Clearwater Primary Academy Pupil Premium Strategy Statement 2024/25

This statement details our school's use of pupil premium 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	304
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
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	£34,040
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	£34,040

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.

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.

<u>Key Principles of our strategy plan:</u>

- ✓ 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 to provide support to enable children to meet recommended expectations.
- ✓ Provide purposeful and effective interventions; ensure children are supported in class so that learning is embedded successfully.
- ✓ Allow opportunities for children to develop their emotional well-being and resilience.
- ✓ 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 as many 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 high number of children with pupil-premium funding also have Special Educational Needs. *42% of all pupil-premium children are on the SEN register.*
8	Some families require support with their child's well-being, mental health or behaviour.
9	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. Our 2023-24 whole-school attendance figure is 96.4%. Attendance is slightly lower for PP children and currently stands at 92.9%.
10	In year transfers can often include children who are Pupil Premium and also SEN.

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
To close the attainment gap between pupil premium children and non-pupil premium children.	Pupil premium pupils will be supported to reach age-related expectations through all stages. They will begin to achieve in line with peers, or higher, when considering the following statutory assessments: • 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: grammar, punctuation and spellings (GPS), reading, writing and maths In half termly pupil progress meetings, the attainment and progress of pupil premium children is focused on and SMART targets are given.
Quality first teaching is a priority in all classrooms.	Successful CPD is provided for all teachers: particular focus on core subjects and retrieval practises throughout the curriculum. ECT's will be given specific support when following the ECF – weekly meetings will be planned to ensure teaching and learning is a priority. All teachers will hold high expectations of all pupils in their class and every child will be challenged accordingly.
Ensure high quality SEN provision throughout.	Children with SEN will be given appropriate support in lessons, e.g. use of Teaching Partners, scaffolding etc. SLT, including SENCO, will monitor the provision for all pupils so that SMART targets are implemented and progress is evident.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To implement therapeutic strategies for children to develop resilience, self-control	When required, emotional support will be given to children to improve well-being. Emotion coaching to be implemented this year as training will be provided to two members of staff.

and motivation, e.g. Wilderness Therapy.	
Strengthen the use of assessment to identify weaker areas and pinpoint the exact development areas to focus on individual children.	Using a robust assessment implementation to assess children accurately. Ensure the assessments are used to drive the teaching forwards. Use of Sonar to help track groups carefully and monitor progression in each term. Data on Sonar will be used to guide pupil progress meetings half termly. Using Testbase to improve the accuracy of the data and information given at the end of term assessments. Training given to staff when considering how to use this data/evidence to drive teaching and learning and identify targets for pupils.
Ensuring that additional intervention for disadvantaged pupils is timely, purposeful and has a clear impact on progress.	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.
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. STEM opportunities, e.g. KNEX challenge and Science festivals will be aimed towards pupil premium 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.	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 resume 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.
Providing opportunities for children who	Work alongside Crypt School with our 'Widening Access' initiative. Children, who are

would be interested in attending grammar school when they leave primary.	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: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide all children with Quality First Teaching. Prioritise a high-level of teaching and learning throughout EYFS, KS1 and KS2. Support given to new teaching staff and ECT's. Focus on the teaching of phonics, reading and Maths across the school and closely monitor the attainment in these key areas.	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, 7, 10.
CPD and time given for staff to learn and implement effective classroom practises. Take part in the 'Walk Thru' action research to use retrieval practices effectively. Subject leaders to attend relevant training to further improve the teaching and learning across the school.	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. '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)	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. Plan for successful adaptations in lessons and ensure all children have access to high-quality resources to support their learning	Research suggests that the behaviour and practice of the classroom teacher has the greatest impact on the academic and social outcomes of children with SEN (Efthymiou & Kington, 2017).	1, 2, 4, 5.
Training for all Teaching Partners to maintain maximum value of support. Regular Teaching Partner meetings with Deputy Headteacher. Focus on the training of phonics and early reading in KS1 – Use ELS successfully in each class. Implement additional phonic sessions to target disadvantages pupils who require further support.	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 or small group settings.	1, 2, 4, 5, 8, 9.
Provide ongoing CPD using Voice 21 – focussing on developing children's skills in oracy. Challenge pupils to build on their exploratory and presentational talk. Focus on the vocabulary children are using. Training given to all staff.	EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional practise.	1, 2, 4

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

Budgeted cost: £20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language interventions	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-teaching groups, daily reading, scoop groups etc.	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 rigorously and actions given to support parents. Focus on 'improving attendance for all.'	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.	9.
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).	2, 6.

