

Pupil Premium Grant (PPG) Strategy and Expenditure Report 2020/21

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 spent the funding in the academic year 2020/21 and the effect that last year's spending of pupil premium had within our school.

Information	Data
School name	The Clara Grant Primary School
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	40.93%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020/2021 to 2023/2024
The date this statement was published	December 2021
The date on which it will be reviewed	July 2022
Statement authorised by	Chair of Governor, Mark Taylorson
Pupil premium lead	Headteacher, Karen Symons
Governor / Trustee lead	Chair of Governor, Mark Taylorson

The primary approach in supporting disadvantaged children

1. Develop children's oral language skills and vocabulary to access a broad and creative curriculum and attain the highest standards
2. Develop children's reading, maths and mental arithmetic and writing skills
3. Help children to attend school consistently and arrive on time
4. Support children with self-esteem and attachment difficulties to improve behaviour, social interactions and readiness for learning.
5. Encourage parents and carers to engage in school life and home learning (mainly reading)
6. Support children and families with complex home lives (poverty; parental break-up; adverse childhood experiences), which may have been exacerbated by the six months COVID 19 school closures

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Challenges	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have suffered more during the lockdown and the attainment gap was widened as a result of this. This negatively impacted their development and access to home learning.
3	Internal and external assessments indicate that reading, maths and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last X years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap remains steady to the end of KS2.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic 408 pupils (197 of whom are disadvantaged) currently require additional support with social and emotional needs, with X (197 of whom are disadvantaged) receiving small group interventions.

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Attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths		
% making progress in reading		
% making progress in writing		
% making progress in maths		

Expenditure type	Evidence that supports this approach	Approximate PPG contribution
Intervention Teacher x2 CPD and NQT The National College Subscription	Investing in high-quality teaching. The National College delivers training and professional development for teachers and teaching assistants aimed to bring on-topic information to teachers and teaching assistants, and new webinars based on the most up-to-date topic in the education sector. To work with small groups across Y1, Y2 & Y6, diminishing the gap in learning and the impact of Covid.	£80,907.00
Speech & Language Therapist and x2 Teaching Assistants Intervention Support	To improve speech and language needs across the school & TAs to work with small groups, diminishing the gap in learning and to provide life-changing treatment, support and care for young people who have difficulties with communication.	£78,250.24 £10,000.00

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Arts & Music	<p>Thames Music: To give pupils high-quality music provision across KS2. To provide cross-curricular enrichment in English and Drama and to enhance pupil achievement and attainment through music and arts, widen access to music and arts for all young people, develop pupils' confidence, motivation, self-discipline and self-awareness, encourage and develop all pupils' potential, enjoyment and creativity through participation in the arts and to provide skills and music support for schools, teachers and pupils.</p> <p>Shakespeare Schools Festival: Through these opportunities, young people reconnect and make new friends; through exciting, active learning they grow in empathy, confidence and resilience; through rediscovering their creativity they open new horizons.</p>	£12,859.00
<p>Additional Support: Learning Mentor, Parent Support Partner and Psychologist (EP) service</p>	<p>Increase resilience for individual children and within families and improve outcomes. The purpose of a Parent Support Partner and Learning Mentor is to increase family involvement, voice and engagement within the mental health treatment process and to equip parents with the skills necessary to address the challenges of raising young people with special needs resulting in improving outcomes for pupils with serious emotional disturbance and intellectual/developmental disabilities, including autism involved with the public mental health system.</p> <p>The EPS supported schools through service level agreements to raise achievement and deliver positive outcomes for children and young people.</p>	£48,136.00
<p>Childcare/Breakfast Provision Morning Club Costs and Magic Breakfast Subscription</p>	<p>Magic Breakfast: studies show that providing a nutritious 'magic' breakfast boosts pupils concentration levels, reading, writing and maths by an average of 2 months' progress per year, compared to pupils in</p>	£11,181.00

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	schools with no such breakfast provision. Offering young people, a healthy breakfast will have a positive impact on their learning.	
Attendance Inclusion Support	To support with attendance and Inclusion, to improve attendance and punctuality, to reduce unauthorised absences and be on top of pupils wellbeing and make sure they are safeguarded.	£13,392.00

Funding overview 2020/21	Amount
Pupil premium funding allocation academic year 2020/21	£224,615.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total expenditure 2020/21	£254,725.24

Previous year expenditure review 2019/20	Amount
Pupil premium funding allocation academic year 2019/20	£168,660.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
External Support - Speech & Language Therapist and TA	£26,748.00
Teaching - Intervention Teacher x4	£131,458.00
Music Tutor & Theatre	£8,345.00
Additional Support - Learning Mentor	£39,212.00
Childcare/Breakfast Provision - Morning Club	£8,667.00
Attendance & Inclusion Support	£3,953.00
Total expenditure 2019/20	£218,383.00

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