

Pupil premium strategy statement 2023-2025

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	Old Clee Primary Academy
Number of pupils in school	517 (plus Nursery)
Proportion (%) of pupil premium eligible pupils	35.4%
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2025
Statement authorised by	Debbie Richardson
Pupil premium lead	Lauren Dobbs
Governor / Trustee lead	Richard Claridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£278,330
Recovery premium funding allocation this academic year	£26,390
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	£304,720

Part A: Pupil premium strategy plan

Statement of intent

At Old Clee Primary Academy, we have high aspirations and ambitions for all children in our care and we believe that no child should be left behind, irrespective of their background or the challenges they face. We believe that high-quality first teaching is at the heart of children making good progress and achieving high attainment across the full breadth of the curriculum. We want all of our children, including those in receipt of PPF, to leave Old Clee Primary Academy being able to read fluently, to express their views confidently, solve mathematical problems fluently, gain a wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences.

The focus of our pupil premium strategy is to support pupils in receipt of Pupil Premium Funding (PPF) to achieve that goal. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

We aim to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Raise the attendance of ALL pupils ensuring they attend every day and on time with a clear focus on those in receipt of PPF.
- Ensure ALL pupils are able to read fluently and write coherently to enable them to access the breadth of the curriculum.
- Ensure ALL pupils are able to solve mathematical problems fluently in preparation for later life.
- To communicate effectively and confidently in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop individual talents, knowledge and understanding of the world.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and Metacognition. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Our context: Old Clee Primary Academy currently has 35% of all children across the school receiving Pupil Premium funding. That number increases to 37% when looking at KS1 and KS2 data only.

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Ensure that the attendance of PP children is meeting/exceeding the expected national rate and in line with their peers.
- Provide targeted intervention to quickly address identified gaps in learning including the use of small group work to enable PP pupils to achieve in line with National outcomes and their peers.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching in all areas of the curriculum.
- Ensure children access a knowledge rich curriculum where effective communication and high level vocabulary is prominent.
- Target funding to ensure that all pupils have access a range of enrichment activities, attend trips, residential opportunities and individual talents are nurtured through rich opportunities beyond the curriculum.
- Provide appropriate pastoral and emotional support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Attendance for disadvantaged children is below the rest of the school. 20% of the Persistent Absentees are Pupil Premium
2	Attainment is lower for disadvantaged learners than peers, both in school and nationally. We also have a higher proportion of disadvantaged learners with SEND compared to national, 42% of these are Pupil Premium.
3	Our disadvantaged children generally have poor language skills and limited vocabulary on entry to school.
4	Attainment is lower for disadvantaged learners due to lack of self-motivation and independence.
5	Parental engagement
6	Enrichment - Limited 'wider' experiences and opportunities in life to draw upon which can link to lack of aspiration for the future.

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
<p>1. All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils.</p> <p>Attendance and punctuality of targeted pupils will improve to be in line with all other pupils.</p> <p>Persistent absence will be reduced.</p>
<p>2. Increase the percentage of disadvantaged pupils reaching ARE. Ensure all pupils, whether pupil premium or SEND or both, make at least expected progress over the year</p>	<p>Reading, writing and maths combined data at the end of KS2 will show there is no difference when compared to peers. Outcomes will be in line with National Data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing. The quality of teaching in all cohorts is at least good in all lessons at all times, and often outstanding. The quality of teaching and learning in every classroom in EYFS/ KS1 is enhanced by the deployment of highly effective teaching assistants. Interventions are targeted, timely and highly effective and are closely monitored to ensure maximum impact on pupil progress and achievement.</p>
<p>3. Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Our monitoring schedule addressing assessments and observations indicate significantly improved oral language among pupils in receipt of pupil premium. Lesson visits and pupil book study provide evidence that children are being taught explicit vocabulary and are able to commit the words to long-term memory, which they use to articulate their learning.</p> <p>WELLCOMM assessments show significant improved language skills. - Children are using a higher level of vocabulary in and out of the classroom and vocabulary in EYFS.</p>

<p>4. To improve pupils' retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for pupils in receipt of pupil premium funding.</p>	<p>Through lesson visits, pupil book study and pupil voice as outlined in the monitoring schedule. Pupils are able to articulate learning that has been retained in long term memory. Pupils in receipt of pupil premium funding will be able to demonstrate or articulate metacognitive strategies that help to improve their learning. Pupils in receipt of pupil premium funding are able to show an increased level of concentration for longer periods of time. Pupils in receipt of pupil premium funding and teachers are able to provide examples where the children persevered with a challenging task.</p>
<p>5. To increase parental engagement and build strong working relationships in a bid to improve the life chances and attainment for PPF pupils.</p>	<p>Improved parental attendance at learning workshops, targeted engagement of families in receipt of PPF and through the introduction of pupil/parent activities.</p>
<p>6. Increase opportunities and experiences for children – to ensure they have a wide range of experiences to draw upon in learning and develop a deeper understanding of the working world.</p>	<p>Each year group will have a trip/visitor linked to each foundation subject topic. Pupil premium children will be able attend all of these enrichment activities. Enrichment lead will have created a range of supplementary enrichment activities which link to learning across the curriculum.</p> <p>Curriculum Enrichment will have a positive impact on children's knowledge and understanding of the world around them – Cultural Capital</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: £86,216.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in subject leadership, curriculum CPD and external training.	EEF Toolkit Potential impact of metacognition and self-regulation approaches is high (8 months additional progress. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.	2,3,4
Whole school training on metacognitive strategies with Thinking Schools.	Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils. https://d2tic4wvo1iusb.cloudfront.net/eefguidancereports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf EEF Metacognition & Self Regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation EEF Collaborative Learning Approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	2,3,4
Phonics lead in school (RWI Development Day) to model phonics sessions, support new to school teachers to enable consistency and monitor teaching and	The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.	2,3

<p>assessment of phonics across EYFS and KS1. Provide CPD weekly.</p>		
<p>Overstaffing in EYFS to increase communication modelling and dialogue in continuous provision and small group work.</p> <p>Introduction of 'Chatta' across the Academy including staff CPD and training.</p> <p>Introduction of WELLCOMM assessment and intervention.</p>	<p>The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months),</p> <p>EEF EY Toolkit Evidence: Overall, 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. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year</p> <p>EEF Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>3</p>
<p>Enhancement of our maths teaching and curriculum planning through partnership with White Rose Maths Hub.</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) *The EEF guidance is based on a range of the best available evidence: Improving mathematics in the early years and KS1. Summary of recommendations. Improving Mathematics in Key Stages 2 Recommendations summary (KS2) *EEF Teaching and Learning Toolkit and mastery Toolkit.</p> <p>EEF Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Individualised Instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Mastery Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>2</p>

<p>Introduction of targeted extra-curricular activities/breakfast club to raise attendance.</p>	<p>It is widely recognised that the educational outcomes and future life chances for children and young people can be significantly impacted upon by periods of absence and poor punctuality.</p> <p>*Improving attendance- The Key for school leadership summary of research and case studies *DFE case studies *EEF T&L toolkit, parent engagement. *EEF: attendance interventions.</p>	<p>1</p>
<p>Quality First Teaching Approaches: Embed new data tracking and assessment platform. Half termly data monitoring and progress discussions Teacher intervention groups targeted to address gaps in learning for those to achieve high standard at KS1/2</p>	<p>EEF Toolkit and evidence of best practice - Small Group Work (Average impact +4 months), Training including EEF ‘Making best use of Teaching Assistants’</p>	<p>2,3,</p>
<p>Parental Engagement – additional engagement days and workshops planned to engage parents in supporting their children.</p>	<p>Introduce programmes which aim to develop parental skills such as literacy or IT skills; the involvement of parents in their children’s learning activities and more intensive programmes for families in crisis.</p> <hr/> <p>Priority attendance/booking system for those in receipt of PP. EEF Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>5</p>

<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum. All our children will have the opportunity to experience a wide range of first hand experiences; for example school visits, live theatre and live music, sporting activities, music lessons</p>	<p>Records of whole school inspiration day events and class enrichment activities will show the range of experiences and opportunities provided</p> <p>EEF Arts Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £163,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	EEF Toolkit Social and emotional learning interventions seek to improve pupil's decision making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning.	2,5, 6
Interventions –	EEF Toolkit Teaching Assistants can provide a large positive impact on learner outcomes, however how they	2

TA intervention for mathematics, writing and reading KS1 & KS2 Release Assistant Head Teachers to support Y2 and Y6 cohort through smaller group teaching.	are deployed is key. Access to high quality teaching is the most important lever schools have to improve outcomes for the pupils. It is particularly important to ensure that when pupils are receiving support from a TA this supplements teaching but does not reduce the amount of high quality interactions they have with their teacher both in and out of class.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3
Employ additional TA's in FS2 – the evidence shows younger children have a bigger deficit due to school closures. Additional support will provide 1:1 reading, phonics and communication & language.	EEF Teaching Assistant Interventions EEF 1:1 tuition EEF Small Group tuition	2,3
Additional support to the SENCo (part funded by the SEN budget) to deliver intervention and precision teaching.	EEF SEND evidence review recommendations	1,2,3

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

Budgeted cost: £70,681.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a full time Welfare and wellbeing support worker to work with SLT on the	EEF Toolkit Social and emotional learning interventions seek to improve pupil's decision making skills, interaction with others and their self-management of emotions	5,6

identification of children who need early help, family support and at risk of harm.	<p>rather than focusing directly on the academic or cognitive elements of learning.</p> <p>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.</p> <p>Early intervention to identify issues and provide effective support is crucial.</p> <p>EEF Parental Engagement</p>	
<p><i>Attendance Officer</i></p> <p>To improve attendance of those in receipt of PPF.</p> <p>The attendance team to engage with parents/carers both formally and informally after tracking for those falling below 96%.</p>	<p>It is widely recognised that the educational outcomes and future life chances for children and young people can be significantly impacted upon by periods of absence and poor punctuality.</p> <p>*Improving attendance- The Key for school leadership summary of research and case studies *DFE case studies *EEF T&L toolkit, parent engagement. *EEF: attendance interventions.</p>	1
Attendance Incentives and Rewards	Improving attendance- The Key for school leadership summary of research and case studies *DFE case studies *EEF T&L toolkit, parent engagement. *EEF: attendance interventions.	1
Subsidise the experiences and provision to enhance cultural capital whilst at OC	EEF Social and emotional learning has a positive impact on learning and achievement.	1,2,3,4
Subsidising Clubs	EEF Toolkit (Link to physical activity – some of the clubs on offer are physical) There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.	1,2
Subsidise Arts participation through the introduction of Rock Steady.	EEF Arts Participation + 3months	2,3,4

Increase parental engagement through workshops, social media and additional events.	EEF – Parental engagement +4 months. Parental engagement has a positive impact on additional progress.	5
Increase parental aspirations and involvement within the wider community through the development of recognised qualifications.	EEF – Aspirations – parents & families EEF – Parental engagement +4 months.	5

Total budgeted cost: £326,384.10

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 2022 to 2023 academic year.

KS2 Disadvantaged pupil progress scores for the last academic year (Progress figures from Perspective Lite, September 2023)

Measure	Score
Reading	+2.7
Writing	+4.1
Maths	+1.4
Meeting expected standard at KS2 in R,W,M	55%
Reading	69%
Writing	72%
Maths	55%
Meeting high standard at KS2 in R,W,M	0%
Reading	17%
Writing	7%
Maths	10%

**KS2 Non- Disadvantaged pupil progress scores for the last academic year
(Progress figures from Perspective Lite, September 2023)**

Measure	Score
Reading	+2.6
Writing	+4.3
Maths	+1.3
Meeting expected standard at KS2 in R,W,M	73%
Reading	80%
Writing	86%
Maths	80%
Meeting high standard at KS2 in R,W,M	21%
Reading	43%
Writing	30%
Maths	25%

KS1 Disadvantaged Pupils		2019		2022		2023	
		Old Clee	NCER National	Old Clee	NCER National	Old Clee	NCER National
Reading Attainment	EXP	54.2%	62%	48%	51.2%	57%	54%
	GDS	0%	13.8%	8%	8.1%	14%	9%
Writing Attainment	EXP	50%	55%	36%	40.9%	48%	45%
	GDS	0%	7.2%	4%	3%	5%	3%
Maths Attainment	EXP	54.2%	62.6%	36%	51.8%	57%	56%
	GDS	4.2%	11.8%	0%	6.7%	14%	8%

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
Thinking Matters Network	Thinking Matters
Wellcomm	GL Assessment
Accelerated Reader	Rennaisance
Times Tables Rockstars	TT Rockstars
Data Analysis and assessment	Insight
No Nonsense Literacy	Babcocks

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.