

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Clearwater Primary Academy
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	19 pupils = 14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan: 1 st year 2019-20 2 nd year 2020-21 3 rd year 2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Kate Moss
Pupil premium lead	Mrs Donna Hayward
Governor / Trustee lead	John Coales

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,105
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,046
Total budget for this academic year	£30,471

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Part A: Pupil premium strategy plan

Statement of intent

At Clearwater Primary Academy, we believe in the importance of quality first teaching and how this will ensure every child will make good progress across all areas of the curriculum. Our pupil premium funding is used to enhance CPD for all staff so that the highest standards of teaching and the most successful strategies are implemented in every classroom.

In addition, we have high aspirations and ambitions for our children and firmly believe no child should be left behind. Thorough data analysis and in-depth conversations help us to identify any areas which are preventing Pupil Premium children achieving. Our aim is to accelerate the progress of Pupil Premium children and therefore narrowing the gaps through carefully planned interventions, additional support in class and providing opportunities to succeed.

We understand that children will only succeed academically when they are emotionally secure and it is vital for us to consider the pastoral needs of all children. Any child who needs emotional support will be nurtured and specific sessions, e.g. Play Therapy will be provided to address emotional issues where appropriate.

The key principles of our strategy plan is to narrow the difference between Pupil Premium and non-Pupil Premium children, to develop and strengthen the well-being of pupils, to improve oracy skills so that communication and confidence improves and to ensure all children experience and enjoy wider world learning.

Challenges

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

Challenge number	Detail of challenge
1	Typically, children enter school with starting points below national expectations.
2	Some pupil premium children do not always make as much progress as non-pupil premium in EYFS and in Years 1, 2 and 3.
3	Some pupil premium children are more likely to need pastoral support and can struggle emotionally as well as academically.
4	Some pupils typically join Clearwater with poor speech and language development which has affected their communication and oracy skills.
5	Many pupil-premium pupils do not have rich and varied experiences as non-pupil-premium pupils. As a result, language acquisition and vocabulary can be limited.
6	Support at home can be limited as some families find it difficult to support

	their child's learning at home due to a range of external factors.
7	A rising number of families are struggling financially due to the constraints of the recent pandemic and this can impact pupil's ability to concentrate and access learning.
8	A high number of children with pupil-premium funding also have Special Educational Needs.

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
The difference between PP pupils and Non PP pupils is narrowed for GLD, Phonic screening check and KS1 SATS outcomes -Extra teaching time and preparation time paid for out of PP budget. -Focused appropriate interventions. -Quality first teaching.	During pupil progress meetings (every 6 weeks), pupil premium children will be making accelerated progress 'to narrow the gap.' Those who are identified as Low Prior Attaining to make better than expected progress. Progress will be visible in learning walks, lesson observations and in learning journeys. The amount of pupils who are GLD by the end of Reception will be in line or above non-PP pupils nationally. During observations, pupils will be observed to be concentrating and listening attentively.
To ensure rapid catch up particularly in the areas of reading, writing and maths. -Additional qualified support teacher employed to deliver focused input to meet specific identified academic needs. -All staff to buy into high expectations for all through following agreed whole school approaches that do not put a 'ceiling' on children's learning. -Extra teaching time and preparation time given. -Catch up premium to be used to deliver focused input to meet specific identified academic needs. -An additional tutoring programme to continue which will focus primarily on individual gaps to learning.	Pupils identified as Pupil Premium will make as much progress as non-Pupil Premium peers across EYFS, in Years 1, 2, 3 and 4. Those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys. The amount of pupils who are GLD by the end of Reception will be in line or above non pupil premium pupils nationally. During observations, pupils will be observed to be concentrating and listening attentively.
To meet children's pastoral needs and to provide adequate support to help children thrive both emotionally and academically. -Every parent of a Pupil Premium child to attend structured conversations with their class teacher/SENCO in order to identify and plan for child's pastoral as well as academic needs. -Engage with parents and pupils before interventions begin to address any concerns or questions.	With emotional support provided, pupil progress will not be affected by adverse childhood experiences. Pupil premium children with complex family situations will meet national expectations by the end of each academic year. Teachers can get to know the likes/dislikes of pupil premium children and lessons can be tailored around this so they are more likely to remain engaged and take an active participation in lessons. High levels of motivation and engagement will

<p>To raise confidence and attainment of the most vulnerable pupils through a wider understanding of the pupils likes, dislikes and aspirations and plan accordingly.</p> <p>-Interventions such as play therapy, lego therapy etc to be arranged through professional registered providers in order to address emotional issues, previous trauma and to enable pupils to become settled to learn.</p> <p>-Through personal plans develop children's self-help skills in particular for those children who require personal care in order to increase child's self-efficacy and maintain child's personal dignity.</p>	<p>enable Pupil Premium children to make accelerated progress.</p>
<p>Improve pupils oracy skills in order to equip children with the confidence and skills to communicate effectively</p> <p>-Ongoing staff CPD provided through Oracy 21 over three years. Visit an Oracy 21 flagship school to observe outstanding provision of strategies to implement Voice 21 throughout the curriculum.</p> <p>-Interventions such as speech therapy to be arranged through professional registered providers or to follow EEF assured programmes such as Talk Boost in order to address social and emotional aspects of development and increase pupil's articulacy and confidence.</p>	<p>During pupil conferencing and lesson observations, pupils will use a breadth of vocabulary reflecting their learning and experiences.</p> <p>Children will be observed to connect ideas orally and explain what is happening coherently.</p> <p>Children will be able to accept another's point of view even when it differs from their own.</p>
<p>Opportunity to experience and enjoy wider world learning</p> <p>-To provide learning through a variety of different mediums, using specialists and real life experiences that will develop a deeper understanding and ability to empathise.</p> <p>-Prioritise membership to clubs e.g. gymnastics, sports coaching, music tuition</p> <p>-Visits, visitors and theme days to be supported through PP budget</p>	<p>Children accessing clubs, enhancement opportunities. Pupils talk with enthusiasm about their life and activities when talking with familiar adults.</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: £4,330