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

Budgeted cost: £7,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific behaviour interventions to support pupil premium pupils. Involvement in 'For the Child.' This support specialises in behaviour as communication and ACE's (Adverse Childhood Experiences).	EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	3, 8, 9
Enrichment opportunities for all disadvantaged pupils. E.g. Science Festivals. Enrichment Week: music, sports, art and engineering opportunities will be planned across one week for all children in EYFS, KS1 and KS2.	The EEF report suggests that enrichment activities can have a positive impact on students' academic achievement by improving their motivation, engagement, and attitudes towards learning. Enrichment activities can help students develop a range of skills, such as problem-solving, teamwork, and communication, which can be transferable to other areas of their lives.	5, 6.
Move More A Family Support Engagement Lead 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.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. EEF: Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.	6, 8, 9

Wilderness Therapy: children participate in an experiential form of therapy that combines outdoor experiences and therapy sessions.	EEF: closing the disadvantage gap: 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.	3, 6

Total budgeted cost: £ 33,550

Part B: Review of outcomes in the previous academic year

Review of Pupil Premium Strategy 2023-24

Intended Outcome	Success Criteria	Impact
The progress and attainment of pupil premium children is in line with non-pupil premium children with the same starting points.	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: • 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 In half termly Pupil Progress meetings, the attainment and progress of pupil premium children is focused on and SMART targets are given.	The KS1 SATS results show that children on average are achieving scores higher than national expectations. However, it is difficult to use as the pupil premium group in this cohort is minimal. Our Year 4 pupil premium children achieved results which are in line with national expectations. 37.5% of pupil premium children scored 25/25. This is much higher than the national average of 34%. 55% of non-pupil premium children achieved the full 25 marks. We will continue to focus on narrowing the gap of attainment in the multiplication tables check between PP and non-PP children. In the KS2 SATS results, the gap is the narrowest in writing which shows that

			pupil premium children are receiving high quality support to help them to reach age-related expectations. The largest gap in KS2 between pupil premium and non-pupil premium pupils is evident in reading and grammar, punctuation and spellings. This is a focus in the school's development plan for 2024-25.	
	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.	Voice 21 continues to be a focus for professional development. Staff have received fundamental training on oracy groupings and how talk can be used for retrieval. Learning walks have been implemented successfully this year and the attitudes and behaviour of pupil premium children has been a focus. SEN children have been supported well in lessons and interventions have been effective and timely.	
	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 children's well-being. 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 lessons.	Play therapy has been highly effective when supporting the emotional well-being of pupils. In 2023, Clearwater received a nomination for the Virtual School Best Practise Award. The staff were recognised for everything they do when supporting vulnerable children.	

Strengthen the use of assessment to identify weaker areas and pinpoint the exact development areas to focus on individual children,	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. Use of Sonar to help track groups carefully and monitor progression in each term.	Using Sonar across the school, and receiving training, has helped all staff to monitor progression carefully. The reports have been used in pupil progress meetings to gain an important insight into the development and progress of all pupil premium children.
Ensuring that additional intervention for disadvantaged pupils is timely, purposeful and has a clear impact on progress.	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.	All staff have been given time to effectively manage the set-up of interventions in their classes. Provision maps were created in 2023-24 to offer an overview of the additional support provided for SEN and PP 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. Engage Pupil Premium children with the Young Peoples Book Prize (Royal Society of Education).	A survey to all pupil premium parents was given out in 2024. The response was incredibly positive and all children had enjoyed receiving their books in the post. One parent response: "My daughter really enjoys opening the box and reads the book straight away!"
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	For Enrichment Week this year, children enjoyed trying out the Royal Theatre Ballet interactive lessons. We also planned tennis taster sessions, NSPCC Speak Out Stay Safe sessions, a GSP dancing festival event and the opportunity to watch the London Symphonietta ensemble.

		festivals will be aimed towards PP children to give them more experiences to make links and connections to wider world learning.	In Science week, children experienced a K'Nex challenge, a visit from an inventor (Ben), Kier building team, STEM ambassadors and a hedgehog charity.	
	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.	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 2023-24 whole-school attendance figure of 96.4% is much higher than the national average of 94%. Attendance is slightly lower for pupil premium children and currently stands at 92.9%. We continue to work on closing this attendance gap and supporting families to bring children into school every day.	
	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.	42 families overall engaged in the Move More support, including webinars, family programmes, 1:1 support and newsletters. 12 families received 1:1 support to help with specific needs of their children, e.g. anxieties, resilience, diet, behaviour etc. TicPlus has also been used to provide emotional	

		support to children in KS2.
Focus on writing this year and improving the attainment of writing throughout the school. *(DGAT PP focus).*	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.'	Y6 SATS were moderated this year and the amount of children who achieved ARE (76.7%) was higher than the national average (72%). Creative writing club took place after school with our English lead. This was well attended and children throughout KS2 enjoyed the sessions.
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.	3 pupil premium children took part in the Widening Access initiative at Crypt. The overall attendance for the sessions was high and feedback from the pupils was positive. They experienced a MOCK 11+ test as part of this intervention and it fully prepared them for the official grammar school test in September.

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
Essential Letters and Sounds	Oxford University Press
Sonar	Juniper Education
Spelling Shed	EdShed
Testbase	Testbase
Move More Family Support	Move More organisation

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.