



Pupil premium strategy statement

School overview

Metric	Data
School name	The Clinton C of E School.
Pupils in school	28 34 including pre school
Proportion of disadvantaged pupils	35.71% (excluding pre school)
Additional recovery premium	£2000
Pupil premium allocation this academic year	£14105
Academic year or years covered by statement	Reception - year 6
Publish date	01/12/2021
Review date	September 2022
Statement authorised by	The Local Schools Committee
Pupil premium lead	Paula McAdams
Governor lead	Simon Forbes/ Sarah Artheron.

Disadvantaged pupil progress scores for last academic year

Measure	Average Score
Reading	69.53
GPS	63.14
Maths	55.27

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	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures 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</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that age related expectations.</p>
4	<p>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.</p> <p>Spelling and grammar remains a concern for our disadvantaged children.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. 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, on average, 5% 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: £3631.50

Aim	Actions	Challenge number and Target date
<p>Disadvantaged pupils will be able to reason well within maths and achieve in line with their peers.</p>	<p>School Improvement Leads to work closely with class teachers to raise quality and expectations of T&L in the classroom around maths.</p> <p>ITT maths hub to develop a shared calculation policy to support high quality T&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 days learning.</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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>Challenge number 1,2 and 3.</p> <p>July 2022</p>
<p>Disadvantaged pupils will develop language skills to enable them to articulate grammatically correct sentences with an extensive vocabulary.</p>	<p>Oracy ITT lead to continue to embed the ALumnis Oracy framework and monitor impact.</p> <p>Oracy lead to ensure stem sentences and door words are evident and that T&L always includes opportunities to reasoning, debate, discuss, deliver speeches etc.</p>	<p>Challenge number 1.</p> <p>July 2022</p>
<p>The teacher of decision spelling is consistently good or better across the school for each year group.</p>	<p>Class teachers to continually review T&L of decision spelling through the use of incremental coaching.</p>	<p>Challenge number 4.</p> <p>Target date:</p>

	<p>Decision spelling lead to monitor and review implementation.</p> <p>Decision spelling walls are evident in all classes.</p> <p>Common exception words are available in bespoke work books and around the classroom.</p>	July 2022
Disadvantaged pupils' writing is inline with that of their peers.	<p>Weekly slots timetabled in to engage in long writes to raise stamina of writing.</p> <p>School Improvement Leads to work with key groups of children to raise stamina and self editing skills.</p>	<p>Challenge number 2.</p> <p>Target date: July 2022.</p>

Targeted academic support for current academic year

Budgeted cost: £3500

£1620 also costed from the tutor led funding.

Aim	Actions	Challenge number and Target date
8 disadvantaged pupils engage in school-led tutoring. Judgement made by assessing whose education has been most impacted by the pandemic.	<p>8 pupils receive 15 hours of 1:1 or small group tuition in the spring and summer term.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>Challenge number 2, 3 and 4.</p> <p>Target date: May 2022.</p>
Children will be given opportunity to access a range of activities at home and school using their chromebooks.	<p>Research into the best app for impact and purchase (IXL?)</p> <p>£2000 budgeted.</p>	<p>Challenge number 1,2,3 and 4</p>

Wider strategies for current academic year

Budgeted cost = £6979.50

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 rhe family.</p>	<p>Challenge number 5</p> <p>Target date - ongoing.</p>
To Embed principles of good practice set out in the DfE's Improving School Attendance 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.	<p>Challenge number 5 and 6</p> <p>Target date - July 2022</p>

Review: last year's aims and outcomes

1. Review of expenditure

i.Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A to raise attainment and aspirations of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.</p>	<p>Daily targeted teaching of basic literacy and numeracy skills.</p>	<p>COVID has had an impact on progress and the ability to make judgements against ARE.</p> <p>July internal trust data to be inputted once complete.</p> <p>2020-2021_ClintonDolton.xlsx - Google Sheets</p>	<p>Target maths and literacy skills will continue in September with key frameworks for Oracy and mats being written.</p> <p>The decision spelling programme continues to be a success - see data in HT report.</p> <p>Bespoke work books will be continued in September.</p>	<p>£304</p> <p>£1884</p> <p>£414</p>
<p>B. Improve vocabulary in maths and ability to reason.</p>	<p>Teachers to use a wide vocabulary when speaking</p> <p>Teachers provide opportunities for discussion and debate in the classroom.</p> <p>Teachers provide a maths vocab rich environment.</p>	<p>The development of oracy over the last year has seen a huge improvement in the children's ability to articulate their learning.</p> <p>children now talk in full sentences across all year groups and engage in purposeful discussion with all.</p>	<p>Bespoke work books with key vocab will be continued.</p> <p>Stem sentences and door words will continue.</p> <p>The Oracy lead will continue to embed the Alumnis oracy framework throughout the two schools and be given release time to enable this.</p>	<p>£235</p>

