



Clapham Manor  
Primary School &  
Children's Centre

*Growing Brighter Futures*

## **Pupil Premium Strategy at Clapham Manor Primary School**

### **What we know**

- 29% of the school are eligible for Pupil Premium. Older cohorts have as much as 53% pupil premium
- 50% of Pupil premium children also have English as an Additional Language (EAL)
- The average baseline gap in attainment over the last four years is 27% when the children enter at Reception.
- 0% of last year's Reception intake arrived at the expected standards (baseline assessment)
- The Year 2 SATS 2016 revealed a gap of 22% in Writing, 28% in Maths but pupil premium pupils outperformed non pupil premium children by 26% in Reading. (Performance is broadly in line with Lambeth gap but Writing was below).
- The Year 6 SATS 2016 revealed a pupil premium gap of 6% in Reading, 10% in Maths, 6% in English Grammar Punctuation & Spelling (EGPS), and 12% in Writing (this compares favourably to the Lambeth gap of 13% in Reading, 11% Maths although the Lambeth Writing gap is 6%).
- There are 92 children on the Vulnerable Children's register
- 69% of the children on the Vulnerable Children's Register are Pupil Premium

**Pupil Premium children enter the school with low attainment and the gap closes over time at Clapham Manor Primary School.**

## **How we know this**

At Clapham Manor Primary School information is collected about children's progress through 5 teacher assessment/testing points throughout the academic year.

When data is collected, it is analysed for areas of need. This process takes place at the end of each term (three times annually) and changes are made to plans if necessary.

The SATS provide the school with results that can be compared both locally and nationally.

## **Main Barriers to Educational Achievement**

- Maths - across the school there is a gap of 22% which needs to be decreased
- Grammar, Punctuation and Spelling
- The gap in reading in Years 3, 4 and 5 expands in Maths and English and needs to be decreased
- The gap (Teacher Assessment) in Writing is fairly consistent throughout the school at an average of 28% and needs to be reduced
- The gap in Reading (Teacher Assessment) changes from 16% (average Years R, 1 & 2) to 25% in Key Stage 2 and this needs to be addressed
- Maths and Writing in the Year 6 cohort – very low entry points
- 60% of the children on the Vulnerable Children Register are below expectations in Reading
- 69% of the children on the Vulnerable Children Register are below expectations in Writing
- 73% of the children on the Vulnerable Children Register are below expectations in Maths

## Reviewing the Pupil Premium Strategy

The end of the academic year and the beginning of the new academic year is when the data is used to set long term plans across the year.

At the end of the Autumn, Spring and Summer terms, the data will be collected and analysed. Changes may be made to the strategy which will then be updated. Until the needs are identified, the projected spend will be recorded as ‘Teachers and tutors will be employed as necessary’. When needs are identified, this will be updated on the Pupil Premium Strategy.

Please read below for the draft spending plans for 2016-2017 based on estimated funding at time of publication and in line with the analysis of need.

Scroll further down to read the spending from 2015-16 and the outcomes measured.

**Initial budget funding allocation based on Local Authority advice:  
£219,540**

<b>What we know 2016 2017</b>	<b>What we are going to do about it</b>	<b>Cost</b>	<b>The impact hoped for/achieved</b>
<b>Academic interventions</b>			
An average gap of 28% exists across the school in Writing. The gap in reading increases in Key Stage 2 from 16% to 25%	Two English coordinators are in post. They will analyse the learning needs in writing and reading, provide training, resources and support to staff as per need to to ensure school improvement	£5300	The gap in Reading and Writing is reduced to 19% across the school in writing and 15% reading in KS2 as an average by the end of the year.

