



# Pupil premium strategy statement 2022-2023

## School overview

Metric	Data
School name	Clawton Primary
Pupils in school	96(including pre School)
Proportion of disadvantaged pupils	7.5%
Pupil premium allocation this academic year	£8,310
Academic year or years covered by statement	Reception - year 6
Publish date	9th December 2022
Review date	September 2023
Statement authorised by	The Local Schools Committee
Pupil premium lead	Maryl Steyn
Governor lead	Sarah Atherton

## Disadvantaged pupil progress scores for last academic year

**No PP in year 6 last year.**

Measure	Score
Reading	
GPS	
Maths	

## 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	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that age related expectations.</p>
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>Developing reading and the love of reading is a focus of our disadvantaged pupils.</p>
5	<p>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.</p>

### Teaching priorities for current academic year

Budgeted cost: £1,324

Aim	Actions	Challenge number and Target date
Disadvantaged pupils will be able to recall with fluency and reason well within maths and achieve in line with their peers.	<p>Staff to work closely together coaching one another to raise the quality and expectations of T&amp;L in the classroom around maths.</p> <p>ITT maths hub to continue with Maths blinks and training for staff where maths attainment and progress is a need in classes.</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>Challenge number 1,2 and 3.</p> <p>July 2023</p>

	<p>Teaching of practice makes permanent and times table recall happen daily in each class and to a high quality.</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:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Disadvantaged pupils will develop language skills to enable them to articulate grammatically correct sentences with an extensive vocabulary.</p>	<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&amp;L always includes opportunities to reasoning, debate, discuss, deliver speeches etc.</p> <p>Oracy lead to support teachers in developing opportunities for oracy across the classroom.</p>	<p>Challenge number 1.</p> <p>July 2023.</p>
<p>The reading curriculum is evident beyond the Little Wandle Maths programme.</p> <p>Children know what they are learning and when they are learning it.</p>	<p>Progressive reading curriculum is evident in all year groups.</p> <p>Good quality guided reading happens in every key stage 2 class using a range of quality, diverse, inclusive and enriching texts.</p> <p>The library is enriching and engaging for all.</p>	<p>Challenge number 4.</p> <p>Target date: July 2023.</p>
<p>Disadvantaged pupils' writing is inline with that of their peers.</p>	<p>Weekly slots timetabled in to engage in long writes to raise stamina of writing.</p> <p>Staff to plan and work with key groups of children to raise stamina and self editing skills.</p>	<p>Challenge number 2.</p> <p>Target date: July 2023.</p>

### Targeted academic support for current academic year:

Budgeted cost £2,000

Aim	Actions	Challenge number and Target date
Disadvantaged pupils will develop a love of reading which in turn supports progress and attainment of reading and writing.	<p>Mixed ability pupils both in Clawton and other trust Schools engage in an intervention that develops the whole reader.</p> <p>A range of diverse, inclusive, engaging and current books are shared in small group reading.</p> <p>Staff read to and with key groups of pupils to develop a passion and enthusiasm for reading.</p> <p>Regular 1:1 reading for disadvantaged pupils.</p>	<p>Challenge number 3.</p> <p>Target date: January 2023</p>
Children will be given the opportunity to access a range of activities at home and school using their chromebooks.	Continued use of key apps such as Times Tables rockstars, accelerated reader, Dojo etc to develop and extend reading at home.	Challenge number 1,2,3 and 4

### Wider strategies for current academic year

Budgeted cost: £4986.00

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 engaging family with school life and pupils academic achievement.</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>
The language of character education to be thoroughly	Character Lead for the trust to continually drive character, providing ongoing	Challenge number 5 and 6

embedded across the whole school community to support in raising aspirations and completion on the 6 inspiring changemaker challenges.	training, monitoring and assessment of impact.  All staff to ensure that pupils have planned opportunities for the 6 ICC to be completed by the end of the academic year.	Target date - ongoing.
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## Review: last year's aims and outcomes

Aim	Outcome
Disadvantaged pupils will be able to reason well within maths and achieve in line with their peers.	Despite ongoing targeted intervention there was still a significant gap between disadvantaged pupils and their peers. This is predominantly because these pupils need more input on fluency skills - this will be built into next year's PP strategy.
Disadvantaged pupils will develop language skills to enable them to articulate grammatically correct sentences with an extensive vocabulary.	Pupils across the board developed stronger oracy skills and can now articulate their learning well. Pupils use key language skills in their learning and extra curricular activities. This will continue next year to further embed as this will continue to show impact on writing outcomes as these are still below that of their peers.
The teaching of decision spelling is consistently good or better across the school for each year group.	The quality of teaching has improved over the year with all teachers proficient or better on labacus. This has had an impact and will continue to be embedded next year.
Disadvantaged pupils' writing is inline with that of their peers.	Teacher assessment shows the gap has narrowed between disadvantaged and their peers with the smallest gap in the year 5 cohort (year 6 in 2022-2023) There is still work to be done with the year 2,4 an 5 cohort as of September 2022.
5 disadvantaged pupils engage in school-led tutoring. Judgement made by assessing whose education has been most impacted by the pandemic.	Pupils that accessed this made good progress within their core curriculum learning however 3/5b of them still did not make ARE in end of year assessments. This will not be continued next year.
Children will be given the opportunity to access a range of activities at home and school using their chromebooks.	Key apps were only purchased towards the end of the academic year s impact from these are minimal. These strategies will be continued next year to observe impact on attainment and progress.
Disadvantaged pupils and families are given support to access a range of services.	Four key families accessed early help and external agencies this academic year. This

	<p>supported pupils' SEMH needs and in turn impacted on their academic learning.</p> <p>This was particularly noticeable in reading for year disadvantaged pupils in year 4 and where pupils access the Social Inclusion Team.</p>
<p>To Embed principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice to help raise attendance.</p>	<p>The Social Inclusion Team worked with two key families to support attendance.</p> <p>This attendance was linked to anxiety and complex needs. Both pupils moved successfully onto alternative provision with the help of the Education Welfare Officer also.</p>
<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.</p>	<p>Over the academic year, three children who were on character development plans are no longer in need of them due to the language of character being well embedded across the whole school.</p> <p>CPOMS entries across the school linked to conduct and playground incidents have increased.</p>