

# Pupil premium strategy statement 2023-2024



## School overview

Metric	Data
School name	The Clinton C of E School
Pupils in school	20 children 8 in Nursery
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£8,730
Academic year or years covered by statement	Reception - Year 6
Publish date	
Review date	July 2024
Statement authorised by	The Local Schools Committee
Pupil premium lead	Sam Drew/Jo Smith
Governor lead	Kate Ripley/ Lindsey Hopper

## Disadvantaged pupil standardised scores for last academic year 6

Measure	Average Score
Reading	105
GPS	103
Maths	101

## Strategy aims for disadvantaged pupils

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

## 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	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been

	<p>impacted by partial school closures and subsequent extended periods of home schooling 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 and writing</p>
3	<p>Internal and external (where available) assessments indicate that maths and writing attainment among disadvantaged pupils is below the age related expectations.</p>
4	<p>Developing reading and the love of reading is a focus of our disadvantaged pupils which will in turn support reading progress.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 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 spend: £1,500

Aim	Actions	Challenge number and Target date
<p>Disadvantaged pupils will be able to demonstrate fluency and reasoning within maths and achieve in line with their peers.</p>	<p>Maths lead in conjunction with the Maths Team across the Trust to develop and embed a maths curriculum to support high quality T&amp;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 pupils via their chromebooks to support the next day's learning.</p> <p>Tough ten, tough time and TT Rockstars to be used to support fluency</p> <p>Continually support and develop the delivery of maths in a mixed age class using the Maths Team and the documentation they have produced.</p> <p>Documents listed below to be used to support.</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</a>  <a href="http://publishing.service.gov.uk">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>Challenge number 1,2 and 3.</p> <p>July 2024</p>
<p>Disadvantaged pupils will develop language skills to enable them to articulate grammatically correct sentences with an extensive vocabulary.</p>	<p>Focus on Oracy to continue with the use of door words, Vocabulary Ninja, subject specific vocabulary taught and displayed on working walls to support progress through all subjects.</p>	<p>Challenge number 1.</p> <p>July 2024</p>

	English lead to ensure stem sentences and door words are evident and that T&L always includes opportunities for reasoning, debate, discuss, deliver speeches etc.	
Disadvantaged pupils will develop greater stamina for writing and be able to apply grammatically correct sentences with an extensive vocabulary in their writing.	<p>English lead in conjunction with English leads across the Trust to develop and embed an English curriculum to support high quality T&amp;L of ALL pupils.</p> <p>Use of pre-teaching and grammar and spelling practise to be sent home via chromebooks/Seesaw.</p> <p>Daily Tough spag, spelling and handwriting practise - ensuring correct letter formation is secured before joining in the EY/KS1</p> <p>Weekly timetabling of long writes to raise stamina.</p> <p>Teachers to work with groups to improve editing skills.</p>	<p>Challenge number 1,2 and 3.</p> <p>July 2024</p>
The reading curriculum is rich in texts and has a range of genres that also celebrate diversity and global mindedness.	<p>Progressive reading curriculum is evident in all year groups.</p> <p>Good quality whole class guided reading happens in every 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 2024</p>

### Targeted academic support for current academic year

Budgeted cost: £1, 500

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 The Clinton 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>Challenge number 3.</p> <p>Target date: January 2024</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>	
Children will be given the opportunity to access a range of activities at home and school using their chromebooks and Seesaw.	Continued use of key apps such as Times Tables rockstars, Bug Club, accelerated reader, Ed Shed etc to develop and extend reading at home.	Challenge number 1,2,3 and 4

## Wider strategies for current academic year

Budgeted cost = 6,123

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 <a href="#">Improving School Attendance</a> 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.	<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>

Disadvantaged pupils are given the opportunity to access a range of enrichment opportunities over the course of the year to support the sought element of the character education programme. (£3342)	Planned opportunities throughout the year to support the 6 ICC and provide children with a range of experiences.	Challenge number 5 and 6  Target date - July 2024
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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 iAbacus. 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. There is still work to be done in the upper cohorts as of September 2023.
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 so impact from these are minimal.

	<p>These strategies will be continued next year to observe impact on attainment and progress.</p>
<p>Disadvantaged pupils and families are given support to access a range of services.</p>	<p>Many key families accessed early help and external agencies this academic year. This supported pupils' SEMH needs and in turn impacted on their academic learning.</p> <p>This was particularly noticeable in reading for disadvantaged pupils across the school 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 bereavement, 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>CPOMS entries across the school linked to conduct and playground incidents have increased.</p> <p>Continue to embed this next year and through using PE lead to develop young Sports Leaders and active playtimes.</p>