# Pupil premium strategy statement

## 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | High Clarence Primary Academy |
| Number of pupils in school | 69 |
| Proportion (%) of pupil premium eligible pupils | 72% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | September 24 |
| Date on which it will be reviewed | September 25 |
| Statement authorised by | Nicola Caraher |
| Pupil premium lead | Nicola Caraher |
| Governor / Trustee lead | Academy Improvement Committee |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £65,120 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £65,120 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| In High Clarence Primary Academy (72%) of our pupils attract extra funding through pupil premium. This is compared to around 25% nationally. This means our school has a significantly above average proportion of Pupil Premium children. Rather than being a minority, as it is in most schools. The focus of our Pupil Premium Strategy is to narrow the attainment and achievement gap between those entitled to Pupil Premium and those not. Gaining a thorough knowledge of our disadvantaged pupils’ levels of attainment is the first step in developing our effective pupil premium strategy.  We will look at the following data:  • Attendance data;  • Teacher feedback on pupils’ levels of engagement and participation;  • Behaviour incidences and exclusions data;  • Information on wellbeing, mental health and safeguarding;  • Access to technology and curricular materials.  The belief that all eligible children should be positively impacted by this strategy has influenced our planning. We have considered the evidence for the Education Endowment Foundation (EEF) and their research into successful practice in other schools. We have also taken on board the impact of strategies used previously within our own school.  As recommended by the EEF, we have adopted a tiered approach to Pupil Premium spending which helps school to balance approaches to improving teaching, targeted academic support, and wider strategies. School will ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.  \* The Pupil Premium Grant (PPG) is a government initiative that is allocated to Local Authorities and schools with pupils who are eligible for free school meals (FSM), children who have been Looked After (LAC) by the Local Authority and children from a service family. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attainment is lower for disadvantaged children, both in school and nationally. We have a higher proportion of disadvantaged learners with SEN compared to national. |
| 2 | Improving attendance/punctuality and providing support for families of disadvantaged children. (2023-2024 92.5% attendance) |
| 3 | Raising confidence, self-esteem and resilience to raise aspirations and pupil outcomes due to limited wider experiences. |
| 4 | Typically, our disadvantaged children have poor language skills and limited vocabulary on entry to 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.

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| Intended outcome | Success criteria |
| Increase the percentage of disadvantaged pupils reaching standards and ensure all pupils, whether PP, SEN or both, make at least expected progress over the year. | Developing high quality teaching, assessment and a curriculum which responds to the needs of the pupils.  Professional development on evidenced based approaches e.g. RWI Phonics, metacognition and retrieval practice.  Reading writing and maths data at the end will show no difference when compared to their peers, and in cases accelerated. Where there is a gap, this is diminishing.  The quality of teaching in all cohorts is at least good in all lessons at all times. At least one highly effective teaching assistant in every classroom to lower staff pupil ratios.  Interventions are targeted, timely and highly effective and are closely monitored to ensure maximum impact on pupil progress and achievement.  End of Key Stage data shows increases in the number and % of Pupil Premium children who have made expected/accelerated rates of progress. |
| To improve the attendance and punctuality of disadvantaged children. | Attendance for disadvantaged children to be in line with others in school and nationally.  Punctuality awards.  Weekly attendance awards.  Attendance Officer works closely with SBM.  Attendance Tracker in place to monitor overall attendance and pupil characteristics. |
| Increase opportunities and experiences for children – to raise confidence, self-esteem and resilience to raise aspirations due to limited wider experiences. | Personal Development curriculum from Early Years to Year 6 continues to be developed in order to raise aspirations, confidence and life skills. Thinking outside the box activities increase resilience and opportunities for future aspirations and careers.  Increased range of outdoor learning e.g. PE activities which can evidence impact of enjoyment, participation and progress. Increased range of opportunities for trips, visits/visitors both in school and out of school to support and enrich their learning in order to raise their aspirations such as residential visit to Derwent Hill, visits to the theatre, writing projects with a published poet, summer schools and increased selection of free extra-curricular activities. Speakers from a range of businesses to speak to KS1 and KS2 classes on a termly basis – links with TeesSpark. |
| Develop the vocabulary of disadvantaged pupils, in general and across the curriculum. | Planned and sequenced curriculum which builds upon previous knowledge with tiered vocabulary embedded throughout. Monitoring will identify application of vocabulary.  Increased reading opportunities for disadvantaged children.  Comprehension skill based and linked to curriculum topics where possible. |

