

# Pupil premium strategy statement 2023-2024



## School overview

Metric Data
School name: Clawton Primary School
Pupils in school: 74
Proportion of disadvantaged pupils: 23% (17/74)
Pupil premium allocation this academic year: £13095
Academic year or years covered by statement: 2023 – 2024, Reception to Year 6
Publish date: 31 <sup>st</sup> October 2023
Review date September 2024
Statement authorised by The Local Schools Committee
Pupil premium lead: Maryl Steyn
Governor lead: Kate Ripley

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	100%
GPS	0%
Maths	0%

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	100%
Achieving high standard at KS2	100%

## Challenges

Challenge number	Detail of challenge.
1. Oracy, Speech and Language	Assessments, observations, and discussions with internal staff and external visitors indicate underdeveloped speech and 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. Attainment	Our assessments and observations indicate that disadvantaged pupils progress is lower than their peers. The reasons for these differences vary but these findings are supported by national studies. Internal and external (where available) assessments indicate that maths and writing attainment among disadvantaged pupils is significantly below that age related expectations.
3. Phonics	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. Developing reading and the love of reading is a focus of our disadvantaged pupils.
4. Attendance	Our attendance data over the last year indicates that non-attendance and late marks among disadvantaged pupils has been higher than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5. SEMH	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. This has additional impact on their ability to regulate, leading to lower metacognitive skills, engagement in learning and uptake of extracurricular activities.

## Teaching priorities for current academic year

Budgeted cost: £539

Aim	Actions	Challenge number and Target date
Disadvantaged pupils will develop language skills to enable them to articulate grammatically correct sentences with an extensive vocabulary.	<ul style="list-style-type: none"> <li>- Speech Link used for early identification of speech and language needs and interventions to address gaps put into place.</li> <li>- Member of staff completing Oracy Professional Pathway and will disseminate further recommendations over the year to staff.</li> </ul>	<p>Challenge number 1</p> <p>July 2024</p>
Disadvantaged pupils to make expected or accelerated progress across Reading, Writing and Maths.	<ul style="list-style-type: none"> <li>- Daily arithmetic and times table practise happen daily in each through Tough Ten and Times Tables Rockstars on the Chromebooks.</li> <li>- Ongoing training for the Little Wandle Phonics Programme for all staff to ensure best practise in phonics provision (including KS2 interventions).</li> <li>- Writing review to be undertaken by Alumnis Literacy Lead. Review of how we teach writing as a school to take place.</li> </ul>	<p>Challenge number 2 and 3</p> <p>July 2024</p>
Equity and Excellence across the teaching team.	<ul style="list-style-type: none"> <li>- Alumnis Standards evident in all classrooms.</li> <li>- SLT to lead the whole school coaching model based on Rosenshine's Principles of Instruction to raise the quality of teaching and learning across all subjects.</li> </ul>	<p>Challenge number 1,2 and 3.</p> <p>July 2024</p>
All pupils develop strong emotional literacy skills and resilience.	<ul style="list-style-type: none"> <li>- Progressive and spiralling PSHE Scheme in place across the school.</li> <li>- Language of Character underpins everything that is done at Clawton ensuring it is taught, caught and sought by the children.</li> </ul>	<p>Challenge number 4 and 5.</p> <p>July 2024</p>

## Targeted academic support for current academic year:

Budgeted cost £1,872

Aim	Actions	Challenge number and Target date
Accelerated progress in reading, writing and maths for disadvantaged children at all levels of attainment facilitated by teachers.	<p>Timetabling and staff structure modified to allow:</p> <ul style="list-style-type: none"> <li>- Class teachers to work with target children in reading, writing and maths.</li> <li>- Targeting specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</li> </ul> <p><a href="#">One to one tuition   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>and in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>Challenge number 1, 2 and 3</p> <p>July 2024</p>
Targeted interventions for individuals and groups identified by class teachers and outside agencies to ensure progress (including small steps progress) for disadvantaged and SEND children	<ul style="list-style-type: none"> <li>-Teacher employed for additional hours (and topped up with NTP funding) to focus interventions on target PP groups to ensure that children make accelerated progress where needed.</li> <li>-Social Inclusion Officer to deliver a range of interventions to meet SEMH needs.</li> <li>- PP Support teacher provides cover to allow for interventions during the school day.</li> <li>- Class teachers provide interventions during assembly time.</li> </ul>	<p>Challenge number 1,2, 3 and 5</p> <p>July 2024</p>
Accessing learning opportunities at home.	<ul style="list-style-type: none"> <li>- Children will be given access to Times Tables Rockstars at home along with learning opportunities set up on Class Dojo.</li> </ul>	<p>Challenge number 1, 2 and 3.</p> <p>July 2024</p>

