

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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

Detail	Data
School name	Cleves Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	12/2021
Date on which it will be reviewed	12/2022
Statement authorised by	Ms Nneoma Onyemachi
Pupil premium lead	Miss Rosie Hayes
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,020
Recovery premium funding allocation this academic year	£17,768
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£156,020
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	£173, 788

Part A: Pupil premium strategy plan

Statement of intent

Cleves Demographic and School Context

Cleves is a two-form entry primary school in East Ham. Most pupils come from minority ethnic backgrounds. A wide range of heritages and cultures is represented. The proportion of pupils who speak English as an additional language is much higher than average. The school incorporates specialist provision for around 31 pupils from the Nursery to Year 6 who are eligible for High-Needs Funding or Resource Provision.

At Cleves

- Common barriers to learning for disadvantaged pupils can include but are not limited to: less support at home, language barriers and weak communication skills and lack of confidence, as well as attendance and punctuality issues. There may also be complex family situations that prevent pupils from excelling. The challenges are varied and there is no “one size fits all”.
- We aim to ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas for development or support across the school.

Key Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Low on entry starting points in levels of oracy in Reception is lower for PP pupils than for other pupils. This slows cohort progress in reading in Reception and Year 1.
2	Focus group lowest 20% (including mainstream SEND) in KS2 classes who are making less progress than other PP pupils in KS2 pupils closing the gap in attainment in Reading, Writing and Maths.
3	Limited access to real life application of taught skills which negatively impacts the progress of high ability pupils who are eligible for PP in KS2 in Years 5/6.
4	Attendance rates of groups of pupils especially those with PP-pupils travelling overseas to see families in school time Attendance rates of pupils with complex medical needs in the school's resource provision
5	Housing issues-including overcrowding, poor living conditions, risk of evictions, temporary housing arrangements

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
All pupils to achieve higher than national averages in Reading, Writing and Maths	PP pupils to achieve in line with non-PP at 92% at expected and 30% achieve above expected in RWM
Improved oral and written language skills for PP pupils in Reception classes	GLD for PP pupils to be at 90% in: Speaking and Listening; Writing; and Reading skills at the end of Reception
Year 1 PP pupils at ARE in phonics.	Pupils are identified early and support provided daily where possible to improve chances of pupils scoring well in phonics screening. Pupils are engaged in additional phonics intervention and regular assessment demonstrates improvement. PP pupils to achieve in line with non PP at 90% at expected
Increased attendance rates for pupils eligible for Pupil Premium	PP pupils to attend at national averages of at least 96.4%
Pupils to have similar opportunities/experiences during their time at primary school as those from more affluent areas	Pupil feedback case studies and parental feedback.

