

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Humberston Cloverfields Academy
Number of pupils in school	326 (including FS1)
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Rebecca Clayton
Pupil premium lead	Katie Nicholson Kristen Jennings
Governor / Trustee lead	Academy Improvement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,015
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	£ 54, 015

Part A: Pupil premium strategy plan

Statement of intent

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. 13.8% 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 children on track for learning 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 the research into successful practice in 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 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.

Challenge number	Detail of challenge
1	Some children with Pupil Premium funding struggle with regulating emotions and can need additional pastoral support. For a number of these children this is linked to family circumstances.
2	Limited reading at home, often due to time factors, is a barrier for disadvantaged children and this impacts on their access to the wider curriculum in school and beyond A number of our Pupil Premium children also are 'time poor' which impacts their social and emotional development as well as their communication skills.

3	Children who receive Pupil Premium funding do not necessarily fall into groups with commonalities. Need personalised support but not necessarily at a low attainment level. Close monitoring to ensure all receive any additional support needed.
4	A number of pupil premium children come from families with additional needs and therefore variable support at home. This can cause children to have less emotional resilience with a higher rate of Pupil premium children needing emotional support. This has been further exacerbated by the pandemic when a number of Pupil Premium children were learning at home.
5	Many of the children who receive Pupil Premium access before and after school care due to family circumstances.

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
<i>Increase the percentage of disadvantaged pupils reaching standards</i> <i>Ensure all pupils, whether pupil premium or SEN or both, make at least expected progress over the year.</i>	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.
<i>Increase the opportunities for disadvantaged pupils to read</i>	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
<i>Improve the attendance of individual disadvantaged pupils</i>	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.
<i>Supporting families beyond the school day; parents need to work and children need good quality childcare</i>	Reduction in time taken absent due to lack of child care facilities

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: £30, 168

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Employ a Learning Mentor to work with SLT on the identification of children who need SEMH support to be able to fully access their learning and make progress.</i></p> <p><i>This member of staff has a focus on emotional well-being in the classroom</i></p> <p><i>The Learning Mentor will also target Pupil Premium children for additional reading support</i></p> <p><i>Learning Mentor to also support the attendance of PP pupils</i></p> <p><i>Percentage of role funded from PP</i></p> <p>Cost – £18, 818</p>	<p>EEF - Social and emotional learning has a positive impact on achievement</p> <p>EEF - Social and emotional learning has a positive impact on achievement</p> <p>EEF – Parental engagement</p>	<p>1</p> <p>1 3</p>
<p><i>Continue to provide effective targeted support through Reading Plus for all children in KS2 and Nessie in KS1</i></p> <p><i>Encourage the use of these at home</i></p> <p>Cost - £2650</p>	<p>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</p>	<p>1 2</p>
<p><i>Continue to provide access to TT Rockstars and Numbots for all children in school – Encourage the use of these at home</i></p> <p>Cost - £200</p>		<p>1</p>
<p>CPD for all staff on mental health needs of children and trauma related needs</p> <p>Cost – already included in SLAs</p>	<p>EEF SEN research – ‘build an ongoing holistic understanding of your pupils and their needs’</p>	<p>1 2</p>

Precision teaching by TAs One to one intensive support Cost - none	EEF – small group tuition	1 2
<i>Subsidise the provision of breakfast club and after school club – wrap-around care to increase attendance and support families</i> <i>On average - £2 per child per week</i> Cost - £4000	EEF – Parental engagement and support	3
<i>Keep up to date with Monster phonics training for all staff with a focus on interventions for KS2 pupils as needed. Ensure school is well resourced with books to match</i> Cost - £1,000	EEF Teaching Assistant Interventions EEF – one to one tuition EEF – small group tuition	1 2
Oversight of Pupil Premium Teacher who supports SLT (TLR) Released for 6 days over the year + 25% of TLR role Cost - £3,500	Overview of policy and provision	3

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

Budgeted cost: £14, 017

Activity	Evidence that supports this approach	Challenge number(s) addressed
Newspaper Project – produce a school newspaper – all PP from Y6 to Y1 4 x teacher days and materials Costs = £2000	EEF - Social and emotional learning has a positive impact on achievement, (builds confidence and pride) Collaboration	1 2
Head of School teaching maths intervention, two hours per week – approx. 12 weeks Costs = £1200		
<i>Booster for Y6 in Spring Term – one adult to one or 2 pupils. 10 staff x 1 hour per week</i> Cost - £2,555	EEF highlights one to one tuition as having significant impact	1 2
<i>Targeted physical interventions which will particularly support children with behaviour and fine/gross motor difficulties</i>	EEF SEND review recommendations – interventions using behavioural approaches can be effective	1 2

Cost – Sports Coach - 10% of role - £2,262 (2 hours per week) Apprentice TA – 10% of role - £500		
<i>Grimsby Town football Club reading support</i> Cost – approx. £4,000	EEF – one to one tuition EEF – small group tuition	1 2
<i>Provide all children with a high quality book to keep on World Book Day and additional book Christmas – annual event.</i> Cost - £1,500	EEF - Social and emotional learning has a positive impact on achievement,	1 2

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

Budgeted cost: £9, 961

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to employ a member of the admin team to oversee attendance (including penalty notices) and admissions and leavers, support for families</i> Cost - £3,891 (25% of role)	EEF – Parental engagement Children benefit from all strategies in this document if they are in school	3
<i>SLA with the Local Authority for Education Welfare Officer support</i> Cost - £520	EEF – Parental engagement Children benefit from all strategies in this document if they are in school	3
<i>Subsidise the provision of Cloverfields curriculum enrichment across the time the child is in school.</i> Cost - £1500 annual whole school + £1050 for Y6 residential	EEF - Social and emotional learning has a positive impact on achievement, Collaboration, Outdoor Learning	1 2 3
Provide each child with 3 x free Kixx voucher to use when parents need support in holidays, one per term Cost - £3000	EEF- Social and emotional learning has a positive impact on achievement EEF – parent engagement and support	3 4

Total budgeted cost: £54,146

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.

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

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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 classes
- ✓ Continued participation in appropriate training programmes for teachers
- ✓ Minimise ongoing 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.

Wider strategies

- ✓ Provision of pastoral support
- ✓ Training for all staff on issues around Mental Health
- ✓ 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
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Pupil premium strategy outcomes

Those children in receipt of Pupil Premium funding received quality first teaching and a range of targeted interventions and wider strategies. Social and emotional wellbeing was a focus and the impact of the pandemic on this.

Progress at the end of KS2

Reading 86% good progress and 16% better than expected progress

Writing 88% good progress and 19% better than expected progress

Maths 70% good progress and 2% better than expected progress

Pupil Premium children

Reading 80% good progress and 10% better than expected progress

Writing 80% good progress and 20% better than expected progress

Maths 70% good progress and no children made better than expected progress