An average gap of 22% exists across the school in Maths	Two Maths coordinators are in post. They will analyse the learning needs in Maths and will provide training and resources and support to staff as per need to ensure school improvement	£5300	The gap in Reading and Writing is reduced to 13% writing and 15% reading as an average by the end of the year.
A gap of 6% was identified in Year 6 2016 EGPS- although this is a reduction from 13% the year before, EGPS remains a focus	Babcock Grammar Scheme for whole school	£450	Narrowed gap - All pupils will be tracked and assessed for outcomes
Some pupil premium children are at risk of fixed term or permanent exclusion.	Completion of ALG (half term)	£3462	The intervention is complete and data has been collected. There were no exclusion from the target group and exclusions were dramatically reduced during the academic year of the intervention.
At the beginning of the summer term, all children were below end of year expectations for Year 2 in reading, (16% emerging, 84% developing) writing, (37% emerging, 62% developing) and maths, (18% emerging, 82% developing).	A Third teacher was deployed to Year 2 for three days a week	£11,639.56	The intervention was completed Summer 16 and data has been collected. Results improved to <ul style="list-style-type: none"> <li>• 82% secure or above in reading (SATS)</li> <li>• 58% (SATS) Writing secure or above</li> <li>• 73% secure or above in Maths (SATS).</li> <li>• The end of year gap reveals 26% reading, 22% writing and 28% maths – as a result funding and intervention will be put into the year group in the Autumn term to narrow the gaps.</li> </ul>
At the beginning of summer 2016, 15 children in Reception are at risk of remaining behind in writing skills	Two half hour sessions a week with a teacher supporting writing	£1610	The intervention is complete and data has been collected. 67% met the expected standard

At the beginning of summer 2016, 6 children in Year 1 are struggling with phonics	1:1 tutoring with a teacher for 15 mins 4 x weekly	£1610	The intervention is complete and data has been collected. 16% (one child) passed however the average score increased from 9 to 19 as a result of the intervention
At the beginning of summer 2016, 3 children in Year 3 are struggling with reading/phonics	1:1 tutoring with a teacher for 15 mins 4 x weekly	£1610	The intervention is complete and data has been collected. Two children moved from emerging to developing and one child made limited progress but has since been awarded additional Lambeth support
A Gap of 15% exists in the new Year 6 in Maths, however, only 33% of PP children have entered the year at the expected standard in Maths	3 way split in Year 6 from September 2016, 3 way split Year 5 from January 2017 and 4 way split in Maths from January 2017 due to the addition of two senior teachers	£26,095.55	The gap will be narrowed by the time the children leave in Year 6.
There is a gap in Year 3 of 22% in writing	Senior teacher to take Year 3 underachievers in writing for Autumn term		The gap will narrow
Year 6 children have entered the year with a Gap of 31% in writing and only 21% of Pupil Premium have entered the year at the expected level.	3 way split in Writing lessons with senior teacher		The gap will narrow
Some Year 6 children are below the expected standard to be ready for secondary school.	Booster provided by teachers half term and Easter	£1776.00	Gap is narrowed by the end of Year 6.
Analysis is undertaken throughout the year and reveals needs	Teachers and tutors are employed as necessary	£70,561.57	Targeted children make gains in learning
Some children require support to access their homework	Homework club	£2257	Children are able to complete homework thus supporting access to schooling

Some children will require additional support after school to revisit and understand work covered in the day	Teaching Assistant led tutorials revisiting work taught	£600	Targeted children make gains in learning
<b>Emotional and Wellbeing interventions</b>			
There are 93 children within the school identified who may benefit from wellbeing and emotional support	Family Support Officer is employed to work with children and families in need	£39,220	Children's needs, including child protection and safeguarding commitments are met and families are supported
Some children benefit from support in small groups for emotional wellbeing	Pupil Support Officer is employed to work with children with emotional and social needs for 15 hours a week	£5,487.88	Children are supported emotionally in school to do their best academically
Some children require therapeutic intervention	Music therapist	£4095	Children are helped to overcome barriers. Individual reports are received and confidential
Some children require financial support to attend enrichment or enable emergency access to services and therapies	Emergency services are available to pupils. Some pupils may receive counselling and therapies. Children will be given access to school journey and trips as appropriate	£13,000	Children receive the support and intervention that they require and are able to access school journey.
Children require emotional support and academic preparation during SATS week	Breakfast Club	£376	
Some children find the playground experience challenging	Children will take part in daily group sessions during lunch times to develop social skills and friendships	£4500	Children develop a stronger network of friends, increased social ability. Playground incidents are at lunch time are kept low.
Children receiving Free School Meals are no longer entitled to free milk	Milk is provided to infants	£4000	Children are helped to receive essential nutrients
Tailored schemes for Children Looked			