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: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intensive small group support in Reading and Maths</p> <p>Assessment using age standardised scoring identifies PP children who are currently behind their NFSM peers. FSM Pupils should, through quality first teaching and variation achieve the same outcomes as those N FSM.</p> <p>How Pupil progress reports Half termly monitoring and testing Classroom observations Whole staff CPD</p>	<p>EEF Toolkit Arts Participation +6 months</p> <p>Small groups - +4 months</p>	<p>1,2</p>
<p>Booster sessions to support all learners. To raise attainment and achievement across the school.</p> <p>Close the gap between PP pupils and NPP pupils.</p> <p>How Intervention support Wave 3 Literacy, Numeracy and Phonic Support Tracking through regular summative assessment</p>	<p>EEF Toolkit Small groups - +4 months</p>	<p>1,2,3</p>
<p>To raise attainment and achievement across the school for PP pupils with identified SEN.</p> <p>Enable key pupils to have the opportunity to build stronger meta cognition skills & learning to learning strategies.</p> <p>How Pupil Progress Reports Half termly monitoring and testing Classroom observations Whole staff CPD</p>	<p>EEF Toolkit Mastery Learning - +5 months</p> <p>Metacognition & self regulation - +7 months</p>	<p>2</p>
<p>Staff training and CPD Box clever speech and language programme Monitoring by EYFS lead EYFS Phonics development and training</p> <p>To raise CLL and CLE through speaking and listening programs. To increase staff knowledge and strategies To increase pupils' spoken language opportunities. To provide resources that support the development of language and communication.</p> <p>How Classroom observations Case studies Pupil progress Meetings Termly monitoring</p>	<p>EEF Toolkit Mastery Learning - +5 months</p> <p>Metacognition & self regulation - +7 months</p> <p>Oral language interventions - +7 months</p> <p>Phonics = +5 months</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £56,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reducing class size year six/transition To enable pupils to be taught in groups that provide bespoke teaching models To provide first quality teaching to smaller class sizes.</p> <p>Aim Higher, challenging more able PP pupils.</p> <p>To target key cohorts including boys, year 5 girls and PP pupils.</p> <p>How Whole staff CPD Pupil progress Reports Classroom observations Half- termly monitoring and assessment</p>	<p>EEF Toolkit Small groups - +4 months</p> <p>Homework groups - +5 months</p> <p>Mastery Learning - +5 months</p>	<p>2,3,4,5</p>
<p>Early reading resources to be revamped. Access to high quality resources that match the sounds being taught aids reading more securely</p> <p>How Every child having access to decodable books at the correct stage across EUFS and KS1 especially. New phonics system being put in place which is Dfe recommended. Stage 16 - Stage 20 books restocked for years 5 and 6</p>	<p>EEF Toolkit Homework groups - +5 months</p> <p>Phonics = +5 months</p>	<p>1,2</p>
<p>Family support worker to continue to monitor pupils and follow up quickly on absences.</p> <p>First day response calling To drive attainment, good attendance is key.</p> <p>How Through briefing of support worker about existing issues. PP DHT, office staff, head teacher will collaborate to ensure close monitoring and follow up with letters and parent meetings</p>	<p>EEF Toolkit Behaviour interventions +4 months</p>	<p>3,4,5</p>
<p>Art therapy/ Counselling sessions/ pastoral team support. PASS Survey Whole staff training on mental health needs. Pupils with low self-esteem and wellbeing needs will have pastoral support.</p> <p>How Monitoring interventions Feedback from pastoral team CPD feedback</p>	<p>EEF Toolkit Arts Participation - +3 months</p> <p>Small groups - +4 months</p>	<p>2,3,5</p>
<p>Intervention groups and/or 1:1 working with pupils 4 mornings a week (20 mins) Focused 1:1 teaching will lead to greater progress.</p> <p>How Termly monitoring by Phonics Team</p>	<p>EEF Toolkit Feedback +6 months</p> <p>Small groups +4 months</p> <p>Oral language interventions - +7 months</p> <p>One-to-one - +7 months</p>	<p>1,2,3</p>

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

Budgeted cost: £27,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music Therapist 1 day a week Specialised support for pupils in music and communication number of pupils with early mental health issues identified as pp and with Complex needs have specific programmes to increase sensory awareness and engagement in learning.</p> <p>How Employ music support therapist and monitor through pupils' reviews and progress meetings. Termly observations of therapist practice</p>	<p>EEF Toolkit Arts Participation - +3 months</p> <p>Behaviour interventions +4 months Small groups - +4 months</p>	<p>3,5</p>
<p>Arts participation theatre groups Gamalan project (Year 1 and Year 2)</p> <p>All pupils to make puppets and play Instruments for a performance related to Indonesian culture.</p> <p>How SLT to monitor End of project parent performance Pupil view feedback PASS Survey</p>	<p>EEF Toolkit Arts Participation - +3 months Behaviour interventions +4 months</p>	<p>3,5</p>
<p>West end in schools – (whole school) whole school performance Story telling from around the world. Shakespeare festival (whole school) with whole school production of midsummer's night's dream.</p> <p>Pupils have limited experiences of the arts in London- very few attend the theatre and musical performances outside the local area due to financial constrictions Local project with globe theatre to give pupils opportunities to see and perform plays in the globe theatre in London</p> <p>How SLT observations Parent feedback Pupil feedback Wellbeing survey End of project performance</p>	<p>EEF Toolkit Arts Participation - +3 months</p>	<p>3,5</p>
<p>Brick Lane Music Hall (Year 6) professional performers will help develop pupils' performance skills for the end of term show.</p> <p>Local partnership with Brick lane Music Hall give pupils the opportunity to work with and produce theatre performance over 4 weeks to produce high quality performance with professional musicians and actors</p> <p>How SLT observations Parent feedback Pupil feedback PASS survey End of project performance</p>	<p>EEF Toolkit Arts Participation - +3 months</p>	<p>3,5</p>

