Clearwater Primary Academy Pupil Premium Strategy Statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	189
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-23.
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Kate Moss
Pupil premium lead	Mrs Donna Hayward
Governor / Trustee lead	Mr John Coles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,275
Recovery premium funding allocation this academic year	£3,190
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	£30,465

Part A: Pupil premium strategy plan

Statement of intent

"Small Steps to Big Dreams."

Children at Clearwater Primary Academy are nurtured and nourished so that each step they take is more confident and ambitious than the last one. We provide the highest quality of education for all children and it is important to recognise that each child is unique with their own personal learning journey.

Clearwater prides itself on being fully inclusive; every child is supported and challenged appropriately with the aim that all pupils will fulfil their potential. Our Pupil Premium Strategy Statement focuses on the support given to our disadvantaged pupils and how they will be assisted academically and emotionally to ensure they achieve their goals.

At the heart of our intent, we believe in the importance of quality first teaching and how this will ensure each child makes good progress across all areas of the curriculum. Our Pupil Premium Grant 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. Purposeful and effective interventions are carried out by our Teaching Partners and they also support children in lessons by reinforcing learning and closing gaps which may prevent them from achieving in line with their peers. Additional time given during tutoring sessions will also be used to give children the opportunity to go back over trickier concepts and work on practising new learning.

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 requires emotional support will be nurtured and specific sessions, e.g. Play Therapy will be provided to address emotional needs where appropriate.

When carefully considering the needs of disadvantaged children at Clearwater, our Pupil Premium Strategy has outlined key priorities to ensure success in all areas. Through detailed evaluation of previous strategies, each implementation and action gives children the greatest opportunity to succeed.

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, KS1 and KS2.
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 cost of living crisis 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.
9	In the last year, we have had a large amount of pupils transfer to Clearwater from other schools. Identifying the needs of all new pupils is a priority to ensure a smooth transition whilst closing gaps when this is needed.

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 progress and attainment of Pupil Premium children is in line with non-pupil premium children with the same starting points.	In half termly Pupil Progress meetings, the attainment and progress of Pupil Premium children is focused on and SMART targets are given. In each classroom, all Pupil Premium children

	are ready to learn whilst demonstrating high levels of motivation and engagement during lessons. Progress of children will be visible in learning walks, pupils' books and when talking to children about their learning (pupil voice).
Teaching is consistently of a high-quality, inspirational and highly responsive to children's needs.	All teachers will hold high expectations of all pupils in their class and every child will be challenged accordingly. Children will have high levels of concentration in lessons and they will be motivated to learn. Oracy skills will continue to be focussed on and children will be given opportunities to further embed their ability to communicate and articulate during lessons. Children with SEN will be given appropriate support in lessons, e.g. use of Teaching Partners, scaffolding etc. High quality questioning is used to challenge children's critical thinking skills and can be used to challenge children who are greater depth. The structure of each lesson and visuals given (dual coding maps) are allowing children to learn more and remember more.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	When required, emotional support and therapeutic sessions will be given to children to improve their well-being. When required, children will have the chance to address adverse childhood experiences during play therapy so that there is more chance that they can fully concentrate in lessons. Structured conversations will continue for pupil premium and SEN children so that teachers have more time to fully understand each unique child and how they can best support them in school.
Strengthen the use of assessment to identify weaker areas and pinpoint the exact development areas to focus on individual children,	A thorough assessment will be carried out in each curriculum area to identify key areas of development. These can then be worked on to ensure gaps close and to allow a greater opportunity for children to 'keep-up' in lessons.

	Certain focus areas can be identified for low attaining pupils and these can be addressed during interventions or through tutoring sessions. Assessment for Learning opportunities will be evident in all classrooms and teachers will be flexible when altering their own lesson plans of deliverance so that progress is maximised.
Ensuring that additional intervention for SEND and disadvantaged pupils is timely, purposeful and has a clear impact on progress.	The interventions being carried out in each classroom will be monitored closely during Pupil Progress Meetings. Time will be given for staff to manage and plan interventions so that they are used effectively to meet children's individual targets. CPD for Teaching Partners and regular Teaching Partner meetings with SLT will continue. Teaching Partners will continue to observe each other and share good practise.
Ensuring all outcomes at EYFS, KS1 and KS2 achieve at least in line with national measures and increasingly achieve beyond.	The amount of pupils who are GLD by the end of Reception will be in line or above non pupil premium pupils nationally. All pupil premium children will pass their phonics screening check by the end of Year 1. In KS1 SATS, the results of pupil premium children will be in the line with the results of non-pupil premium children.
To ensure Pupil-Premium children have opportunities to develop a love for learning and to read for pleasure. To provide resources and support for children at home,	Continue to implement Book In A Box for all Pupil Premium Children to instil a love for reading and to help maximise their reading progression in school.
To provide wider opportunities for Pupil-Premium children so that they have can experience and enjoy wider world learning.	Enrichment Week will give children opportunities to experience extra-curricular sessions involving Arts, Sports, Music and Science. Visitors in school will be planned to raise aspirations and improve the cultural capital of our children. STEM opportunities, e.g. KNEX challenge and Science festivals will be aimed towards PP children to give them more experiences to make links and connections to wider world learning,