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
<p>CPD for all teaching staff on developing the use of oracy in the curriculum (full implementation of Voice 21)</p> <p>£2,500</p>	<p>Oracy is linked with:</p> <ul style="list-style-type: none"> -cognitive gains, e.g. improved academic attainment. -personal and social gains including increased self-esteem and confidence. -civic engagement and empowerment. <p>(Chartered College's summary of evidence of the importance of oracy.</p>	1, 2, 4, 5.
<p>Time given to teachers to analyse data from assessments when identifying the specific areas children need support with and planning subsequent interventions</p> <p>£290- 2 day supply x 3 (each term) = £870</p>	<p>By looking at the results of assessments and tracking children's progress, teachers will be able to identify which children need support and where that support needs to be given.</p>	1, 2.
<p>Shirley Clarke CPD on formative assessment strategies.</p> <p>£960</p>	<p>EEF: "Gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstandings and provide the right level of challenge in future lessons."</p>	2
<p>Time given to teachers for planning and setting up 'Dual-Coding' resources for their classes.</p>	<p><i>"people learn more deeply from words and pictures than from words alone"</i></p> <p>Professor Richard Meyer</p> <p>The theory of 'dual coding', or the linking of images and words is a powerful method of teaching.</p> <p><i>"People can receive new information visually or verbally and when images are linked to words, they strengthen learning."</i> Dual Coding Theory</p>	2

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

Budgeted cost: £4904.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Tutoring costs.</i></p> <p><i>Small groups of low</i></p>	<p>Small group interventions with highly qualified staff have shown to be effective (John Hattie/EEF</p>	2, 4, 5.

<p>attaining pupils to be involved with the NTP £712.80 for 2 groups (15 weeks) TP time to assist children during the 1:1 tutoring: £16.44 ph x 15 = £246.60 Throughout the year x 3 (per term) = £739. Overall cost: £1,452.60</p>	Toolkit).	
Pupil progress meetings with teachers and the SLT.	Time for ongoing professional dialogue regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1, 2, 3.
<p>Speech therapy</p> <p>£2,520</p>	<p>Speech therapy can be beneficial to children and can improve many areas of interaction and communication. It can also help:</p> <ul style="list-style-type: none"> - When developing conversational skills to improve interactions with others. - To express thoughts, ideas, and needs in a more understandable way - Self-regulation and following rules for conversation - Improved articulation so others can understand what they are saying - Non-verbal communication skills such as facial expressions or body language - Putting together words in a sentence that make sense 	1, 4, 5, 6, 7.

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

Budgeted cost: £6850.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play therapy</p> <p>12 x £70 = £840 per child</p> <p>£1,680</p>	Children who attend Play Therapy can learn more helpful behaviours, understand their emotions and gain insight about resolving inner conflicts.	3
<p>Whole class violin (gateway to individual lessons)</p>	All children will experience the joy of learning to play a new instrument. Learning a musical instrument can	5

£978.75	improve cognitive and muscle memory.	
1:1 violin lessons £188 per 10-week term x 3 = £564 Violin book: £8.94	Learning a musical instrument can improve cognitive and muscle memory.	
<i>The re-introduction of a wide range of after- school clubs led by teachers</i> No cost	After-school clubs will give children new experiences and will allow all children to enjoy a range of sports, arts and Science.	5
<i>Enrichment week to provide children with a range of experiences linked to sports, art, music and Science.</i> £2,764	Well-being will improve when children instil a love for learning through a range of new, exciting experiences.	5
<i>Book in a Box</i> £15 a month. 3 month trial to check impact: £45 per child = £855	Having access to books at home is a key aspect of reading for pleasure; children who do not have books at home are more likely to report that they never read (Clark & Douglas, 2011).	4, 5, 6 and 7

Total budgeted cost: £16,084

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

EYFS:

Clearwater GLD	Gloucestershire GLD	National GLD
83.3%	71.7%	71.1%

Year 2 Phonics Screening (Autumn 2020): 100% pass rate for children. This was non-statutory and reflects the commitment and dedication to phonics teaching even during the school closures (Covid 19).

Outcomes for Pupil Premium children:

-Regular phone calls were given during lockdown so that families with PP children could receive support with the home-learning.

-Structured conversations were provided for all parents of pupil premium children and this has helped to maintain the good communication links and positive relationships.

-Attendance remains strong for all pupil premium children and robust monitoring ensures a high-level across EYFS, KS1 and KS2.

-No exclusions.

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

Programme	Provider
Tutoring (National Teaching Programme)	TLC Live (NTP)