

Pupil premium strategy statement – Clavering Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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
School Name	Clavering Primary School
Number of pupils in school	369
Proportion (%) of pupil premium eligible pupils	22%
Academic year that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	18 th December 2024
Date on which it will be reviewed	18 th December 2025
Statement authorised by	Sonya Black (Headteacher)
Pupil premium lead	Kelly Corr
Governor / Trustee lead	Mark Rycraft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,465
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£124,465

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress, achieve high attainment and participate in all aspects of school life irrespective of needs, challenges and background. Our strategy is to support all pupils including those that may be disadvantaged to achieve that aim. This will also include progress for pupils who are already high attainers.

Predominantly our main focus is ensuring all pupils have access to high quality teaching. Research indicates that this has the greatest impact on closing the disadvantaged attainment gap and also continues to benefit the non-disadvantaged pupils. The intention in our outcomes is that non-disadvantaged pupils attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional issues which are affecting attendance and learning.
2	The end of KS results show that the disadvantaged pupils do not achieve as well as their non disadvantaged peers.
3	Attendance is slightly lower for disadvantaged pupils compared to their peers. Families do not appear to appreciate and understand the importance of good attendance. School are continuing to investigate whether there is a correlation of absence between illness or is it linked to disadvantage. As a school, we are ascertaining ways to offer further support.
4	Ensure that disadvantaged pupils who are facing financial barriers do not have limitations placed upon them to fully access the Clavering pledge/offer.
5	From school based observations and assessments, disadvantaged pupils are entering Early Years with under developed oral language and vocabulary skills. This continues throughout primary school.

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
Families to have a greater understanding of their child's education journey.	Families attend bespoke workshops and understand the different schemes and statutory assessments that their child will undertake. Families to have an overview of their child's curriculum each year and to understand the different topics that their child will study each year.

Continue to ensure that disadvantaged pupils can continue to access wider opportunities (such as residential, sports clubs, music tuition and educational visits).	<p>All pupils irrespective of financial circumstances will have a school funded place enabling them to participate in educational visits and a residential</p> <p>All disadvantaged pupils to have school subsidised places on after school sports clubs and music tuition</p> <p>These measures will allow all pupils to develop their cultural capital and experience the full Clavering offer.</p>
Continue to promote attendance within school and ensure that families appreciate the impact that absence can have on attainment.	<p>Attendance to be reported weekly via newsletter and good attendance celebrated across school via displays, assemblies and awarding of prizes. Attendance rate continues to improve and be in line with national average for all groups of pupils. Individual cases demonstrate the impact of improving attendance and impact on pupils achievements.</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: £72,423

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the phonics scheme to ensure children receive quality phonics teaching and to provide regular support for families in understanding the phonics scheme.	There is strong evidence that supports the teaching of phonics consistently in order to improve accuracy of word reading on all pupils and noticeably pupils from a disadvantaged background.	2,5
Deployment of Teaching Assistant within Early Years to support with child-initiated interactions to promote language acquisition.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,5
Deployment of additional teaching assistants within Years 2, 3, 4 and 6 to support interventions.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2,5

Purchase of National College resources and Great Teacher Toolkit (GTT) to enhance CPD opportunities and continue to improve Quality First Teaching.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £17,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to strengthen the use of purchased online resources to support the specific needs of individual pupils.	Explicitly linking use of resources to teaching in the classroom. Regular evaluation and tracking of usage ensuring that the resources are utilised for maximum impact.	2
Provide after school tuition for disadvantaged pupils from Year 6 in the spring term.	Small group tuition EEF (educationendowmentfoundation.org.uk)	2
Purchase additional licences and renew licenses for online English and maths resources.	5 Ways Online Learning Is Crucial In Education (elearningindustry.com)	2

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

Budgeted cost: £34,497

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing parental engagement and involvement by holding parental workshops as a means to empowering families to support their child's learning.	EEF evidence indicates that effective engagement of families can lead to gains of 3+ months per year in a pupil's learning. Parental engagement EEF (educationendowmentfoundation.org.uk)	3
Additional support for pupils with mental health and/or emotional needs through staff delivering intervention programmes as recommended by Alliance Counselling and school trained ELSA's.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,3