After			
<b>Enrichment interventions</b>			
50% of the pupil premium children have an further needs as English is an Additional language	HLTA 4 afternoons a week running language extension and enrichment projects Reception, Year 1 and Year 2	£6589.44	The children develop their stage of English and are engaged with schooling and opportunities to learn more widely
Home finances may restrict some families from accessing music lessons	Equality of opportunity for all to access music lessons	£10,000	Enrichment opportunities including music lessons will be available to pupil premium learners
<b>What we know 2015 2016</b>	<b>What we are going to do about it</b>	<b>Cost £242,018.16</b>	<b>The outcomes hoped for/achieved</b>
<b>Academic interventions</b>			
At the beginning of the summer term the gap had widened in Year 2 in Maths.	A teacher to be bought in to provide an intensive booster for pupil premium children under performing in Maths	£1520	The intervention is complete and data has been collected. The target level to reach was a minimum of 2B In Maths the gap closed by 5% resulting in the pupil premium children out achieving the non pupil premium by 1%.
At the beginning of the summer term the gap had widened in Year 2 in Writing.	The English coordinator to take a high ability group of 20 enabling the class teachers to focus on raising standards for low achieving pupil premium children.	£1,011	The intervention is complete and data has been collected. The target level to reach was a minimum of 2B. The gap closed by 20% resulting in the pupil premium children out performing the non pupil premium by 3%
There are gaps across the school in reading, writing and maths.	Learning Mentor who is also specialist sports coach enables release of class teachers to support pupil premium learners. Results are analysed on a termly	£12,128	Results are analysed on a termly basis. <b>Summer term 2015 results</b> – Year 1 – target subject – Maths - gap reduced by 4%. Year 2 target subject – Writing – gap

	basis allowing teachers to identify which children would benefit from weekly small group tuition		reduced by 20%. Year 3 – target subject Maths - gap increased by 9%. Year 4 target subject – Maths – gap remained the same. Results indicate this approach works well for younger children. The school has also made recent changes away from levels and this may be skewing results. Close scrutiny will be needed in the Autumn term.
Summer term 2015 the Year 5s had a gap of 31% in Maths, therefore entering Year 6 in September 2015 with a significant gap.	A daily extension maths class was provided for Year 5s and 6s with a senior teacher thus reducing the class sizes. The remaining children were then in 3 mixed ability Maths groups, with an additional senior teacher as the fourth teacher in the Maths teaching team	£115,226.50	At the end of the year 86% of Pupil premium children passed the test as compared to 90% as an overall (96% non PP). This is a 10% gap – therefore closing but not yet closed. (1% better than the Lambeth gap).  24% of Pupil premium children reached the exceeding standard and 36% of no Pupil premium children reached the exceeding standard; a gap of 12%. 83% of the pupil premium children within the extension class reached the greater depth score. 23% of pupil premium children within the cohort reached 110+ as compared to 36% of no PP (13% gap). We are awaiting national data to compare.
At the beginning of Year 6 25% of the pupil premium children came up at the expected standard in writing compared to 60% of non pupil premium (35% gap)	SPHAG intervention in the Autumn term with 15 children (93% were PP) with a senior teacher		The group started at 25% at expected levels (33% of the group were inwardly mobile during Year 5 and 6) and finished with 46% reaching expected levels in writing and 60% passing the EGPS test.
	The classes were split into 3 mixed ability		80% of Pupil premium children reached

