

Pupil premium strategy statement

School overview

Metric	Data
School name	Clawton Primary
Pupils in school	80 98 (including pre School)
Proportion of disadvantaged pupils	8.75%
Additional recovery premium	£2000
Pupil premium allocation this academic year	£11415
Academic year or years covered by statement	Reception - year 6
Publish date	9th December 2021
Review date	September 2022
Statement authorised by	The Local Schools Committee
Pupil premium lead	Maryl Steyn
Governor lead	Simon Forbes

Disadvantaged pupil progress scores for last academic year - no PP in year 6 last year.

Measure	Score
Reading	N/A
GPS	N/A
Maths	N/A

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	80% - 90% ARE for PP
Achieving high standard at KS2	30% - 40% GD for PP

Challenges

Challenge number	Detail of challenge.
1	Assessments, observations, and discussions with pupils from internal staff and external visitors indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception

	through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<p>Our assessments and observations indicate that the education and wellbeing of some 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths</p>
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that age related expectations.
4	<p>Internal data demonstrates that disadvantaged children make good progress within phonics and often pass their screening but that this is not sustained within key stage 2.</p> <p>Spelling, grammar and writing stamina remains a concern for our disadvantaged children.</p>
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been, on average, 5% lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Teaching priorities for current academic year

Budgeted cost: £2824.50

Aim	Actions	Challenge number and Target date
Disadvantaged pupils will be able to reason well within maths and achieve in line with their peers.	<p>School Improvement Leads to work closely with class teachers to raise quality and expectations of T&L in the classroom around maths.</p> <p>ITT maths hub to develop a shared calculation policy to support high quality T&L of ALL pupils.</p> <p>Stem sentences for maths to be displayed to enable reasoning.</p> <p>Maths pre teaching to be sent home to all Key stage 2 pupils via their chromebooks to support the next day's learning.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>Challenge number 1,2 and 3.</p> <p>July 2022</p>
Disadvantaged pupils will develop language skills to enable them to articulate grammatically correct sentences with an extensive vocabulary.	<p>Oracy ITT lead, continue to embed the Alumnis Oracy framework and monitor impact.</p> <p>Oracy lead to ensure stem sentences and door words are evident and that T&L always includes opportunities to reasoning, debate, discuss, deliver speeches etc.</p>	<p>Challenge number 1.</p> <p>July 2022</p>
The teacher of decision spelling is consistently good or better across	Class teachers to continually review T&L of decision spelling through the use of incremental coaching.	Challenge number 4.

the school for each year group.	<p>Decision spelling lead will monitor and review implementation.</p> <p>Decision spelling walls are evident in all classes.</p> <p>Common exception words are available in bespoke work books and around the classroom.</p>	Target date: July 2022
Disadvantaged pupils' writing is inline with that of their peers.	<p>Weekly slots timetabled in to engage in long writes to raise stamina of writing.</p> <p>School Improvement Leads to work with key groups of children to raise stamina and self editing skills.</p>	<p>Challenge number 2.</p> <p>Target date: July 2022.</p>

Targeted academic support for current academic year

Budgeted cost: £2500

£1012.50 also costed from the tutor led funding.

Aim	Actions	Challenge number and Target date
5 disadvantaged pupils engage in school-led tutoring. Judgement made by assessing whose education has been most impacted by the pandemic.	<p>5 pupils receive 15 hours of 1:1 or small group tuition in the spring and summer term.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>Challenge number 2, 3 and 4.</p> <p>Target date: May 2022.</p>
Children will be given opportunity to access a range of activities at home and school using their chromebooks.	<p>Research into the best app for impact and purchase (IXL?)</p> <p>£1500 budgeted.</p>	Challenge number 1,2,3 and 4

Wider strategies for current academic year

Budgeted cost: £5078.50

Aim	Actions	Challenge number and Target date
Disadvantaged pupils and families are given support to access a range of services.	<p>Social Inclusion Team to lead on early help cases.</p> <p>Social Inclusion Team to regularly signpost families to key holiday activities, financial support etc</p> <p>Social Inclusion Team to support families with referrals to agencies that support SEMH and other social needs within the family.</p>	<p>Challenge number 5</p> <p>Target date - ongoing.</p>
To Embed principles of good practice set out in the DfE's Improving School Attendance advice to help raise attendance.	<p>Social Inclusion Team to adopt the DfE's advice and support school staff in supporting and challenging attendance.</p> <p>Social Inclusion team to lead on cases where a child has been identified as a persistent absentee.</p>	<p>Challenge number 6</p> <p>Target date - April and July.</p>
The language of character education to be thoroughly embedded across the whole school community to support in raising aspirations and completion on the 6 inspiring changemaker challenges. Budgeted: £2250	<p>Character Lead for the trust to continually drive character, providing ongoing training, monitoring and assessment of impact.</p> <p>All staff to ensure that pupils have planned opportunities for the 6 ICC to be completed by the end of the academic year.</p>	<p>Challenge number 5 and 6</p> <p>Target date - ongoing.</p>