## 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

Budgeted cost: £40,650

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide an extensive CPD programme to continue to develop quality first teaching across the whole school. This to include:  • Voice 21 Oracy Project  • Early Reading – Full RWI training for new staff, and those new / returning to KS1. Ongoing RWI training from the ‘portal’ and the partner development days | The EEF Pupil premium guide states that improving quality first teaching should be the first priority  EEF – Teaching Assistant Interventions (+4)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  Specific courses are also backed up by evidence e.g. for RWI phonics training, phonics is stated by the EEF as having a significantly positive impact on attainment (+5 months). | 1,3,4 |
| Same day interventions/feedback delivered by quality first teaching from teachers. | EEF Feedback and Interventions (+4-6)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback> | 1,3,4 |
| Provide **weekly release time** for the Early Reading lead to allow them to provide support to teachers to improve the quality of teaching across school. | Building on the above evidence base, phonics is also stated by the EEF as having a significantly positive impact on attainment (+5 months). The Early Reading lead provides weekly phonics training for all staff in line with the guidance in our SSP scheme (Read Write Inc). This ensures that we are following the scheme with fidelity (which is also an evidence informed recommendation | 1, 2, 3 |
| CPD for staff on language development and oracy. ‘Voice 21’. | EEF SEN research – ‘build an ongoing holistic understanding of your pupils and their needs’. | 1,4 |
| Employ a specialist music teacher to have a positive impact on academic outcomes in other areas of the curriculum. | EEF – Arts participation (+3)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> | 1,3,4 |

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

Budgeted cost: £13670

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to provide Reading Plus as effective targeted support in reading comprehension Y2- KS2 | Reading Comprehension strategies are highlighted by the EEF as having a significant positive impact on pupil attainment (+6 months).  Using Reading Plus to deliver this intervention keeps costs low as school already has a significant number of iPads, on which the application can be used. It also allows whole classes the opportunity to access the intervention, rather than just groups.  Reading Plus also offer case studies to support the efficacy of their intervention here. | 1,2,3 |
| Targeted tuition in key areas for specific children/small groups. This includes after school tuition. | Endowment Foundation EEF (+5)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 1,3,4 |
| Continue to provide access to Times Tables Rockstars and Numbots for all children in school. Encourage children to use these platforms and others at home as they can be accessed independently. | Homework is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months). Two of the EEF key findings are, “Homework that is linked to classroom work tends to be more effective.” and “It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).” To this end, Numbots and TT Rockstars are effective programmes to use for Homework as they are very cheap and provide very specific practice around number facts. It also provides specific feedback for children automatically. Access to old ipads to complete reading plus at home.  Maths infinity has now been introduced so staff can set online homework for maths linked to that weeks work. | 1,2,7 |
| Provide a further 0.2 FTE release time for the SENDCo to support staff with meeting the needs of SEND children and to ensure children receive the support they require (e.g. outside agency referrals, EHCP applications). | The EEF’s SEND evidence review (EEF, 2020), available here, makes a wide-ranging number of recommendations to improve provision for children with SEND.  In order to put these recommendations in place, particularly around multi-agency working, the experienced SENDCo in school needs release time from the classroom. | 1,4,6 |

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

Budgeted cost: £10,800

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ensuring quality support for children with SEMH and behaviour through targeted TA support and interventions across all key stages | EEF – Behaviour (+4)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 1,2,3,4, |
| Theatre visits | EEF – Arts participation (+3)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> | 3 |
| Wide range of extra curricular activities – free of charge | Access to skilled extra-curricular activities provided by coaches, isolated area previously prevented this. | 3 |
| Supporting Pupils Mental Health and  Wellbeing  –  access to 1 to 1 and group  Play Therapy  via TAs or ABC. | EEF – Behaviour Interventions  Social and Emotional Learning | 4 / 6  Also supports  1 / 2 |

