

# Pupil premium strategy statement – Clore Shalom School

*Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, 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) 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	187
Proportion (%) of pupil premium eligible pupils	2.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025 to 2027-2028
Date this statement was published	1 <sup>st</sup> December 2024
Date on which it will be reviewed	1 <sup>st</sup> September 2028
Statement authorised by	Gemma Blaker
Pupil premium lead	Gemma Blaker
Governor / Trustee lead	Simon Barr

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7437
Recovery premium funding allocation this academic year	£0
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
<b>Total budget for this academic year</b>  <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>	£7437

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Assessment data shows that the overall attainment of disadvantaged pupils is below that of non-disadvantaged pupils.
2	Attainment of disadvantaged pupils with SEND is lower in writing than that of other disadvantaged pupils
3	Assessment data shows that attainment of disadvantaged pupils in writing is below that non-disadvantaged pupils.
4	Feedback from teaching staff shows that some of our disadvantaged pupils struggle with anxiety and difficulty with social relationships.
5	Some of our disadvantaged children are unable to fund extra curricular activities such as enrichment activities (music, sport and art) and also school trips and other activities and resources.

## 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
To ensure that all disadvantaged children with SEND receive targeted support in lessons and in interventions.	TAs are deployed strategically to support disadvantaged pupils. Assessment data is used to run interventions that meet identified needs.

	<p>Formative assessment data is used to ensure that targeted teaching is personalised.</p>
<p>To achieve high standards in writing and maths for disadvantaged pupils. To close the attainment gap between disadvantaged and non-disadvantaged pupils.</p>	<p>Teachers and TAs receive high quality CPD to enable them to ensure Quality First Teaching in writing.</p> <p>Clore Shalom successfully introduces and implements Essentials Writing, a programme based on high-quality texts which will enable us to successfully improve interest and engagement in writing. Observations show that pupils are fully engaged in lessons.</p> <p>Monitoring shows that teachers are confident in implementing whole school curriculum strategies.</p> <p>Formative assessment data is used to ensure that targeted teaching is personalised.</p>
<p>To ensure that teachers have a high level of knowledge to meet the needs of children with anxiety.</p> <p>Disadvantaged children have regular opportunities to access support for emotional regulation and social anxiety.</p> <p>Disadvantaged children have frequent opportunities to engage in high quality play that will support their social interactions and physical and emotional health.</p>	<p>Interventions run that support mental wellbeing.</p> <p>Children have frequent access to mental health first aid via the ELSA and wellbeing hub.</p> <p>Regular data is collected on anxiety/emotional related issues on CPOMS and these incidents reduce over time.</p> <p>Parents attend training and information sessions to help address needs at home.</p> <p>The re-development of our outdoor space enables children to engage more successfully with each other in break and lunch times and return to learning in a more settled manner.</p>
<p>For disadvantaged children to have equal access to enrichment activities and lessons, outings, after school provision and uniform.</p>	<p>Evidence of pupil participation in after-school club and enrichment lessons. Places offered for limited access clubs to disadvantaged pupils first. Establishing of second hand uniform shop and issuing of uniform vouchers.</p> <p>School to continue to make use of local initiatives such as the Richard Cox foundation to enable that parents receive support and are signposted to appropriate organisations where necessary.</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: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring that each class is supported by a TA.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1, 2, 3
School wide implantation of Essentials Writing.	Lesson observations and book scrutiny to ensure the process is implemented consistently across year groups. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 targeted teaching sessions to work on agreed	Annotated workbooks and outcomes from pupil progress meetings and assessments to monitor impact. <a href="https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence#:~:text=Evidence%20suggests%20a%20selection%20of%20high-quality%2C%20structured%20interventions,impact%20for%20seven%20structured%20interventions%20led%20by%20TAs.">https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence#:~:text=Evidence%20suggests%20a%20selection%20of%20high-quality%2C%20structured%20interventions,impact%20for%20seven%20structured%20interventions%20led%20by%20TAs.</a>	1, 2

targets		
ELSA trained TA to support key children	<a href="https://theses.ncl.ac.uk/jspui/bitstream/10443/5382/1/Robertson%20H%20E%202021.pdf">https://theses.ncl.ac.uk/jspui/bitstream/10443/5382/1/Robertson%20H%20E%202021.pdf</a>	4

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

Budgeted cost: £1937

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast items regularly refreshed and distributed when needed. Breakfast club available to all children.	<a href="https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2214.2004.00453.x">https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2214.2004.00453.x</a>	5
Disadvantaged pupils to access clubs/enrichment activities/outings/school uniforms and vouchers for the book fair.	Attendance at clubs and on outings and uptake of enrichment offer	5
Participation in the OPAL playground re-development scheme.	<a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	4

**Total budgeted cost: £7439**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>Attainment PPG cohort summer 2023</b>			
	Writing	Reading	Maths
Child 1 SEN	WTS	GD	WTS
Child 2	EX	GD	GD
Child 3 SEN	WTS	EX	EX
Child 4 SEN	GD	GD	GD
Child 6	WTS	WTS	WTS
Child 7	EX	EX	EX

**Attendance:**

	Present	Auth abs	Unauth abs
Disadvantaged	92%	7%	0.
Non Disadvantaged	94%	4%	1%

### 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.*

<b>Programme</b>	<b>Provider</b>