

Clearwater Primary Academy Pupil Premium Strategy Statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	257
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
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	£32,010
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,000
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	£47,200

Part A: Pupil premium strategy plan

Statement of intent

We aim to inspire educational excellence, inspired by the world around us. To develop curious responsible and confident learners within a caring community, in partnership with our families, upholding our Christian values.

Our vision and values are deeply rooted in the Christian faith, and these permeate our decision-making, our relationships, our communication and our learning. We aim to provide the highest quality of education for all children, irrespective of their background or the challenges they face.

We are proud of the strong, positive culture all stakeholders have created at Clearwater and we firmly believe this encourages, motivates and supports all children – especially our most disadvantaged. Our Pupil-premium budget focuses primarily on maintaining the very best culture and helping children to succeed through positive relationships, high-quality teaching and learning to build resilience and integrity through our focus of the school values and growth mindset.

Clearwater's Pupil Premium Strategy focuses on the provision provided to all disadvantaged pupils and how they will be supported academically and emotionally to ensure they achieve their goals. Thorough assessment, analysis of data and pupil progress meetings help us to pinpoint which children will need additional interventions or adaptations towards the curriculum.

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. Carefully planned CPD, which is designed to fit Clearwater's curriculum design, drives high standards of teaching and learning. This is proven to have the greatest impact on closing the attainment gaps between PP and non-PP children.

Key Principles of our strategy plan:

- ✓ Ensure the funding benefits academic and emotional targets for all disadvantaged pupils.
- ✓ Thoroughly analyse data to identify which children are underachieving in Reading, Writing and Mathematics and discover the reasons behind this.
- ✓ Provide purposeful and effective interventions; ensure children are supported in class so that learning is embedded successfully.
- ✓ Ensure children who require emotional support have access to 'Play Therapy' sessions.
- ✓ Facilitating pupils access to a broad, balanced curriculum as well as wider

opportunities to enhance life experiences.

- ✓ Provide support to families who require advice adapting their practise to improve children's mental health, nutrition and general life outcomes.
- ✓ Focus on disadvantaged families who struggle with attendance and provide support to improve attendance figures.

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 may 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 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 pupils' ability to concentrate and access learning.
8	A high number of children with pupil-premium funding also have Special Educational Needs. <i>25% of all pupil-premium children are on the SEN register. 14% of all pupil-premium children have an EHCP.</i>
9	Some families require support with their child's well-being, mental health or behaviour.
10	Some families may find it difficult to maintain a high level of attendance. Low attendance figures are proven to correlate with a decrease in children's attainment due to a significant amount of lost learning.

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.	<p>Disadvantaged pupils will be supported to reach age-related expectations through all stages. They will achieve in line with peers, or higher, when considering the following statutory assessments:</p> <ul style="list-style-type: none"> • GLD at the end of EYFS • Phonics Screening in Year 1 • KS1 SATS: reading, writing and maths • Multiplication Tables Check in Year 4 • KS2 SATS: reading, writing and maths <p>In half termly Pupil Progress meetings, the attainment and progress of pupil premium children is focused on and SMART targets are given.</p>
Teaching is consistently of a high-quality, inspirational and highly responsive to children's needs.	<p>All teachers will hold high expectations of all pupils in their class and every child will be challenged accordingly.</p> <p>Children will have high levels of concentration in lessons and they will be motivated to learn.</p> <p>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.</p> <p>Children with SEN will be given appropriate support in lessons, e.g. use of Teaching Partners, scaffolding etc.</p> <p>The structure of each lesson and visuals given (dual coding maps) are allowing children to learn more and remember more.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>When required, emotional support and therapeutic sessions will be given to children to improve children's well-being.</p> <p>When required, children will have the chance to address adverse childhood experiences through appropriate therapy so that there is more chance that they can fully concentrate in</p>

