



*Flying high • Aiming higher*

**CLEMENTS**  
PRIMARY ACADEMY

**Pupil Premium Strategy Statement**

**2019-2022**

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## Clements Primary Academy Three Tiered Approach

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- Success For All approach to Reading
- Co-operative Learning approach to develop excellent behaviours for learning
- Mathematics taught through a mastery approach
- Explicit vocabulary teaching across the curriculum
- Research based professional development opportunities for all teaching staff
- 'Core Team' and pupil progress meetings to discuss pupil progress and next steps
- NPQ courses available for all senior and middle leaders
- All children have their SEMH needs assessed termly and tailored sessions are planned into PSHE
- Pathways PSHE programmed taught

### 1. Teaching

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- Targeted Reading intervention for all pupils below age expected at KS1
  - Targeted Success For All and Maths Mastery interventions
  - Booster sessions for KS2 children in English and Maths
  - Speech and language support to supplement and embed therapist advice
  - Play therapy for children who need SEMH support
  - Specialist provision (ARC) for children who have suffered early childhood trauma including play therapy sessions

### 2. Targeted Support

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- Daily breakfast club and After School Club for disadvantaged pupils
  - Whole School 'Motional' approach to monitor SEMH
  - Subsidised trips and visitors
  - Emotional Literacy Support Assistants for all children needing mental health support
  - Free after-school clubs
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### 3. Wider Strategies

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Clements Primary Academy.
Pupils in school	245
Proportion of disadvantaged pupils	35%
Pupil premium allocation this academic year	£105,677
Academic year or years covered by statement	2019-2022
Publish date	September 2020
Review date	September 2022
Statement authorised by	John Baillie (Chair)
Pupil premium lead	Vicky Hogg (Headteacher)
Governor lead	Debbie Willson

## Contextual Information / Barriers

- [Speech, language and communication skills are poor on entry for some disadvantaged pupils](#) - we are helping children through early identification and intervention including the use of WellComm, Nellie and Success for All's Tutoring with Alphie. This is linked to behaviour and conduct problems (see Waldfogel and Washbrook, 2010)
- [Reading not always being valued in the school community](#) - we ensure that reading books are matched to phonics teaching, the library is well stocked and promoted, there is a termly prize opportunity for reading, one assembly a week focusses on reading, teachers read to their class and paired reading is used as a strategy across the curriculum.
- [Historic variability in the quality of teaching and subsequent under-achievement](#) - we are improving progress and achievement year on year with a consistent and impactful approach to teaching and learning.
- [Poor attendance/ Persistent absence/ lateness for some disadvantaged pupils](#) - we are working with children and families so children are routinely in school and on time. We are also working to ensure that pupils experience success in lessons, which leads to better motivation.
- [Impact of family circumstances on children's ability to focus on learning](#) - our pastoral support team responds quickly and effectively when needs arise.

- A small number of children who are unable to self-regulate – whole staff training and a consistent positive approach throughout the school is now in place.

### Disadvantaged pupil progress scores for 2018-19 academic year

Measure	Score
Reading	-1.11
Writing	-3.83
Maths	0.28

### Disadvantaged pupil performance overview for 2018-19 academic year

Measure	Score
Meeting expected standard at KS2	48%
Achieving high standard at KS2	0%

### Disadvantaged pupil progress scores for 2019-20 academic year

Measure	Score
Reading	Not available
Writing	Not available
Maths	Not available

### Disadvantaged pupil performance overview for 2019-20 academic year

Measure	Score
Meeting expected standard at KS2	Not available
Achieving high standard at KS2	Not available

