

Pupil premium strategy statement – Clover Hill VA Infant and Nursery School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	157 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	33% (excluding Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023- 2026
Date this statement was published	July 2023
Date on which it will be reviewed	annually
Statement authorised by	Governing Board
Pupil Premium lead	Mrs H McCarney
Governor Lead	Mrs L Bolt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,660
Recovery premium funding allocation this academic year	£2,902
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£78,562

Part A: Pupil premium strategy plan

Statement of intent

At Clover Hill our pupils from disadvantaged backgrounds are a significant group, but many families in the area also experience hardship or are “just about managing”. Many of these pupils have additional barriers to learning, and it is our intention to offer all children whatever additional support they need in order to achieve their potential. We intend for all our pupils who experience disadvantaged to leave Clover Hill as confident individuals who are willing to take risks, participate fully in their learning and seize opportunities. We will work with their families to ensure good school attendance. The children will read fluently and widely and be able to talk about books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will have the opportunity to attend extra-curricular activities and play an active role in school life. They will aspire similar to or above those of their peers and achieve well.

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none">- Early WELLCOMM (in our own nursery) and baseline assessments, observations, and discussions with pupils indicate low oral language comprehension, language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to end of KS1.- Some PP children do not gain as much competence in basic numeracy and literacy skills by the end of KS1. Some PP pupils have less varied vocabulary and life experience than their peers. This can inhibit their engagement, confidence and access to the curriculum.
2	Attendance rates for pupils eligible for PP are below the target for all children (95%), this reduction in school hours impacts on their learning.
3	<p>The impact of low income on well-being, family life, experiences and aspirations.</p> <ul style="list-style-type: none">- Challenging family circumstances impact on a child's well-being and happiness at school.- We have noticed an increase in poor mental health with more children needing a trusted adult to speak with and offer support.

4	<p>- Many of our families, whether on PP or not, have a very low income and find supporting extra-curricular activities, school trips, out of school provision and other experiences challenging.</p> <p>-Many children are not aspirational for their own future.</p>
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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
For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check.	100% of disadvantaged pupils who do not have a cognitive SEND need will reach age-related expectations in R,W,M and Phonics. Those that have a SEND need will make more than expected progress from their individual starting points.
Attendance rates get better for pupils eligible for PP, that are below target, including those that are persistent absentees – moving closer toward in line with our target of 95% attendance for all.	For all disadvantaged pupils to attend school regularly and on time, PA improving for this group and attendance in line with all pupils.
Pupils enjoy school and have positive attitudes and well-being -PP pupils and their families can access support that meets their needs, as quickly as possible, via a multiagency approach to mentoring/parenting/social care/hardship.	<p>- well-being assessments and observations, pupil perception questionnaires are used to effectively identify children who need support and action plans can direct focused interventions.</p> <p>-Welfare outcomes for pupils eligible for PP are quickly satisfied; helping to address, support and improve issues so that pupils are not inhibited in their learning and progress, whilst at school</p>

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: £ 4,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maths Hub training and dissemination to all staff</i>	Teachers to engage with the most up to date thinking from the Maths hub, utilising the in-house expertise of Maths hub lead and EY/KS1 lead. <ul style="list-style-type: none"> • EEF T& L toolkit, teacher subject knowledge • EEF T &L toolkit, mastery teaching 	1
Phonics: RWI phonics training and refresher for staff and those new to school. Phonics leader to evaluate effectiveness of phonics teaching in each class N-Y2, to plan appropriate remedial actions, monitor impact.	Phonics toolkit EEF + 5months DfE accredited phonics programmes. <ul style="list-style-type: none"> • Phonics strategies, EEF T&L toolkit 	1

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

Budgeted cost: £ 20,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted interventions led by experienced and well-trained teaching assistants and deputy head.</i>	EEF findings - Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3).	1

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

Budgeted cost: £ 54,202

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted social and emotional support and attendance through a well-trained pastoral team and wider school strategies.</i>	EEF findings – recommendation that schools should use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.	2 and 3
<i>Support for attendance on school trips and extra curricular activities.</i>	Cost of living crisis has impacted on families and caused a reduction of uptake for these activities.	4

Total budgeted cost: £ 78,562

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Outcomes for Year 2 pupils evidence that PP children still do not achieve as well as ALL children despite intensive support and intervention.

Reading (Expected and above)

PP - 76%

ALL – 84%

Writing (Expected and above)

PP - 57%

ALL – 74%

Maths (Expected and above)

PP - 62%

ALL – 78%

2. Attendance for PP children for the year 2022-23 is 89.52% and for all children 92.61% despite of focus efforts to support good attendance.
3. In 2022-23 85% of PP children received Pastoral Support over the year. This included 1:1 sessions for anxiety, health problems, family issues, FSP and statutory CP process related work, family work, behaviour, bereavement, transition.
4. No child has been unable to attend a trip due to cost. School has funded places. In addition PP children are offered places on extra-curricular activities first and free of charge.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
None	