	(with a senior teacher) groups for Writing from the Spring term		the expected standard in writing compared to 92% of non pupil premium children – a gap of 12% as compared to a Lambeth gap of 8%. However, compared to the beginning of the year the gap closed by 23%
Groups are identified in Reception, Year 1 and Year 2 for intervention	Younger children learn well when their vocabulary and life experiences are extended. Higher Level Teaching Assistant (HLTA) is employed to deliver enrichment for Key stage 1.	£30,493	Year 1 – the group were 100% emerging in reading and writing in the Autumn term and finished the year at 66% secure reading, 33% secure writing. 27.3% passed the phonic check In Autumn term, 72.7% failed the phonic check In the Summer Term 81.8% passed the phonic check 18.2% failed the phonic check  Year 2 - the group were 100% emerging in reading and writing in the Autumn term and finished the year at 28% secure or above in reading, 14% secure in writing. Individuals who did not reach secure all made progress within their bracket (From 23 to 32 strands showed progress for each individual)
There are 17 Year 5 children whose Maths is below expected levels	3 sessions a week intervention in Maths for 4 weeks in Autumn term	£1224	One child moved from Emerging to developing. However, individuals made progress in numbers of strands.
24 children are identified in Year 3 as a result of having not made a level 2A in writing the previous year.	3 sessions a week with specialist English teacher for 4 weeks in Autumn term		46% converted by the end of year 3 to expected standards (secure).
10 Year 2 children were identified as	1x55min session weekly in the afternoon,	£561.87	Autumn term 100% were emerging.

being in need of Maths support	November to June 15		Summer term 9% PKF, 63% WTS 27% EXS
9 children in Year 2 were within a group who had failed their phonics in Year 1	Weekly Phonics support with additional teacher		100% of the group passed the phonics resit in Year 2
17 children in Year 1 were identified as struggling with phonics	Weekly Phonics support with additional teacher		94% of the group passed the phonics test test. 100% of Pupil premium children passed as compared with 90% of non pupil premium. Pupil premium outcomes therefore exceeded non pupil premium.
Some Key Stage 1 and Early Years children are below the expected levels for reading.	Eureka Reading intervention including bespoke planning and training from Reading Recovery Specialist, combined with a phonics approach. 8- children from each year group (reception, 1 and 2) to receive daily intervention with trained TA	£2617	50% of targeted Reception children reached the GLD in Reading In Year 1 25% of the group moved to expected ARE the remaining 75% moved from emerging to Developing  In Year 2 there was limited intervention due to time constraints and 50% moved from emerging to developing. The remaining 50% have significant SEN.
Some children require additional learning to what is available during school hours -	Booster classes are offered by experienced staff outside term time and school hours.	Half term & Easter booster - £1776 Homework club £2257 SATs breakfast club £376 TA support after school £276	Narrowed gap. On entry to Year 6, the gap was 31% Maths, 20% reading and 35% writing. SATs results revealed the gap had narrowed to 3% Maths, 10% reading and no gap in writing.
<b>Emotional and Wellbeing interventions</b>			
Some children require financial support to attend enrichment or enable emergency access to services and therapies	Emergency services are available to pupils.	£3144.88 (disadvantaged and some therapies) including school journey	Children's needs have been met including access to after hours clubs, school journey, travel for trips, school clothing needs, activities extension

			activities such as tennis and yoga, and therpaies including lego therapy and Family Therapy were provided
Children require emotional support to remain safe and secure and emotionally able to access their learning.	Learning Mentor - Close support given to children with emotional needs and life challenges.	£24,990	Vulnerable children are identified and support is offered through in-house provision and outside agency work
Some children require therapeutic intervention	Music therapist	£4,095	Children are helped to overcome barriers. Individual reports are received and confidential
Children receiving Free School Meals are no longer entitled to free milk	Free milk is provided for children in Key Stage 1 who receive free school meals	£4,094.86	Children are helped to receive essential nutrients
Some pupil premium children are at risk of fixed term or permanent exclusion.	Nurture approach adopted within an Accelerated Learning Group (ALG) with a high staff ratio (1 teacher and 1x TA: 6 children four mornings a week)	£1300 ALG Learning Support Assistant £10, 386 ALG teacher	One permanent exclusion took place in the Autumn term. There was a significant decrease in Fixed Term Exclusions during the academic year (one fixed term across the whole year)
Some children find the playground experience challenging	Children will take part in daily group sessions during lunch times to develop social skills and friendships	£4,500 (ACTIVITY club)	Children develop a stronger network of friends, increased social ability. Playground incidents are at lunch time are kept low.
<b>Enrichment interventions</b>			
Some children require enrichment through music lessons and additional clubs	Enrichment opportunities including music lessons will be available to pupil premium learners	£12,166	All children have equality of access to service. Children have a well-rounded education that inspires motivation and aspirations
<b>Total Spend: £234,143.80</b>			