## Strategy aims for disadvantaged pupils

Measure	Activity
<p>Ensure high quality of teaching across the curriculum enabling all learners to engage and succeed in their lessons.</p> <p>Focus on all children being able to read confidently and fluently by the end of KS1.</p>	<p>Lesson Observations, book looks and learning walks to be used to provide quick-feedback to teachers on strengths and areas for development for all pupils and PP pupils separately.</p> <p>Instructional coaching rolling out across the school.</p> <p>Continued work with SFA implementation support worker to ensure consistency and fidelity to the Reading scheme.</p> <p>New Writing curriculum implementation with high expectations of pupil learning, vocabulary and outcomes.</p> <p>Subject leaders and SLT to carry out 'Book Studies' to identify areas of strengths and weaknesses.</p> <p>Assessment, diagnostic, formative and summative, are used to effectively identify gaps in learning and teaching is tailored appropriately,</p> <p>Strategic deployment of TAs to ensure high quality interventions and support.</p>
<p>Ensure disadvantaged learners close the academic gap between themselves and their peers.</p>	<p>'Pathways' PSHE programme to support pupils in forming and sustaining relationships and developing good learning behaviours.</p> <p>All pupils' SEMH is assessed termly using 'motional' so that PSHE activities can be tailored to meet the needs of children.</p> <p>PP eligible children are specifically tracked at pupil progress meetings (half-termly) and suggested strategies are followed through and will be monitored by SLT/PP Lead.</p> <p>FFT/SFA intervention to support learners who are below expected in Reading in Y1 and 2</p> <p>'Interleaving' and 'Cumulative Quizzing' to help children retain key information – used in History, Geography and Science lessons.</p>
<p>Projected spending</p>	<p>£46,228</p>

## Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Reading	Achieve the Trust's PP Average for EXS+ 61%	September 22.
Attainment in Writing	Achieve the Trust's PP Average for EXS+ 67%	September 22.
Progress in Mathematics	Achieve the Trust's PP Average for EXS+ 71%	September 22.
Phonics	Achieve national average expected standards in PSC	September 22.
Other	Improve attendance to National Average (95.8%)	September 22.

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Ensure pupil engagement in English is good	SFA plans to be adapted to meet the needs of the children. Written tasks to be tailored to engage the children. English Lead to gain regular feedback from pupils about English
Ensure all relevant staff (including new staff) have received high-quality training in order to deliver the phonics and SFA schemes effectively	SFA training to be offered to teachers to ensure understanding and confidence with the scheme CPD/Training to be offered for the teaching of reading to all staff (29 November 19) LSAs and SENDCo are trained to deliver targeted intervention for Reading for Y1 and 2 (Dec 19).
Improve the standard of reading and writing across the school in all subjects	Opportunities for high-quality texts to be studied in foundation lessons linked with curriculum content. High expectations of writing to be consistent across the whole curriculum (monitored by book-looks). Opportunities for extended writing to be planned for during topic studies and science lessons. Children from Y1-6 to complete 'no more marking' tasks for writing assessments.
Improve the vocabulary and articulation of disadvantaged children so that they can talk	ELKLAN TA 5 days a week to work with individual children. Pupils progress tracked termly by the SENDCo

confidently about their learning and apply vocabulary in other areas.	<p>All children in Nursery and Reception assessed on the Wellcomm Assessment tool and intervention deployed appropriately.</p> <p>SFA principles to be followed by teachers in their groups with 'word-walls' and vocabulary activities being undertaken weekly</p> <p>Use PiXL Unlock strategy to teach vocabulary words in SFA, Maths and all other curriculum areas.</p> <p>'Knowledge Strips' and 'Knowledge Organisers' to be used in foundation subjects so children have more access and exposure to key topic vocabulary.</p> <p>Children read aloud to partners both in SFA lessons and in reading time throughout the school day.</p>
Projected spending	£35,120

### Wider strategies for current academic year

Measure	Activity
Improve the SEMH of PP children	<p>Assess all children using 'motional' and plan PSHE based on needs.</p> <p>Effectively teach PSHE using 'Pathways'</p> <p>Consistent implementation of the school's behaviour policy.</p> <p>Whole staff training led by Trauma Informed Schools.</p> <p>Staffing of the R&amp;R room</p> <p>FSW to meet with vulnerable pupils regularly.</p> <p>Continue to develop ARC provision (Accelerating self-Regulation of Children)</p> <p>Commando Joe to develop team work and resilience</p> <p>Improve playtime activities and train MDSAs to be Level 2 Play leaders (Sept 20)</p>
Improve children's acceptance of difference and diversity, and understand the rights that they have to help them stay safe.	<p>Staff complete RRS training.</p> <p>Whole school focus on the CRC</p> <p>Children, young people and the wider school community know about and understand the UN Convention on the Rights of the Child and can describe how it impacts on their lives and on the lives of children everywhere.</p>
Increase access of PP eligible children to a wider range of experiences, trips and clubs.	Contributions to be offered towards school trips and visits.