**Total budgeted cost: £65,120**

**Part B: Review of outcomes in the previous academic year**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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| **Review of the strategy against the aims:** | | | |
| **Intended outcome** | **Baseline Position (end of 2021-22)** | **Review (end of 2022-2023 academic year)** | **Review Point 2(end of 2023-24 academic year)** |
| Increase the percentage of disadvantaged pupils reaching standards and ensure all pupils, whether PP, SEN or both, make at least expected progress over the year. | 60% of disadvantaged children achieved a GLD, compared to 100% of their peers.  In KS2 reading, 33% of disadvantaged students reached the expected standard, compared to 50% of their peers.  In KS2 writing, 17% of disadvantaged students reached the expected standard, compared to 50% of their peers.  In KS2 maths, 33% of disadvantaged students reached the expected standard, compared to 50% of their peers.  (caution must be taken with results due to small cohorts) | 75% of disadvantaged children achieved a GLD in 22-23 an increase of 15%. There is still a gap between their peers, as 100% of non-disadvantaged children achieved a GLD  In KS2 reading, 86% of disadvantaged students reached the expected standard or higher, which is a huge improvement (53%) on 21-22.  In KS2 writing, 17% of disadvantaged students reached the expected standard, which shows no improvement (0%) on 21-22. This is a priority for the academy improvement plan.  In KS2 maths, 86% of disadvantaged students reached the expected standard, which is a huge improvement (53%) on 21-22.  (caution must be taken with results due to small cohorts) | 33% of disadvantaged children achieved a GLD in 23-24 this is decrease. This cohort of children has 55% SEND and 3 EHCPs which has a significant impact on achievement.  In KS2 reading, 59% of disadvantaged students reached the expected standard and 17% achieved GDS.  In KS2 writing, 50% of disadvantaged students reached expected standard which is an improvement of 33% on 22-23 data. This continues to be a priority on the academy improvement pln.  In KS2 maths, 68% of disadvantaged students reached the expected and 8% of them achieved GDS. |
| To improve the attendance and punctuality of disadvantaged children. | Disadvantaged attendance is 93.9%, compared to 94.7% for non-disadvantaged a difference of -0.8% in 21/22. | A slight decline in attendance was seen towards the end of school year.  Disadvantaged attendance decreased to 92.3% (-1.6%) from 21/22.  The gap between disadvantaged students and their peers has widened from 0.8% to 1.4%)  It must be noted that this was a national downward trend and that school figures were higher than national figures of 88.6% disadvantaged and 93.8% non-disadvantaged. | A slight increase in attendance was seen towards the end of school year.  Disadvantaged attendance increased to 92.5% (+0.2%) from 22/23.  The gap between disadvantaged students and their peers has widened from 1.4% to 2.4%)  It must be noted that school figures were higher than national figures of 88.9% disadvantaged and 94.2% non-disadvantaged. |
| Increase opportunities and experiences for children – to raise confidence, self-esteem and resilience to raise aspirations due to limited wider experiences. | Disadvantaged children have higher levels of SEND where the category of need is identified as SEMH.  There is also a higher rate of social care involvement amongst our disadvantaged children; this correlates to range of emotional wellbeing issues. | Training for all staff on issues around Mental Health  Working with identified families to improve children’s attendance and punctuality.  Providing support for parents/carers  Extended learning out of hours by providing after school provision and booster sessions.  Providing books for all children  Reduced costs for educational visits  Funded extra - curricular opportunities  Externally provided programmes.  Personalised support and tailored interventions to the needs of the child – academic and otherwise  Counsellors in school to deliver 1:1 session.  We Eat Elephants (WEE) Wellbeing, Emotional Education course delivered to LKS2.  Work with the Educational Psychologist to develop a self-support mechanism for emotional issues and difficulties. | Staff have continued to work with Alliance and have received regular CPD.  Trust have introduced a streamlined attendance procedure and tracking system to support and impact on attendance and persistent absence.  All staff are trained in SMART circuit by Future steps so that daily sensory circuits can be carried out to ensure children are regulated.  All children receive a free book every year, school library has been significantly updated to promote the love of reading. Half termly visits form the local bookstore bringing the latest/exciting newly published books.  Reduced or free residential visits to either Derwent Hill or Whitby for all KS2 children.  Personalised support and tailored interventions to the needs of the child – academic and otherwise  Counsellors in school to deliver 1:1 session.  We Eat Elephants (WEE) Wellbeing, Emotional Education course delivered to KS1.  Service level agreement with ABC counselling to work with children on a 1:1 basis.  Collaboration with TeesSpark to provide Y1-Y6 with a termly visit from speakers from a variety of professions to spark the children’s interest and raise aspirations. |
| Develop the vocabulary of disadvantaged pupils, in general and across the curriculum. | Assessments and observations indicate significantly weaker oral language among disadvantaged pupils. There is a higher rate of pupils with SEND where communication and interaction is identified. | The Talk boost is a language intervention which running in EYFS successfully. Power of reading has also been successfully piloted in KS1 and KS2, to improve vocabulary development. | Enrolled on Voice 21 project which focusses on Oracy. School have a vision a detailed academy improvement plan to ensure we are ***"Empowering Confident Communicators for Success in School and Beyond"***  Talk boost continues to be implemented.  Increased vocabulary from Power of reading resources and lessons has had a good impact. This is to continue and EY have introduced Gregg Boterill Drawing club to promote speech, vocabulary and writing skills. |

