

Pupil premium strategy statement – Clarborough Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Allison Cowell-Clark (Headteacher)
Pupil premium lead	Allison Cowell-Clark (Headteacher)
Governor lead	Julian White (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£35,400

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- At Clarborough Primary School we aim for all our students to receive high-quality education and level of care through a culture of positive attitudes, high expectations and aspirations.
- We aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils through addressing attendance and punctuality concerns.
- We want all our students to feel safe and secure during their time with us and we have a robust, caring pastoral system in place to support children's behaviour, health and wellbeing.
- We aim to provide opportunities and experiences to our pupils who wouldn't otherwise be able to access.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Phonics programme is now implemented throughout school (2023-24). This academic year, alongside the 'Lightning Squad' linked reading programme, will ensure the programme is delivered consistently and students make at least expected progress from their starting points.
- Additional teaching assistant support will create smaller group sizes and allow for targeted, individualised learning. Specific HLTA to be employed in Year 6 to support teaching and learning for disadvantaged pupils.
- Continued investment in Seesaw Learning Platform for parental communication and engagement will continue.
- Adaptation of the curriculum due to the increasingly diverse needs of our learners.
- Provide ELSA intervention support for individual children to improve their emotional literacy, mental health and wellbeing.
- Implementing a new behaviour system aimed at introducing restorative conversations, identifying feelings and considering the feelings of others affected.
- Review and development of visual communication systems, introducing Widgit as a symbol system and using this tool for all resources going forward.
- Provide inspirational and engaging learning opportunities for pupils, including music lessons and an overnight residential trip which will offer our students experiences they have never had before as well as respite for parents.

What are the key principles of your strategy plan?

- Ensure students are assessed accurately using *NFER* assessments, with a wide evidence base with targeted support put in place accordingly.
- Families are able to play a big part in their child’s school life through regular individual achievement updates from school via the *Seesaw learning platform*.
- All students will have access to a high-quality phonics curriculum delivered by FFT which develops their reading and spelling skills. In addition, targeted support using their Lightning Squad programme is available for those for whom its required.
- All students will be taught about all aspects of themselves, how to care for themselves both physically and emotionally whilst being given the skills to be as independent as possible.
- All students have the same opportunities, adapted and delivered in a way that enables them to participate, build social skills, experience new things and be inspired.
- All students will be able to communicate in a form that works for them.

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement in Reading. <i>Assessments, observations and discussions with pupil voice suggests disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class in the last three years, between 25-50 % of our disadvantaged pupils arrive below age-related expectations compared to 30-40% of other pupils. This gap narrows but remains a concern to the end of KS2.</i>
2	Attendance and Punctuality issues. <i>Our attendance data over the last 2years indicates that attendance among disadvantaged pupils has been between 2.94 - 4.0% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</i>
3	Behaviour difficulties within a group of children. <i>Our observations and behaviour monitoring data of pupils indicates that behaviour among disadvantaged pupils remains of a high concern. 4 pupils (half of which are disadvantaged) currently require additional behavioural support, with 5 (2 of which are disadvantaged) requiring small group interventions.</i>
4	Social, emotional and mental health concerns.

	<p><i>Our pupil voice, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</i></p> <p><i>Teacher referrals for support to ELSA remains relatively high. 30 pupils (4 of whom are disadvantaged) currently require additional support with social and emotional needs, with 11 (3 of whom are disadvantaged) receiving small group interventions.</i></p>
--	--

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
Improved reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes for 2026/27 show more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> -the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 40%. -the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 20% lower than their peers.
To achieve and sustain improved behaviour for all pupils, particularly our disadvantaged pupils.	<p>Sustained low levels of behavioural concerns by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> -quantitative data from behavioural for the percentage of all pupils who are persistent offenders being below 10% and the figure among disadvantaged pupils being no more than 20% lower than their peers. -qualitative data from pupil voice, student and parent surveys and teacher observations
To achieve and sustain wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> -qualitative data from pupil voice, student and parent surveys and teacher observations -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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers	EEF (+3)	1, 4
HLTA teacher appointed to work within Year 6 cohort to allow cohorts to be taught in smaller groups	EEF (4+) Teaching Assistant Interventions EEF As the size of a group or class gets smaller it is suggested that the range of approaches a teacher can employ and the attention each pupil will receive will increase, therefore improving outcomes for pupils.	1

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

Budgeted cost: £ 7,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing high-quality texts for every year group to support disadvantaged pupils.	EEF (+6) Reading comprehension strategies EEF Reading comprehension strategies alongside phonics are high impact and are critical components for early reading instruction. Successful approaches allow activities to be carefully tailored to meet the needs of pupils reading capabilities. Digital technology can also improve reading comprehension skills. <i>Lightning Squad</i> for reading fluency, decoding and comprehension skills has been purchased.	1
Structured interventions using FFT to support	EEF (+4) Small group tuition EEF	

disadvantaged pupils with reading.	Targeted small group tuition support with guided reading delivered either by a teacher or teaching assistant working with up to five pupils together in a separate area or classroom to enable the pupils to focus to ensure effective progress.	
------------------------------------	--	--

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on Working together to improve school attendance - GOV.UK.</p> <p>This will involve training and release time for staff to develop and implement new procedures to make an impact.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2
<p>Whole staff training on behaviour management with the aim of developing our school ethos on improving behaviour.</p> <p>SENDCo to support children who are having difficulties accessing learning through behavioural issues to support the management of their own behaviour.</p>	<p>EEF (+4) Behaviour interventions EEF</p> <p>Improving behaviour outcomes for all children seeks to improve attainment within school.</p>	3
<p>Improve the quality of social and emotional learning (SEL).</p>	<p>EEF (+4) Social and emotional learning EEF</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils'</p>	4

<p>(SEL approaches to be embedded into everyday classroom routines supported by professional development and training for staff).</p> <p>ELSA support for all pupils whom it is required, particularly the disadvantaged pupils.</p>	<p>decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>EEF (+7)</p> <p>Metacognition and self-regulation EEF</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>	
--	--	--

Total budgeted cost: £34,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic statutory assessments for 2024 for the end of Key Stage 1 demonstrated Clarborough Primary School pupils were above national data in reading, writing and maths. Disadvantaged pupils in Key Stage 1 were in line with national data for writing and maths but below national in reading.

Key Stage 2 statutory assessments showed lower outcomes than in previous years; planned actions are addressing this to ensure the standards are raised for the current Year 6 pupils and all other children. National average progress scores were not met for reading, writing or maths. The national average was not reached for greater depth in writing.

Attendance for disadvantaged pupils was above national average at 94.4%

There was a reduction in behaviour incidents on Scholar Pack system for disadvantaged pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Music lessons	Nottinghamshire County Council
TT Rock Stars	TTRS
Spelling Shed	Ed Shed
White Rose Maths	Ed Shed

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Subscription to Little Troopers

The impact of that spending on service pupil premium eligible pupils

Facilitated geographical discussions around parents on detachment.