## Wider strategies for current academic year

Budgeted cost: £10,684

Aim	Actions	Challenge number and Target date
Disadvantaged pupils and families are given support to access a range of interventions and services.	<ul style="list-style-type: none"> <li>- Social Inclusion Team to lead on early help cases engaging family with school life and pupils' academic achievement.</li> <li>- Social Inclusion Team to regularly signpost families to key holiday activities, financial support etc</li> <li>- Social Inclusion Team to support families with referrals to agencies that support SEMH and other social needs within the family.</li> </ul>	<p>Challenge number 4 and 5.</p> <p>July 2024</p>
There will be an improvement in attendance for disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Regular communication with home to report on attendance data.</li> <li>- Social Inclusion Officer in regular contact with Education Welfare Officer regarding persistent absence</li> <li>- Strategies to encourage attendance, such as earlier starts for pupils.</li> </ul>	<p>Challenge number 4 and 5.</p> <p>July 2024</p>
Disadvantaged children will be supported with attending enrichment activities	<ul style="list-style-type: none"> <li>- PE and PP lead to monitor extracurricular opportunities, ensuring that they target disadvantaged children's interests.</li> </ul>	<p>Challenge number 5.</p> <p>July 2024</p>

## Review: last year's aims and outcomes

Aim	Outcome
Disadvantaged pupils will be able to recall with fluency and reason well within maths and achieve in line with their peers.	<p>Times Tables Rockstars was purchased and embedded. Children in Years 1 to 6 completed daily Tough Ten activities which encouraged fluency in the four operations.</p> <p>Fluency improved across the school, but targets were not quite hit. Further work with Alumnis Maths lead will ensure that children are encouraged to reflect and review their work on a daily basis.</p>
Disadvantaged pupils will develop language skills to enable them to articulate grammatically correct sentences with an extensive vocabulary.	<p>Language skills were developed across the school, with all children in Key Stage 2 participating in the production with a speaking part.</p> <p>Children across the school completed their Inspiring Speaker award for their Inspiring Changemaker Challenge.</p>
The reading curriculum is evident beyond the Little Wandle programme.	<p>Children in Key Stage 2 enjoyed using Accelerated Reader, quizzing regularly and completing Star Reading Tests. This had a positive impact on their reading ages, with progress being made.</p> <p>The school library has been ordered and a dispatch date is expected in October 2023.</p>
Children know what they are learning and when they are learning it.	Class Teachers have been working with children to ensure that they can talk up and about their learning. This is evident when visitors walk into the classrooms. Children are happy to talk about their learning.
Disadvantaged pupils' writing is in line with that of their peers.	<p>Year 6 writing data showed that the disadvantaged pupil was meeting Age Related expectations.</p> <p>Further down the school, there are still differences and this will continue to be a focus through individual tutoring and interventions.</p>
Disadvantaged pupils will develop a love of reading which in turn supports progress and attainment of reading and writing.	Implementing the library will continue to support this. Accelerated Reader has already had an impact and Clawton's Reading Lead has further ideas to promote the love of reading.
Children will be given the opportunity to access a range of activities at home and school using their chromebooks.	Children are able to access Times Tables Rockstars at home and complete home learning activities on their Chromebooks. This supports close home-school relationships.

Disadvantaged pupils and families are given support to access a range of services.	Social Inclusion Officer support this year has included signposting for families as well as supporting with referrals.
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.	All children at Clawton are familiar with the language of character and this is evident in the Character Review that has taken place. Clawton is in a position to achieve the Character Kite Mark award.