Monitor attendance rigorously and offer support to families to ensure children reach expected levels of attendance.	Structured conversations with pupil premium families. SLT to monitor attendance and take action when it is needed.

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: £3,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and time given for staff to implement dual-coding techniques in all subjects. The development of dual coding maps and how these can be used for assessment will be a focus this year. £1,000	EEF: Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.	4, 8.
CPD session for all teachers when supporting the needs of children with autism and ADHD. *£800 release time.*	EEF: A focus on effective teaching should be the starting point of lesson planning for pupils with SEND, not individual needs or labels – since effective teaching strategies and approaches appear to work universally to support children's learning. Understanding of individual needs may then be used to guide teaching adjustments to enhance learning outcomes for sub-group and individual pupil needs.	1, 4, 8.
Release time for staff to meet with external experts for ELS emotional literacy, speech and language strategies to be used back in class. *£1,500*	EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2, 4, 5.
Training for all Teaching Partners to maintain maximum value of support: *-help support children to meet targets*	EEF: the area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one	1, 2, 4, 5, 8, 9.

-Support given when working alongside SEN pupils (scaffolding, pre-teach vocab etc). *-share good practise (observations).*	or small group settings.	

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

Budgeted cost: £15,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring to improve attainment for KS2 pupils (Reading, Writing and Maths). *£2,900*	Small group interventions with highly qualified staff have shown to be effective (John Hattie/EEF Toolkit).	1, 2, 9.
Speech and Language *£2,520*	EEF: studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	1, 4, 8.
Targeted interventions carried out by Teaching Partners: Precision Teaching, Post/pre-teach groups, scoop groups etc. *£9,950*	EEF: research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	1, 2, 5, 8.
Attendance monitored and actions given to support parents.	Geoff Barton, General Secretary of the Association of School and College Leaders, said: The pupils most likely to be absent from school are often those who are vulnerable and struggle the most in education. Improving their attendance is vital to improving their outcomes and life chances.	6.

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

Budgeted cost: £11,679

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play Therapy sessions for PP children. *£2,400*	EEF: Social Emotional Learning interventions in education are shown to improve Social Emotional Learning skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	3, 6, 7.
Violin sessions (whole class- Year 1) £979. *Violin music sessions (1:1). £400*	EEF: the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science.	5, 6, 7.
Enrichment Week: music, sports, art and engineering opportunities will be planned across one week for all children in EYFS, KS1 and KS2 *£2,264.*	EEF: "At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education."	5, 6, 7.
Book In A Box *Once a month, PP children will receive an age-related book through their letterbox. The aim for this incentive is to develop a love for reading and to support the amount of reading children are involved with.* *£4,536.*	DFE: Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). DFE: Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).	2, 5, 6, 7.
Support given to families to pay for resources which children will need. *£500.*	EEF: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as	6, 7.
Support given when paying for school trips/swimming/clubs		6, 7.

etc. *£600*	resilience, self-confidence and motivation.	

Total budgeted cost: £ 30,349

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 2021 to 2022 academic year.

Performance measures have been published for the first time since before covid. At Clearwater Academy, we are able to report on the results of phonics screening test for Year 1 pupils (June 2022) and also for Year 2 pupils (Autumn 2021). KS1 SATS results in reading, writing and maths can also be reported on. In KS2, our Year 4 cohort completed the Multiplication Tables Check in June 2022. The following information will show a breakdown of these results when compared to the national average.