Review: last year's aims and outcomes

1. Review of expenditure				
Review undertaken by incoming Head teacher				
i.Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
Children are given opportunities to examine and develop their learning dispositions and their character virtues.	Whole school MAT approach to Character Education developed through the specialised provision of outdoor learning.	<p>Pupils will be able to articulate learning, the how and the why.</p> <p>Pupils will be able to articulate how character development impacts on learning and vice versa.</p> <p>Pupils learning behaviours and attitudes to learning are much improved with a sense of ownership over learning and behaviour around the school.</p>	<p>This has been an effective approach as seen in learning walks, books looks, pupil conferencing etc.</p> <p>Character education will continue to be taught, caught and sought in September and interwoven into the whole C360.</p>	£208
Through incremental coaching teachers develop their pedagogy to meet QFT and assessment needs	One coaching session per week with feedback and discussion.	Quality of teaching and learning continues to improve in all classes with staff taking ownership of professional learning through	<p>All teachers are now trained in coaching.</p> <p>This will continue in September with mini schools structuring in coaching sessions weekly.</p>	£3905

to ensure children close gaps.		the coaching approach.		
Development of language through opportunities to read	The Pie Corbett Reading Spine will be delivered in each class to ensure children are read to on a daily basis and have high quality, age appropriate books.	Good quality guided reading is delivered daily to enable ongoing progress of reading for every child.	<p>Accelerated reader was also bought this year to support the development of reading.</p> <p>Consideration needed in September over whether whole class guided reading or individual/ grouped reading is best - this needs to be driven by the ITT team phonics and reading leads.</p> <p>The oracy innovative task team have supported the development of language and speaking this year and will continue to be embedded next year with the lead for the trust working in the year ½ class next year.</p> <p>Consideration needed over the quality of texts in every class book corner.</p>	PTFA have purchased books.
Concentration on Talk Expectations and Private talk / public conversation.	As a class, develop the structure of talk expectations in school, scaffolding the opportunities to talk and developing vocabulary around activity / learning.	All children will speak confidently in all situations - both in small groups, in front of classes, the school and external visitors. This in turn will have an impact on writing.	<p>The 6 inspiring changemaker challenges have supported all pupils with the development of this aspect - especially the inspiring speaker challenge.</p> <p>This will be continued in September and based around the Oracy framework/ criteria for each year group to show progression.</p>	£2424
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost

Children are given opportunities to examine and develop their learning dispositions and their character virtues.	As part of the whole school MAT approach to Character Education targeted children will receive extra sessions to assign competency and intervene in their development	<p>Pupils will be able to articulate learning, the how and the why.</p> <p>Pupils will be able to articulate how character development impacts on learning and vice versa.</p> <p>Pupils' learning behaviours and attitudes to learning are much improved with a sense of ownership over learning and behaviour around the school.</p>	<p>Children that have needed support have had 1:1 or group work where appropriate.</p> <p>Support has been given around the bespoke work books and how this all links together.</p> <p>Moving forward ALL children will have opportunities to develop character in curriculum time so this aspect of the PP plan will not be required.</p>	Appropriate proportion of costs covered in section above.
Children have assigned confidence in their learning through active participation and pre-teaching.	Teachers develop the assigning confidence through pre-teaching (course Babcock)	<p>Pre-teach will provide key children to access lessons confidently and engage in whole group and class discussions.</p> <p>Pre-teach will provide key vocabulary needed to support access to lessons.</p>	<p>The chromebooks have been an exceptional resource when looking at pre teach. This will continue in the new academic year.</p> <p>Mini schools and School Improvement Leads to consider how they build pre teach into their school day and what can be sent home to support.</p>	£632

Targeted children are supported in class with their talk expectations	Children have TA support to plan their presentation around the PT/PC Talk expectations structure	All children will speak confidently in all situations - both in small groups, in front of classes, the school and external visitors. This in turn will have an impact on writing.	Support staff have provided key interventions where appropriate to enable all children to achieve their awards. Moving forwards, mini schools to consider how to build support and opportunities into the school day to ensure all pupils improve their language skills and achieve their Inspiring speaker challenges.	2424
Children know where they are in their learning and how to make progress.	Targeted children have support in responding to teacher 'live' marking and additional opportunity to discuss progress.	Responding to live marking will support accelerated progress in all aspects of learning and this will be seen in pupils' books.	More professional learning time needs to be built in next year to consider what makes effective marking to enable accelerated progress - link to the new marking and feedback policy.	£499
Early intervention supports children to close gaps	Talk Boost Intervention in Nursery and KS1 identifies language deficit and puts interventions in place to support learning development.	Talk boost will continue to develop childrens' language skills and ability to form sentences which will in turn support progress in writing.	This has been a really successful intervention this year with progress evident in the assessment and intervention paperwork. This will be continued in EYFS and key stage 1 next year.	£1227

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
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Improvement in social skills and emotional well being to support engagement in learning and growth mindset.	Outdoor Learning: Social and emotional learning – Character and wellbeing programmes during Lunchtime and after school	Outdoor learning will build resilience and enable children to develop a strong sense of self confidence.	<p>Wild tribe happened in the spring term which all children benefited from.</p> <p>There is a gardening club and a volunteer who supports outdoor learning.</p> <p>Moving forward key staff to be trained in wild tribe to continually develop this.</p>	£208
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