<p>Ensuring physical and mental wellbeing</p> <ul style="list-style-type: none"> • Breakfast club • Afterschool clubs (with special focus on including girls in sporting activities) • Pastoral team and family support workers • School based art therapist <p>• Residential opportunities outside of London for Years 3, 4, 5 and 6. To ensure that all pupils are able to attend the visits by subsidising these e.g. Treginnis Farm.</p> <p>Breakfast club- has shown to improve attendance, punctuality and opportunity to complete reading tasks and homework if unable to do at home</p> <ul style="list-style-type: none"> • After school clubs of 15 clubs that support <p>• Access to educational visits for all, including residential adventurous activity courses. both physical and mental wellbeing. Pupils have improved access to a wider range of sports including cheerleading, fitness, cross country running and inter school sports. See list</p> <p>Family support working team enables teachers to focus on quality first teaching while pastoral issues with families are supported. Families supported have access to parenting classes and ESOL classes it also develops their own confidence through guided home learning projects.</p> <p>A higher threshold needed to access CAMHs and better identification of pupils displaying early signs of mental health difficulties mean we have taken the decision to buy in our own provision. This in conjunction with parent's support has seen a decline in ongoing behavioural issues across the whole school.</p> <p>We also provide After school provision from 3:30 – 4:30 each day. There has been a great up-take in this service which further supports both pupils and parents. It provides further academic, creative, social and physical activities to promote overall well-being of pupils.</p> <p>How: Termly Safeguarding meetings Termly monitoring of clubs by learning mentor and SLT</p>	<p>EEF Toolkit Arts Participation - +3 months</p> <p>Mentoring - +2 months</p> <p><u>Parental engagement = +4 months</u></p> <p>Behaviour interventions +4 months</p>	<p>4,5</p>
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Total budgeted cost: £173,788

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in previous years that were not affected by COVID 19 in key areas of the curriculum. Thus, despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to the Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. They could not benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. However, the impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of online resources and teachers providing live lessons.

Overall attendance in 2020/21 was 92.18% and remained a challenge. When all pupils were expected to attend school, the absence of disadvantaged pupils was higher than that of their peers, and persistent absence was higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

National Expectations Key

Persistent Absence	Below expected attendance	Just below expected attendance	Expected attendance	Above expected attendance
≥90%	90.1% - 94.0%	94.1% – 94.9%	95.0% – 95.9%	96.0%+
≥80 = 8% (10)	19% (22)	8% (9)	9. = % (11)	36% (43)
80 ≥ 90 = 21% (24)			44 (46%)	
29% (34)	Average		92.18%	

Our assessments and observations indicated that pupil behaviour, wellbeing, and mental health were significantly impacted last year due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. This included at least 10 pupils being abroad from 1 to 7 months as well as a family who was moved to Ilford by housing. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Timestables	TT Rockstars & Rising Stars
Comprehension, MARK, Curriculum topics.	Rising Stars
Performing Arts	Aris - Gamelan
Music Therapy	East London Music Therapy Ltd
Speech and Language	Wellcom Tool
Data collection and analysis features	Educater
Design Technology Resources	Kapow Primary
P.E resources	P.E Hub