	<p>After-school and breakfast club provision to be in place for children</p> <p>Extra-curricular activities and experiences to be offered throughout the year visible for children to see.</p>
Projected spending	£84,718

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	<p>Use of INSET days and additional cover being provided by senior leaders and cover supervisors.</p> <p>External review of the school's Pupil Premium strategy implementation.</p> <p>Use Trust review days to focus on PP progress.</p> <p>Use of EEF implementation guidance through the Research School.</p>
Targeted support	Ensuring enough time is given for SLT to monitor and coach staff in SFA principles and ensuring high expectations in wider subject areas.	<p>Opportunities for writing are planned for in a curriculum that is being rewritten.</p> <p>High-quality curriculum planning and support from SLT.</p> <p>SENDCo given additional release time to monitor the effectiveness of intervention programmes</p>
Wider strategies	Engaging the families and ensuring participation	Work closely with ELSA, Attendance lead and FSW to establish and strengthen home-school links.

## Review: 2018-19 aims and outcomes

Aim	Outcome
Improve progress across KS2	Maths progress improved to 0.28. Reading and Writing still lower than National. The current Y6 are in a better position to achieve well next summer.
Improved oral language skills for PP in Reception class and KS1	Children made excellent progress when assessed in the summer. Children in the school's Nursery have entered Reception much closer to expected standard.
Improve children's SEMH	A more positive and consistent approach across the school. Reduction in fixed term exclusions.

## Review:2019-20 aims and outcomes:

Aim	Outcome
Improve progress across KS2	Due to COVID 19 the school closed to the majority of pupils in March 20 and no assessment data was collected. Internal TA indicated that: RWM EXS+ 60%, GDS 13% This is a significant increase on the previous year's data and continues an upward trend.
Improved oral language skills for PP in Reception class and KS1	No phonics screening or KS1 data collected.
Improve children's SEMH	Prior to lock down exclusions had significantly reduced. 2019-20 Average monthly exclusion between Sept-Feb was 1.65% 2020-21 Average monthly exclusion between Sept-Feb was 2.97% The ARC unit was having a positive impact on pupil's attendance, progress and SEMH.

**Review:2020-21 aims and outcomes:**

<b>Aim</b>	<b>Outcome</b>
<p>Improve progress across KS2</p>	<p>Due to COVID 19 the school closed to the majority of pupils in January 21 and no assessment data was collected.</p> <p>Internal PP TA indicated that:                      RWM EXS+ 50%, GDS 9%                      R-EXS+58%, GDS 33%                      W- EXS+50%, GDS 8%                      M-EXS+60%, GDS 15%</p> <p>This data shows a significant increase in GDS and reflects the high expectations.</p> <p>COVID Catch Up was used to provide small group reading intervention to IKS2 pupils, small group tuition for maths, the purchasing of a new KS2 Reading material.</p>
<p>Improved oral language skills for PP in Reception class and KS1</p>	<p>No phonics screening or KS1 data collected but internal data shows that 95% Yr2 passed the internal screening check.</p>
<p>Improve children's SEMH</p>	<p>Three members of staff are now trained as Diploma accredited Play Therapists</p> <p>The school was awarded the Trauma Informed School Mentally Healthy Award in May 2021</p> <p>There have been no exclusions since March 2021. The whole school trauma informed approach has had significant impact in creating a safe environment.</p> <p>The ARC unit is having a positive impact on pupil's attendance, progress and SEMH.</p> <p>A few children are struggling with the impact of COVID and are struggling with the expectation of attending school.</p>