for all children in KS2 and a similar reading programme in KS1*  *Encourage the use of these at home*  **Cost - £2650** | EEF – notes that homework is more effective when linked directly to classroom work. Purpose of homework needs to be clear e.g. to develop fluency in a particular area | 1  2 |
| *Continue to provide access to TT Rockstars and Numbots for all children in school – Encourage the use of these at home*  **Cost - £113** | 1 |
| CPD for all staff on language development and vocabulary  **Cost - none** | EEF SEN research – ‘build an ongoing holistic understanding of your pupils and their needs’ | 1  2 |
| Precision teaching by TAs  One to one intensive support  **Cost - none** | EEF – small group tuition | 1  2 |
| *Continue to provide hours for the Pastoral Support staff member to work with SLT on the identification of children who need SEMH support to be able to fully access their learning and make progress.*  *This member of staff has a focus on and emotional well-being in the classroom*  **Cost - £2000 (5 hours a week)** | EEF - Social and emotional learning has a positive impact on achievement | 4 |
| *Continue to provide a member of the admin time additional time to support the attendance of pupils who receive PP*  **Cost – £2000 (5 hours a week)** | EEF - Social and emotional learning has a positive impact on achievement  EEF – Parental engagement | 1  3 |
| *RGi and JC (English and Early Reading leads) – collective release time 0.5 day per week. This time is used to monitor standards, oversee interventions and support teaching and learning through mentoring*  **Cost - £7000** | EEF – Mastery learning  EEF – Teaching Assistant Interventions | 1  2 |

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

Budgeted cost: **£13,311**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Monster phonics training for all staff with a focus on interventions for KS2 pupils.*  **Cost - £1774** | EEF Teaching Assistant Interventions  EEF – one to one tuition  EEF – small group tuition | 1  2 |
| *Booster for Y6 in Spring Term – one adult to one or 2 pupils. 10 staff x 1 hour per week*  ***Cost - £2,555*** | EEF highlights one to one tuition as having significant impact | 1  2  3 |
| *Targeted physical interventions which will particularly support children with behaviour and fine/gross motor difficulties*  ***Cost - L4 TA £2,145 (5 hours per week)*** | EEF SEND review recommendations – interventions using behavioural approaches can be effective | 1  2 |
| *Grimsby Town football Club reading support*  ***Cost - £2,250*** | EEF – one to one tuition  EEF – small group tuition | 1  2 |
| *Qualified teacher working as a L3 TA delivering 1:1/1:2 reading interventions*  **Cost - £2621 (20% salary)** | EEF Teaching Assistant Interventions  EEF – one to one tuition  EEF – small group tuition | 1  2 |

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

Budgeted cost: **£13,311**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Continue to employ a member of the admin team to oversee attendance (including penalty notices) and admissions and leavers – part time role*  ***Cost - £8,299 (50% of role)*** | EEF – Parental engagement  Children benefit from all strategies in this document if they are in school | 3 |
| *SLA with the Local Authority for Education Welfare Officer support*  ***Cost - £678*** | EEF – Parental engagement  Children benefit from all strategies in this document if they are in school | 3 |
| *Subsidise the provision of Cloverfields curriculum enrichment across the time the child is in school.*  ***Cost - £1000 annual whole school*** | EEF - Social and emotional learning has a positive impact on achievement,  Collaboration, Outdoor Learning | 1  2  3 |
| *Subsidise the provision Kids’ club*  ***Cost - £1000*** | EEF – Parental engagement and support | 3 |
| *Provide all children with a high quality book to keep on World Book Day and additional book for EY and KS1 Children for Christmas – annual event.*  ***Cost - £1,500*** | EEF - Social and emotional learning has a positive impact on achievement,  Collaboration, Outdoor Learning | 1  2 |
| *Investment in new library books and TA time to set up the library bus each year*  **£100 TA time**  **£500 books** | EEF - Social and emotional learning has a positive impact on achievement,  Collaboration, Outdoor Learning | 1  2 |
| *Reading reward scheme – books, badges, certificates*  **£234** | EEF - Social and emotional learning has a positive impact on achievement,  Collaboration, Outdoor Learning  EEF – Parental engagement | 1  2 |

**Total budgeted cost: £58,030**

# 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.

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| Due to COVID-19, performance measures have not been published for 2019-2020 or 2020-2021. This means we have no published data to evaluate our strategy at the interim points. National curriculum assessments are due to take place this year, we should then have a full set of quantitative data to assess the intended outcomes.  Last year, we agreed to the following:  **Supporting Teaching and Learning**   * A planned Curriculum to meet the needs of Cloverfields’ pupils * Additional adult support in every class * Continued participation in appropriate training programmes for teachers * Minimise impact of school closures due to the pandemic   **Targeted academic support**   * Addressing the individual needs of each child and identifying their barriers to learning Providing intervention linked to termly Cohort Performance Reviews * Personalised support and tailored interventions to the needs of the child – academic and otherwise * Deployment of support staff to provide bespoke interventions * Identifying barriers beyond academic and addressing these through pastoral and emotional support * SLT involvement in reducing barriers to learning with any individuals as required. * Targeted, personalised support offered throughout pandemic whether children are in school or at home.   **Wider strategies**   * Provision of a strong and highly effective Pastoral Team * Training for all staff on issues around Mental Health * Work with the Educational Psychologist to develop a self-support mechanism for emotional issues and difficulties * Working with identified families to improve children’s attendance and punctuality * Providing support for parents * Extended learning out of hours by providing after school child care and Booster Sessions – as national restrictions allow * Providing books for all children * Reduced costs for trips and clubs –as pandemic allows   Across school we find that the achievement of Pupil Premium children is generally not in line with others. This year is difficult to measure in an accurate quantitative manner due to the added disruptions of the pandemic. We aim to monitor, measure and compare attainment and progress of disadvantaged pupils and compare to 2019 statutory data as well as making comparisons within the 2022 statutory data set as well as internal data. |

## Externally provided programmes

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| Programme | Provider |
| Times Table Rockstars | Maths Circle |
| Reading Plus | Dreambox Learning |