Subsidised music lessons for disadvantaged pupils who request the opportunity to learn to play a musical instrument.	Arts participation EEF (educationendowmentfoundation.org.uk)	4
Provide a subsidy for disadvantaged pupils to be able to request a place at an after school sports clubs.	Arts participation EEF (educationendowmentfoundation.org.uk)	4

Total budgeted cost: £124,465

Part B: Review of the previous academic year

Statutory Results			
Summer 2024 Results	All	Other	Pupil Premium
Reception GLD	75%	76%	75%
Year 1 PSC	86%	80%	80%
KS1 Reading	73%	79%	63%
KS1 Writing	57%	61%	50%
KS1 Maths	78%	88%	63%
KS2 Reading	88%	82%	66%
KS2 PGAS	76%	81%	58%
KS2 Writing	82%	81%	58%
KS2 Maths	82%	89%	75%
Social and emotional issues which are affecting attendance and learning.		Key staff across school have received 'Friends' training enabling them to provide targeted intervention. A room has been repurposed within school 'The Hive' which is designed for children who may require regulation outside of the classroom. Accessing this room enables them to have the opportunity to 'reset' before returning to the classroom ready to learn. Support staff across school have continued to carry out ELSA interventions and bespoke interventions designed to support identified children with social and emotional concerns.	
The end of KS results show that the disadvantaged pupils do not achieve as well as their non disadvantaged peers.		Purchase on Great Teacher Toolkit is enabling senior leaders to deliver CPD around quality first teaching and meeting the needs of all learners within the classroom. Staff have also received a CPD session on adaptive teaching upskilling them to ensure all learners needs are met within the classroom. Additional quality texts have been purchased for all year groups as school evaluation indicated that many disadvantaged	

	<p>children were not accessing a full range of quality texts to support with reading, vocabulary and language acquisition. Several staff have undertaken specific intervention strategies to support 'closing the gap' of learners (Phonics to Fluency, Little Wandle Rapid Catch Up).</p>
<p>Attendance is slightly lower for disadvantaged pupils compared to their peers. Families do not appear to appreciate and understand the importance of good attendance. School are continuing to investigate whether there is a correlation of absence between illness or is it linked to disadvantage.</p>	<p>Admin assistant has attending several workshops focussing on how school can further support families in reducing non attendance and persistent absence. Punctuality books have been implemented for identified children, regular contact has been maintained with families and rewards for improved attendance. Whole school introduction of an attendance league has raised the profile of attendance alongside publishing class and whole school weekly attendance on the school newsletter. Cause for concern letters have been introduced so families are aware sooner when their child's attendance has dipped and is a cause for concern. An attendance champion has been appointed within school (the deputy headteacher) who is working alongside the admin assistant to ensure there is early identification of children whereby the attendance may fall below 95%. A new tracking system has been introduced whereby children are colour coded according to their attendance levels. This enables senior staff in school to carry out early intervention phone calls/meetings with families.</p>
<p>Ensure that disadvantaged pupils who are facing financial barriers do not have limitations placed upon them to fully access the Clavering pledge/offer.</p>	<p>School has continued to offer after school clubs at a reduced rate for families who are eligible for pupil premium. All school educational visits for pupil premium children are funded by the school and 1 out of the 3 residentials on offer are also fully funded by the school. Should a child who is entitled to pupil premium wish to take music lessons (provided by Tees Valley Music Service) school will pay for the tuition.</p>
<p>From school based observations and assessments, disadvantaged pupils are entering Early Years with under developed oral language and vocabulary skills. This continues throughout primary school.</p>	<p>School has invested in additional story packs, reading books and resources within Early Years which promote language acquisition. Early Years staff have received additional training on interventions designed to support language acquisition (NELI, Early Words, Talk Boost) alongside focused CPD to improve language interactions with young children.</p>