	lessons.
Strengthen the use of assessment to identify weaker areas and pinpoint the exact development areas to focus on individual children,	<p>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.</p> <p>Certain focus areas can be identified for low attaining pupils and these can be addressed during interventions or through tutoring sessions.</p> <p>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.</p> <p>Use of Sonar to help track groups carefully and monitor progression in each term.</p>
Ensuring that additional intervention for disadvantaged pupils is timely, purposeful and has a clear impact on progress.	<p>Time will be given for staff to manage and plan interventions so that they are used effectively to meet children's individual targets.</p> <p>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.</p>
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.	<p>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.</p> <p>Engage Pupil Premium children with the Young Peoples Book Prize (Royal Society of Education).</p>
To provide wider opportunities for pupil-premium children so that they have can experience and enjoy wider world learning.	<p>Enrichment Week will give children opportunities to experience extra-curricular sessions involving Arts, Sports, Music and Science.</p> <p>Visitors in school will be planned to raise aspirations and improve the cultural capital of our children.</p> <p>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.</p>

Monitor attendance rigorously and offer support to families to ensure children reach expected levels of attendance.	Support provided when needed to ensure a high attendance. SLT to monitor attendance and take action when it is needed.
Further develop the pastoral care offered to families in order to support strong mental health, attendance and educational outcomes.	Structured conversations will continue for all of our disadvantaged pupils. Move More will commence this year and when appropriate parents will receive 1:1 support by a trained Family Engagement and Support Lead. Move More will also provide support to families through half termly newsletters and webinars.
Ensure the relevant knowledge and skills are made more explicit across all subjects so that pupils build on prior learning and deepen understanding.	Children will build upon new learning by revisiting prior knowledge and retrieving facts. This will build the foundations for future learning and will improve progression. Retrieval Practice is embedded throughout all year groups. A variety of approaches used. Pupils are able to speak knowledgeably about their learning.
Focus on writing this year and improving the attainment of writing throughout the school. <i>(DGAT PP focus)</i> .	SLT to monitor the quality of teaching in writing and the progression of all PP children. CPD given to all staff to drive writing through all non-core subjects. To allow children extra opportunities to write outside of the school day, e.g. 'creative writing club.'
Increase the amount of pupil premium children who are achieving Greater Depth in reading, writing and Maths. <i>(DGAT PP focus)</i> .	Subject leads to consider ways to ensure children have extra challenge in lessons. Moderate children's work more carefully and allow more opportunities for children to show a higher level of understanding.
Providing opportunities for children who would be interested in attending grammar school when they leave primary.	Work alongside Crypt School with our 'Widening Access' initiative. Children, who are already meeting age-related expectations or above, will have the opportunity to attend Crypt School weekly for tutoring sessions in preparation for the grammar school test at the beginning of Year 6.

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: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide all children with Quality First Teaching. Non-negotiables set up in every classroom to ensure a high-level of teaching and learning. Support given to new teaching staff when applying the non-negotiables to their own teaching.	EEF guide to Pupil Premium – tiered approach: teaching is the top priority, including CPD. Sutton Trust: Quality First Teaching has direct impact on pupil outcomes.	1, 2, 4.
CPD and time given for staff to use retrieval practices in class. Teachers using Kate Jones: Retrieval Practice: Research and Resources for Every Classroom.	'To be able to retrieve, use, and apply knowledge in the long term, it is highly effective to practice retrieving, using, and applying knowledge during learning' (Karpicke & Aue, 2015, p.318)	4, 8.
Training and support provided to all subject leaders when focussing on monitoring the quality of teaching across the curriculum.	EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1, 4, 8.
Focus on supporting children with SEN and using effective strategies in class to maximise children's progress. SENCO to provide support to class teachers. Use 'Widget' to create resources/timetables.	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, 2, 4, 5.
Training for all Teaching Partners to maintain	EEF: the area of research showing the strongest evidence for TAs having a positive impact on	1, 2, 4, 5, 8, 9.