**Appendix 1 – Data summary**

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|  | | 2023-24  ALL | 2023-24 PP | 2023-24  Non-PP | 2022-23 ALL | 2022-23 PP | 2022-23 Non-PP | 2021-22 ALL | 2021-22 PP | 2021-22 Non-PP |
| Attendance | | 93.6% | 92.5% | 94.9% | 93.2% | 92.3% | 94.9% | 94.1% | 93.9% | 94.7% |
| EYFS GLD | | 36% (5/14) | 33% (2/9)  - 42% (SEND) | 60% (3/5) | 86% (6/7) | 75% (3/4) +15% | 100% (3/3) | 71% (5/7) | 60% (3/5) | 100% (2/2) |
| Y1 PSC | | 90% (9/10) | 100% (5/5)  +34% | 80% (4/5) | 86% (6/7) | 80% (4/5) + 66% | 100% (2/2) | 36% (4/11) | 14% (1/7) | 75% (3/4) |
| KS1 | Reading | 75% | 67% (4/6)  +67% | 100% (2/2) | 31% (4/13) | 0% (0/8) -50% | 80% (4/5) | 38% (3/8) | 50% (2/4) | 25% (1/4) |
| Writing | 75% | 67% (4/6)  +67% | 100% (2/2) | 0% (0/13) | 0% (0/8) -75% | 0% (0/5) | 50% (4/8) | 75% (3/4) | 25% (1/4) |
| Maths | 75% | 67% (4/6)  19.5% | 100% (2/2) | 38% (5/13) | 12.5% (1/8) -37.5% | 80% (4/5) | 38% (3/8) | 50% (2/4) | 25% (1/4) |
| KS2 | CRWM | 53% (9/17) | 50% (6/12)  +7% | 60% (3/5) | 50% (5/10) | 43% (3/7) +43% | 66% (2/3) | 20% (2/10) | 0% (0/6) | 50% (2/4) |
| Reading | 65% (12/17) | 59% (7/12)  -27% SEND | 80% (4/5) | 70% (7/10) | 86% (6/7) +53% | 66%(2/3) | 40% (4/10) | 33% (2/6) | 50% (2/4) |
| Writing | 53% (9/17) | 50%(6/12)  +33% | 60% (3/5) | 60% (6/10) | 17% (4/7) 0% | 66% (2/3) | 30% (3/10) | 17% (1/6) | 50% (2/4) |
| Maths | 71%(13/17) | 68% (8/12)  -18% SEND | 80% (4/5) | 80% (8/10) | 86% (6/7) +53% | 66% (2/3) | 40% (4/10 | 33% (2/6) | 50% (2/4) |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Times Table Rockstars | Maths Circle |
| Numbots | Maths Circle |
| Read Write Inc | Ruth Miskin |
| Reading Plus | Reading Solutions |

# 0ther information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |