

Clee Hill Community Academy Pupil premium strategy evaluative statement 2022-2023 and plan for 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Clee Hill Community Academy
Number of pupils in school	130 pupils in Year R – Year 6 plus Nursery
Proportion (%) of pupil premium eligible pupils	19% - 26 students (16% including pupils in Nursery)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	16.9.23
Date on which it will be reviewed	1.9.24 – annual review
Statement authorised by	Ceri Little - Headteacher
Pupil premium lead	Ceri Little
Governor / Trustee lead	Hylton Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,625 (25 pupils)
Recovery premium funding allocation this academic year	£2,755
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	£36,380

Part A: Pupil premium strategy plan

Statement of intent

At Clee Hill Community Academy we believe that all members of staff and the governing body should accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and fulfil their potential. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Alongside high quality teaching, every Pupil Premium Child has a Pupil Premium Passport (PPP) which identifies individual barriers to learning and provides to support to enable pupils to overcome these. Reading is a key priority for in our PPG spend and all Pupil Premium children are prioritised to be heard to read daily.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1. Attendance	In 2022-2023, attendance figure for disadvantaged pupils (94.1) compared to All pupils (96.1%).
2 Vocabulary/ Speech & Language	A number of younger pupils are struggling with speech & language skills in the EYFS. The 'Word Gap' shows a significant gap in vocabulary between disadvantaged pupils and non-disadvantaged pupils from a very early age.

3. Core subjects	Internal data shows a gap between disadvantaged pupils and non-disadvantaged pupils in, core subjects, although an improving picture for reading.
4. Reading & Phonics	Continue to remain a focus of the school to ensure that Pupil Premium children do not fall behind with their phonics and reading from an early age so that they are able to access the curriculum.
5. Enrichment	Attachment difficulties or hampered emotional and social development. Poorer uptake of enrichment activities.
6. Emotional well-being, resilience and self esteem	Low self esteem and resilience which can impact on attitude to learning and behaviour

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
1. Attendance Increased attendance rates for pupils eligible for PP.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced
2 Vocabulary/ Speech & Language Improve range of vocabulary for pupils eligible for PP	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. 'Stoke Speak Out' assessment used in Nursery to identify early identification. NELI/ talk boost/ Early Talk Boost interventions used for EYFS pupils identified as requiring additional support with language/ vocabulary.
3 Core subjects Pupil Premium Passports will accurately address barriers to learning and consider intervention/ approaches to reduce these barriers.	<ul style="list-style-type: none"> Pupils eligible for PP in each class to make rapid progress by the end of the year towards or meeting age-related expectations. Pupils achieve reading, writing, maths and GPS targets set or show significant progress towards these on provision maps (PP passports) KS2 outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard in reading, writing, maths and GPS. All PPG pupils to have a personalised plan to address barriers to learning and a plan to overcome these barriers Assessments are effective in identifying pupils working below ARE and interventions have good impact in closing the gap National Tutoring Program - pupils identified for after school tuition - school led tutoring. PP pupils as a priority for tutoring (Year 1 onwards). Tutoring to be effective in overcoming learning barriers and supporting pupils to achieve their full potential.

<p>4 Reading & Phonics</p> <p>80%+ pass for Year 1 pupils in the phonics assessment - 100% pass for Year 2 pupils in the reassessment (after removing any high dependent SEND pupils)</p>	<ul style="list-style-type: none"> • All meet the EYFS Literacy ELG and Y1 phonic standard or show significant progress towards the achievement of this • Pupils achieve reading targets set or show significant progress towards these on provision maps. KS2 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils met the expected standard. • PPG pupils below ARE (age related expectations) in phonics identified quickly and interventions put in place to support/ close the gap. Phonics screening check outcomes in 2023 /2024 at least in line with the national average and showing that more than 80% of disadvantaged pupils met the expected standard • Reading Intervention Grids ad Phonics interventions making a positive difference to outcomes.
<p>5. Enrichment</p> <p>Wide range of enrichment opportunities available to PP pupils</p>	<ul style="list-style-type: none"> • Pupils access to wide range of learning opportunities - 100% of all PP pupils to access at least one additional club/ enrichment by the end of summer 2024 • Pupils self-esteem, resilience and emotional well-being is improved. Sustained high levels of wellbeing from 2023/204 demonstrated by pupil interviews, questionnaires and observations and a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>6. Emotional well-being, resilience and self esteem</p> <p>Emotional support -including indivial plans as part of PP passports, internal groups such as 'No Worries' and external agencies such as play therapists.</p>	<ul style="list-style-type: none"> • Sustained high levels of wellbeing from 2023/204 demonstrated by pupil interviews, questionnaires and observations and a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress Meetings - a focus on Pupil Premium Passports and data for PP pupils Staff Meetings and CPD - allocated time to	Used by outstanding schools such as http://www.fieldingprimary.com/pupil-premium/	2,3 & 4

develop Pupil Premium Passports along pupils		
Neli programme and Talk Boost for children's language and early literacy skills	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2,3,4
Mastering Number programme	Evaluations consider up to 5 month gain in children's fluency in number	3
Little Wandle Phonics Programme - new books , resources and training purchased.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3,4
TA support to complete some of the above programmes and individual plans as part of pupil premium passports	Small group work impact and intent to catch pupils early and close gap early	2,3 & 4
TA support - self esteem/resilience support for small groups (no worries)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	6
Use of external agencies to support individuals - including attachment - such as play therapists.	Small group work or support/over the shoulder champion +4 - 5 months	6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up school led tuition (up to 15 hours for 47 children - £5270 - may double allocation through groups - some pupils receiving more than 15 hours of tutoring)	Evidence shows 4 - 5 months - analysis for each individual receiving tutoring Non measurable evidence - quotes form the children re improving self esteem etc One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,6
NELI intervention, Talk Boost and Early Talk Boost	There is a strong evidence base that suggests oral language early identification and interventions, including dialogic	2,3,4

- training for EYFS staff, cover when completing assessments <i>Stoke Speak Out - S&L assessment</i>	activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Phonic catch up through LW programme - additional resources, training, interventions, national tutoring programme	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2,3,4
Daily reading for all PPG pupils	EEF Toolkit suggest that reading comprehension is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. "On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress." Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,3,4
Reading at breakfast club and enrichment at CHAMPs		
Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:		
Maths fluency interventions	Evidence of impact of small group, targeted support	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole class music tuition for Year 3 and Year 4 which will continue over the next three years to give the children the opportunity of developing new skills in music.	Research demonstrates that there are cognitive, educational and social benefits to learning musical instruments, particularly at a young age. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5, 6
Education Welfare Officer - tracking attendance issues including PPG trends and patterns	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step. Embedding	1, 6

	<p>principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Previous impact of use of EWO have been very positive and data for PP pupils continues to improve</p>	
<p>Social and Emotional support groups/ interventions (No Worries)</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff (Mind Ed/ mental health ambassador training)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	6
<p>Play Therapy sessions</p>	<p>The British Association of Play Therapists states that Play Therapy in school:</p> <p>Helps children and young people to build healthier relationships with teaching staff and peers; Reduces emotional, behavioural and social obstacles to learning; Improves adaptation in the classroom; Enhances communication and play skills as well as emotional literacy; Addresses the needs of at-risk children; Supports and advises teaching staff.</p> <p>These benefits are particularly of benefit to some of our disadvantaged and vulnerable children as they may have experienced trauma, abuse, neglect or loss.</p> <p>https://www.bapt.info/wordpress/wp-content/uploads/2021/07/Play-Therapy-in-Schools.pdf</p>	6
<p>Clubs and enrichment - a focus for all club leaders to note numbers of PP pupils and plan an action plan to improve</p>	<p>Large range of clubs and enrichment opportunities on offer</p> <p>Case study of PP in 2022-2023 was effective for some clubs/ enrichment. Build on this for all clubs and enrichment in 23-24.</p> <p>Numbers and 5 recorded and actioned</p>	5,6

<p>Subsidies for equipment and clothing - particularly for support with enrichment opportunities where finding may be a barrier - ie shinpads/ wellies/ football boots etc</p>	<p>Subside in 22-23 was effect in making a difference to individual's self esteem and uptake of clubs and activities</p>	<p>5,6</p>
<ul style="list-style-type: none"> • Subsidies for school trips and residential opportunities - large time scale for payments of more expensive trips (up to 1 year for residential payments) • PTA subsidised/ free activities as part of the creative curriculum. • Free breakfast club and after school club (CHAMPS) for <u>all</u> PP pupils • Wide range of clubs offered to pupils at lunchtimes and after school 	<p>Increases inclusivity as economic factors do not dictate whether or not a broader curriculum can be accessed. Some subsidy of breakfast club also means that parents can access some help with childcare to allow them to work and we can be confident that the child has eaten and is well prepared for a day at school.</p> <p>Take up for enrichment and residential was monitored closely in 22-23. Individual plans to support families and their barriers.</p>	<p>5,6</p>

Total budgeted cost: £ 47,738

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.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using EYFS, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

- At the end of EYFS, 100% of PPG reached their ELG. This were 2 pupils in the cohort.
- At the end of Year 1, 67% of PPG pupils achieved their phonics screening (3 pupils).
- At the end of KS1, 50% of PPG pupils reached their reading and 50% achieved greater depth (2 pupils)
- At the end of KS1, 50% of PPG pupils reached their maths and 50% achieved greater depth (2 pupils)
- At the end of KS1, 50% of PPG pupils reached their GPS & writing and 0% achieved greater depth (2 pupils)
- At the end of KS2, 100% of PPG pupils reached their reading and 67% achieved greater depth (3 pupils)
- At the end of KS2, 100% of PPG pupils reached their GPS and 67% achieved greater depth (3 pupils)
- At the end of KS2, 100% of PPG pupils reached their writing and 33% achieved greater depth (3 pupils)
- At the end of KS2, 100% of PPG pupils reaching their maths and but 0% achieved greater depth (3 pupils)

By the end of KS2 in 2023, the data was very positive for disadvantaged pupils (4 pupils) showing progress figures and attainment above national.

- Progress for disadvantaged pupils in reading: +4.7
- Progress for disadvantaged pupils in writing: +5.41
- Progress for disadvantaged pupils in maths: +2.43

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
None apart from those already listed under teaching.	

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