EYFS: Good Level of Development:

	Clearwater	National
Good Level of Development	78.6%	72%

KS1 Phonics Screening:

	Clearwater	National
Phonics Pass Year 1	100%	82%
Phonics Pass Year 2	90%	91%

KS1 SATS:

Key Stage One SATS results	Clearwater Year 2 cohort (29)	Clearwater PP children (7)	National 2022	National PP children 2022
Reading				
% at expected standard	83%	71%	67%	51%
% higher than expected standard	17%	0%		
Writing				
% at expected standard	90%	71%	58%	41%
% higher than expected standard	3%	0%		
Maths				
% at expected standard	79%	57%	68%	56%
% higher than expected standard	14%	0%		
Reading, Writing and Maths combined				
% at expected standard	82%	57%	56%	57%
% higher than expected standard	3%	0%		

In the Autumn Term 2021, Year 2 children took the phonics screening test and the pass rate was 90%. 71% of pupil premium children received the pass mark, although this is a small group of pupils which includes children who have EHCP statements.

During the Summer Term 2022, Year 1 pupils were administered the Phonics Screening test which resulted in a pass mark of 100%. Therefore 100% of pupil premium children passed the phonics screening test.

The results of our KS1 SATS tests in June 2022 show that 76% of our Year 2 pupils achieved age related expectations in all 3 areas: reading, writing and mathematics. 57% of our Pupil Premium children achieved this age related expectation in the three key subjects. This is in line with the national results for PP children.

When looking in detail at each individual subject, the data shows that 71% of pupil premium children are working at age related expectations in reading. Additionally, in writing, 71% of pupil premium children are working at recommended expectations. In Maths, 57% of children are working at age related expectations.

Moving forward, children transitioning into KS2 this year (2022-23) will have Maths interventions in class which will allow children to meet specific targets. School led tutoring will focus on reading, writing and maths to ensure children continue to make progress and more pupil premium children receive age-related expectations by the end

of this academic year.

In Year 4, 79% of children received a score of 20 or above in the Multiplication Tables Check. 34% received full marks with 25/25. For our pupil premium children in Year 4, 57% received a score of 20 or more and 29% obtained full marks. A focus on times tables will continue in all classes with an emphasis in MOT sessions. School Led Tutoring in the year 2022/23 will be implemented to target accurate recall of multiplication and related division facts.

Our internal teacher assessments across KS1 and KS2 show that Pupil Premium children have made accelerated progress in the year 2021-22. As a result, the gap between pupil premium children and non-pupil premium children has narrowed in Reading, Writing and Mathematics.

The impact of specific interventions in each classroom has significantly contributed towards the higher levels in attainment of our Pupil premium children. Focused and regular pupil progress meetings have successfully monitored children's targets while measuring the impact of provision and interventions.

Covid disruptions in 2020-21 created significant gaps in Reading, Writing and Maths for our pupil-premium children. Through careful planning when using the recovery premium funding, the implementation of school-led tutoring this year has allowed children time to work on specific targets which has allowed many to reach age related expectations.

Voice 21 and the ongoing oracy focus we have developed at Clearwater has given children the opportunity to explicitly and purposefully develop crucial skills in spoken language. All pupils are therefore able to access and benefit from a high-quality oracy education. When visiting classes, it is clear to see that these communication skills are a focus and children can articulate their views and thoughts in a way that often impresses visitors to the school.

The high-quality oracy focus and the effective articulation and communication skills from all pupils was acknowledged by our Ofsted inspectors this year: *"Leaders have made sure that there is a sharp focus on pupils' language and communication skills throughout the curriculum. Well trained staff are on hand to guide and support children to develop their spoken language. Across the school, adults encourage pupils to speak clearly and in full sentences. Pupils are confident about using their talk partners to share their thoughts and ideas. This helps to deepen learning so they achieve well."* (Ofsted report February 2022)

Children's attitudes towards reading has improved since the introduction to 'Book In a Box' in January 2021.There are now significantly more children who are reading every-day with less children reading once a week or less. Pupil premium children are generally much more enthusiastic about reading and they love talking about and sharing the new stories they have read at home.

Attendance of all children at Clearwater remains high and this has been recognised by this year's Ofsted report (February 2022): *"Pupils' attendance is excellent because they love coming to school."* Where there are individual cases of low attendance, rigorous methods to support children coming into school are in place.

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
Can Do Maths	Buzzard Publishing
TTRS (times tables support)	Times Tables Rockstars

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support in lessons (Teaching Partners) Speech and Language. Enrichment activities.
What was the impact of that spending on service pupil premium eligible pupils?	Service children are working well to meet specific targets in class.