<p>C.Ensure all PP children have access to a broad and balanced curriculum and that their attainment within all subjects is in line with that of their peers.</p>	<p>A new Cornerstones/ Curriculum Maestro online platform will enable staff to monitor the coverage of all subjects for PP children, the progression through areas of learning and evidence of children's attainment against all subject areas.</p> <p>Bespoke books will support the language of learning enabling children to talk through why they are learning what they are learning and how it is supporting their progress.</p>	<p>Bespoke work books have been a huge success in enabling children to articulate learning and provide evidence of a board curriculum with breadth and depth.</p>	<p>To continue to develop and embed the Curriculum maestro to develop progression in all subjects in September.</p>	<p>£186</p>
<p>D. Significantly raise self - esteem and self-motivation of PP pupils.</p>	<p>Character education</p>	<p>COVID restrictions have meant that some experiences have not been managed however the funding has enabled the following:</p> <ul style="list-style-type: none"> ● creation of certificates, stickers and badges for all pupils. ● release time to enable the staff member to create the character education programme. ● Complete implementation of character across both schools. ● Drumming workshops ● Pirate enrichment day <p>This has been a huge success for all pupils as outlined in all monitoring.</p>	<p>To continue next year.</p>	<p>£2,000</p>

<p>E. Improve attendance of PP children across the school.</p>	<p>Class teacher will promote attendance in class.</p> <p>Class teachers will share attendance of pupils with parents in consultation meetings.</p> <p>Class teachers will liaise with admin when a child is absent to determine why and work with parents to ensure the child returns to school with limited time off.</p>	<p>This has remained constant over the year at about 95% for the whole school.</p>	<p>Consider how to use the SIT to support FSM and attendance next year.</p> <p>School Improvement Lead also focuses on attendance within their mini schools in September.</p>	<p>£530</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>A To raise attainment of all PP pupils (including those with SEND) in spelling, reading, maths and mental maths.</p>	<p>LSA and teacher targeted interventions arithmetic, phonic intervention and spelling, Accelerated Reader, Pre-teaching sessions in maths and pupil conferencing</p>	<p>NFER continues to be used and effectively track progress.</p> <p>Interventions show impact however this could be better.</p> <p>IXL package supported during lock down.</p>	<p>In key stage 2 use of an additional teacher rather than a support staff member will support the acceleration of progress across all pupils groups in September.</p> <p>NFER assessment packages will continue.</p> <p>The use of chromebooks have supported progress and access to a range of resources, when IXL runs out this will not be continued.</p>	<p>£1164</p> <p>£651</p> <p>£3580</p> <p>£176</p>
<p>B. Improve oral language skills for pupils eligible for PP.</p>	<p>Key maths interventions</p> <p>Stem cell sentencing work.</p>	<p>Language skills have continued to improve - please see above.</p>	<p>School Improvement Leads will track and run interventions (where appropriate) across their mini schools in the new year</p>	<p>£226</p>

C. Ensure all PP children have access to a broad and balanced curriculum and that their attainment within all subjects is in line with that of their peers	Precision teach of key vocabulary to support learning each week.	This has had limited impact but the quality first teaching of oracy has had an exceptional impact.	Pre teaching of key vocabulary to be delivered through the use of chrome books and bespoke work books next year.	
D Significantly raise self - esteem and self-motivation of PP pupils.	Key attachment based mentoring interventions. Individual music lessons where appropriate All PP children in key stage 2 to attend a residential.	All children have participated in enrichment opportunities. All pupils have developed more confidence and resilience over the year. Residentials did not go ahead this year due to COVID. Music lessons have not happened this year due to COVID.	To develop in September, COVID restrictions allowing.	£1,790 £2,000
E Improve attendance of PP children.	Inclusion team to be employed across the MAT and to support attendance of PP children.	Attendance of a key family has improved dramatically - see case study from the SIT.	Continue in September with a focus on the FSM group.	£2,000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>F Improve parental engagement and knowledge of year group expectations</p>	<p>Targeted invitations to attend parent consultation meetings / workshops on reading and maths.</p> <p>Use of virtual sessions to improve engagement.</p> <p>Creation of videos to put on websites which all can access.</p> <p>Encourage use of online Maths and English software (IXL)</p> <p>Chrome books for all Key stage 2 children</p>	<p>COVID restrictions have not supported this aspect of the PP plan however parent engagement has improved as evident in comments from parents in bespoke work books.</p>	<p>Continue bespoke work books next year.</p> <p>Regular parental tours to happen - parents to be invited.</p> <p>Half termly pupil performances to parents.</p>	
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