

Pupil Premium Statement

The Pupil Premium is an annual allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (or who have been eligible in the past), those looked after by the local authority and children of armed services personnel. The intended effect of this funding is to accelerate progress and raise attainment.

All schools are required to report on the amount of funding received, how this is being used and the impact of any work done.

**At Clover Hill, we aim for all pupils to fulfil their potential and, as a result, we make organisational and resource decisions based upon supporting the best progress for all.  It is important to note that, just because a child is within a certain category such as Free School Meals, this does not mean that they are falling behind.  Therefore, we aim to use the funding to best impact those children who require additional support as well as those categorised as disadvantaged.  Supporting the achievement of any child can happen in a wide variety of ways such as:**

**• providing specific adult support (including small group and 1:1 intervention)**  
**• purchase of additional educational resources**  
**• supporting pupil emotional wellbeing**  
**• providing learning experiences that engage and enthuse**

**School Overview**

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| **Detail** | **Data** |
| School name | Clover Hill Primary School |
| Number of pupils in school | 210 |
| Proportion (%) of Pupil Premium eligible pupils | 23 pupils (11%) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2024-25 |
| Date this statement was published | September2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Louise Hall / Ailsa Holden  (Headteachers) |
| Pupil Premium lead | Headteachers |
| Governor | Alan Robinson |

**Funding Overview**

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| **Detail** | **Amount** |
| 15 x Pupil Premium @ £1480 | £22,200 |
| 3 x Pupil Premium + @ £2570 | £7710 |
| 6 x Service Pupil Premium @ £340 | £2040 |
| **Total budget for this academic year** | **£31,950** |

PART A: Pupil Premium Strategy Plan

**Statement of Intent**

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

* ensure disadvantaged pupils are challenged in the work that they’re set
* act early to intervene at the point need is identified
* adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

**Challenges**

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| Challenge number | Detail of challenge |
| 1 | Looking at baseline assessments and previous Phonics Checks, disadvantaged pupils may have a poorer phonological awareness on entry and may make slower progress in acquiring this knowledge compared to their non-disadvantaged peers. |
| 2 | Some children from disadvantaged households can enter school with a gap compared to their non-disadvantaged peers in terms of their oral language skills and the amount of vocabulary they know and can utilise. This can be exacerbated by having less access to high quality texts at home for example during story time. As a result, it is imperative that we tackle this gap by providing a vocabulary rich curriculum as well as a range of high-quality texts to share with children.  In addition, this vocabulary gap is further widened by lack of enrichment opportunities. We have identified a number of disadvantaged children that have missed out on a number of key experiences that their non-disadvantaged peers have experienced during their formative years. For example, a number of PP children reported never having been to the seaside despite only living a bus ride away. |
| 3 | Some PP children have a more challenging time grasping phonological knowledge. This, combined with a lack of vocabulary knowledge compared to peers can impact on their reading ability. As a result, there is a risk of PP children not achieving above ARE at the end of KS1 and KS2 and in other year groups. |
| 4 | In some cases, disadvantaged children have had limited access to technology - for example laptops or tablets. This could cause challenges for them as they find it difficult to access online learning tools to support their learning - for example MyMaths and Lexia. This could then impede their progress compared to children with access to these learning support programmes at home. |
| 5 | Pupil Premium children may experience difficulty in completing weekly homework tasks and therefore miss out on vital opportunities to consolidate in-class learning. |
| 6 | Lack of parental engagement in some cases. |

**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.

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| Intended outcome | Success criteria |
| 1. Progress and attainment in phonics for PP children in line with peers. | All TAs in EYFS, KS1 and Year 3 trained in delivering high quality phonics interventions.  All children have access to phonics reading books matched to their phonological knowledge. |
| 1. Oral language skills and vocabulary among disadvantaged pupils to be in line with peers. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils.  This is evident when triangulated with other sources of evidence, book scrutiny and ongoing formative assessment.  Funding will also be utilised to ensure all disadvantaged children are supported in experiencing the same enrichment opportunities including extra-curricular clubs and visits to support the curriculum. |
| 3: Reading attainment among disadvantaged pupils in line with peers. | KS1 and KS2 reading outcomes – PP children working above and at the Age-Related Expectation for their group so they are in line with their peers. |
| 4: All PP children have equal access to technology at home. | All PP children can access online support resources including any work set as part of any future remote learning. This includes, Lexia, MyMaths, Spelling Shed. Impact of this should be seen by improved attainment and progress in terms of the Phonics Check, Multiplication Tables Check, end of Key Phase SATs and internal assessments including PUMA and PIRA. |
| 5. All Pupil Premium children to complete weekly homework tasks and report improved attitudes towards school | All PP children to talk positively about themselves and their time in school. Homework completed. |

**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**

Budgeted cost: **£20,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| A teaching assistant for every class – every morning every week  *(Previously: Y1/Y2 Y3/Y4 shared a TA and Y5 only had a TA 3 mornings)* | There is a strong evidence base that suggests oral language support such as high-quality classroom questioning and discussions, are inexpensive to implement with high impacts on reading.  In addition to this, TA time will be utilised to pre-teach vocabulary before the start of a new topic to PP children. This will ensure they have been exposed to the vocabulary that has been designated as being key in the curriculum thus ensuring that all children will understand it when they encounter it for the first time in the lesson. There is a large amount of supporting evidence that pre-teaching vocabulary improves children’s comprehension of a new concept.  Oral language interventions/Toolkit Standard/Education Endowment Foundation/EEF  A Teaching Assistant in each class enables us to provide targeted reading support for the children for whom reading practice at home is not possible. The lowest 20% of readers in each class receive additional reading support with a TA each week. | 1, 2 and 3. |
| A focus on embedding quality phonics.  Systematic Synthetic Phonics programme  CPD for all staff - to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils.  In addition, the Early Reading Lead has time to provide CPD to all TAs in EYFS, KS1 and Year 3 to ensure all children receive high quality phonics and reading interventions over the remainder of each week.  Phonics/Toolkit Strand/Education Endowment Foundation/EEF | 2 |
| Teacher-led interventions support children in acquiring basic skills in English and Maths | Where teachers identify potential gaps and the need for responsive, targeted support, we are able to provide small group intervention sessions with an experienced teacher. These sessions tend to focus on reading comprehension, handwriting and maths. | 1 and 3. |
| Lunchtime Homework Slots | All Pupil Premium children (plus any others for whom we have concerns regarding possible disadvantage) will be invited to attend a lunchtime homework hub in the ICT Suite as and when required. | 4 and 5 |

### **Targeted academic support**

Budgeted cost: **£6,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a sustained period of time  Phonics/Toolkit Strand/education Endowment Foundation/EEF | 1, 2, 3 |
| Funding for TAs to provide high quality interventions to boost attainment and progress including with reading and vocabulary. | Funding for TAs will be utilised across school to provide high quality evidenced based interventions. These include Lexia, Plus 1 and Power of 2 maths interventions. In addition, vocabulary is pre-taught by TAs to strengthen children’s understanding and ability to access lesson content.    EEF Social and Emotional Learning  Lexia, Plus 1 and Power of 2 all have detailed supporting evidence of their impact. | 1, 2, 3 |
| Training for KS2 Teaching Assistants in Literacy Junction intervention package to support KS2 children with difficulties in reading, writing and spelling. | This intervention will target the children who require a new direction in their Literacy skills – where perhaps phonics is not having the impact we would hope. It incorporates a number of proven techniques such as Alphabet Arc and Precision Teaching and children’s progress is closely monitored. | 1,2,3 |
| Purchase of a reading assessment tool to enable small steps of progress to be tracked and targeted where children are not meetings ARE | The purchase of YARC (York Assessment of Reading for Comprehension) will enable us to identify where barriers lie in a child’s reading development. In turn this will enable us to provide timely and appropriate intervention the impact of which can be closely monitored and small steps recorded. | 1,2,3 |

### **Wider strategies – non-academic barriers (for example, related to attendance, behaviour, wellbeing, inclusion)**

Budgeted cost: **£5,950**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Curriculum enrichment  Contingency fund for acute issues | PP £ used to pay for educational visits, residentials, uniform, after school clubs, childcare fees.  Offered - paid access to breakfast and after school club for services children | 2, |
| Online Learning Tools | PP children that do not have the necessary online learning tools have access to a laptop.  In addition, this will allow children to access learning programmes to support their learning leading to increased attainment and progress. These online programmes include Lexia, Phonics videos in EYFS, MyMaths and Spelling Shed. | 1, 2, 3 and 4. |
| Home Engagement | Purchase Marvellous Me app in which homework tasks can be shared with parents but, mainly so that children’s efforts can be rewarded and their successes shared and celebrated with parents. Children can trade in their Marvellous Me points for treats in school such as a hit chocolate with a friend or a day out of uniform. | 4 and 5 |

**Total PP budgeted cost: £31,425**

# Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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| Our internal assessments during 2023/24 suggested that the overall performance of our disadvantaged pupils was in line with their peers. |

### **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*

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| Programme |  |
| Literacy Junction  YARC  Marvellous Me  Spelling Shed  My Maths  Espresso  Lexia |  |