<p>maximum value of support:</p> <ul style="list-style-type: none"> -help support children to meet targets -Support given when working alongside SEN pupils (scaffolding, pre-teach vocab etc). -share good practise (observations). 	<p>pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings.</p>	
<p>Provide ongoing CPD using Voice 21 – focussing on developing children’s skills in oracy.</p>	<p>EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional practise.</p>	

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

Budgeted cost: £21,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring to improve attainment for KS1 and KS2 pupils (Reading, Writing and Maths).	<p>Small group interventions with highly qualified staff have shown to be effective (John Hattie/EEF Toolkit).</p> <p>EEF – Impact +5 months’ progress (high impact for moderate cost)</p>	1, 2, 9.
Speech and Language	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	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	1, 2, 5, 8.

groups, scoop groups etc.	months' progress	
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 Opportunities Programme: partnership with Crypt Grammar School. Pupil Premium children to have the option to attend tutoring sessions in preparation for the grammar school entry test at the beginning of Year 6.	Schools play a vital role in ensuring every child recognises their potential, and has ambitions that reflect it. (Katy Theobald).	3, 6.

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

Budgeted cost: £14,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Play Therapy sessions for PP children.</i> £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.
<i>Enrichment opportunities for all disadvantaged pupils.</i> <i>E.g. Science</i>	'The gap in outcomes between lower income young people and their wealthier peers is a significant factor affecting social mobility today, limiting access to leading universities, the best apprenticeships and the most competitive careers. Ine-	5, 6, 7.

<i>Festivals,</i>	<p>qualities in access to formal schooling and to wider education and enrichment experiences all contribute to this gap.'</p> <p>https://www.suttontrust.com/our-priorities/schools/</p>	
<i>Enrichment Week: music, sports, art and engineering opportunities will be planned across one week for all children in EYFS, KS1 and KS2 £2,264.</i>	<p>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."</p>	5, 6, 7.
<i>Book In A Box</i> <i>Once each half-term, 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.</i> <i>£4,536.</i>	<p>DFE: Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>DFE: Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</p>	2, 5, 6, 7.
<i>Move More</i> <i>We now have a Family Support Engagement Lead who meets up regularly with our families to offer 1:1 advice and guidance. Through 'Move More,' our families receive half-termly newsletters and regular webinars where strategies are shared and support is given.</i>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p>	

<p><i>Support given to families to pay for resources which children will need.</i></p> <p>£500.</p>	<p>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 resilience, self-confidence and motivation.</p>	<p>6, 7.</p>
<p><i>Support given when paying for school trips/swimming/clubs etc.</i></p> <p>£600</p>		<p>6, 7.</p>

Total budgeted cost: £ 40,135

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.

EYFS: Good Level of Development:

	Clearwater	National
Good Level of Development	78.6%	72%

KS1 Phonics Screening:

	Clearwater	National
Phonics Pass Year 1	88.6%	82%
Phonics Pass (PP)	100%	

KS1 SATS: Reading

	Clearwater	National	Clearwater (GD)	National (GD)
All	84%	69%	20%	19%

KS1 SATS: Writing

	Clearwater	National	Clearwater (GD)	National (GD)
All	76%	61%	24%	8%

KS1 SATS: Maths

	Clearwater	National	Clearwater (GD)	National (GD)
All	80%	72%	12%	16%

KS1 SATS: Reading, Writing and Maths combined

	Clearwater	National	Clearwater (GD)	National (GD)
All	72%		12%	

Year 4 Multiplication Tables Check

	Clearwater	National
All (achieved 25)	22%	29%
All (achieved 20+)	73%	63%
PP (achieved 25)	20%	
PP (achieved 20+)	80%	

Multiplication Tables Check

The mean average score for disadvantaged pupils at Clearwater was 21. The national average score for disadvantaged pupils was 18.3.

Attendance.

Attendance of all children at Clearwater remains high and this has been recognised by our most recent 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.

Our school attendance figure of 98.19% is much higher than the national average. Attendance is slightly lower for PP children and currently stands at 96%. We continue to work on closing this attendance gap and supporting families to bring children into school every day.

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
NFER assessments in reading	NFER
Essential Letters and Sounds	Oxford University Press
Sonar	Juniper Education

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?	Targeted 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.

