

Pupil premium strategy statement – Clavering Primary School

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	370
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/2023 – 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Sonya Black
Pupil premium lead	Nicola Leighton
Governor / Trustee lead	Mark Rycraft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,190
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>	£6,851
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>	£125,041

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	Families who are finding it difficult to access homework either by supporting homework or lack of opportunity to use online resources.
3	The end of KS results show that the disadvantaged pupils do not achieve as well as their non disadvantaged peers.
4	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.
5	Ensure that disadvantaged pupils can access the full Clavering offer and that finance is not a barrier to full participation.

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
Provide drop in sessions/workshops for families to demonstrate how to use the range of online programmes that are promoted for homework and learning.	Families more confident in supporting their child in utilising the online resources at home to support learning.
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).	All pupils irrespective of financial circumstances will have a school funded place enabling them to participate in educational visits and a residential All disadvantaged pupils to have school subsidised places on after school sports clubs and music tuition These measures will allow all pupils to develop their cultural capital and experience the full Clavering offer.
Continue to promote attendance within school and ensure that families appreciate the impact that absence can have on attainment.	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.

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: £77,868

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, 3
Careers Curriculum (#Claveringpledge)	Introducing a #Claveringpledge to ensure all children irrespective of background receive additional opportunities outside of the statutory curriculum. The opportunities provided will enable pupils to consider wider aspirations beyond traditional local aspirations encouraging pupils to aim high and have aspirations.	1,5
Deployment of Teaching Assistant within Early Years to support with child-initiated interactions to promote language acquisition.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	3
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)	1,3
Continue to buy into services of TT Education to develop a coaching model of CPD opportunities to enhance Quality First Teaching.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3

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

Budgeted cost: £9,639

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
Purchase additional licences and renew licenses for online English and maths resources.	5 Ways Online Learning Is Crucial In Education (elearningindustry.com)	2
Provide after school tuition for disadvantaged pupils from Year 6 in the spring term.	Small group tuition EEF (educationendowmentfoundation.org.uk)	1,3

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

Budgeted cost: £37,534

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)	2,3,4
Introduction of #Claveringpledge which will increase	Enrichment of the curriculum has a positive impact on pupil's wellbeing and attendance at school and enables all	4,5

opportunities and experiences for children beyond the statutory curriculum.	pupils irrespective of background to experience curriculum enrichment.	
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)	1,4
Subsidised music lessons for disadvantaged pupils who request the opportunity to learn to play a musical instrument.	Arts participation EEF (educationendowmentfoundation.org.uk)	5
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)	5

Total budgeted cost: £125,041

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome		
Teaching	ECT had successful 2 nd year induction. School Improvement Partner worked alongside all subject leaders and was able to support subject leaders to coach colleagues in ensuring quality first teaching was planned and delivered across school. Staff reported that they felt better supported by subject leaders in delivering individual subjects.		
	Summer 2023 Results	Other	Pupil Premium
	KS1 Reading	82%	78%
	KS1 Writing	71%	66%
	KS1 Maths	82%	89%
	KS2 Reading	81%	80%
	KS2 Writing	81%	73%
	KS2 Maths	86%	73%
	Targeted Support	Homework club ran for the spring term and went beyond maximum capacity thus resulting in 2 teachers overseeing the club. Laptops provided to 2 families to support with homework access. All pupils in Year 6 and identified pupils across KS2 accessing online intervention programmes regularly within school. Results outlined above for end of KS1 and KS2 SAT's.	
Wider Strategies			
Friends programme ran for 2 terms with different cohorts of pupils. Feedback from class teachers and parents was positive and improvements in social anxieties were reduced. Feedback from secondary feeder schools in September 2023 reported settled transition			

	<p>and wealth of information shared enabling cohort of pupils to have a positive start to secondary school.</p> <p>Attendance officer continued to work with and support identified families and was able to sign post to Early Help team.</p> <p>After school sports club continued to be accessed by families in receipt of pupil premium allowing pupils to access additional sporting activities.</p> <p>Majority of pupil premium children attended residentials and all school visits.93% of eligible pupil premium children attended a residential.</p> <p>Families engaged with parental workshops and verbal feedback has been positive and well received.</p> <p>1 child has accessed additional music provision through eligibility of 1-1 tuition. All children have accessed music lessons and the opportunity to learn to play a musical instrument via T.V.M.S.</p>
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