



Claycots Pupil Premium Strategy Statement

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	Claycots School
Number of pupils in school	1653
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 16 th 2021
Date on which it will be reviewed	April 26 th 2022
Statement authorised by	Resources Committee
Pupil premium lead	Sarah Mijatovich
Governor / Trustee lead	Rupinder Sondh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£557,760
Recovery premium funding allocation this academic year	£59,160
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	£616,920



Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils:

- Good mental health / physical wellbeing
- Improved attendance
- Ability to self-regulate and demonstrate effective learning behaviour
- More children make good progress and achieve the expected standard at the end of KS2 in reading, writing and maths
- Families engage better with the school
- Raised expectations of what our disadvantaged pupils can achieve

Our intention is that all pupils, irrespective of their background or the challenges they face, have good attendance, behave well and make good progress so that they can achieve across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

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

Developing high-quality teaching through effective CPD 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through 1:1 conferencing and the appointment of staff to deliver interventions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage and we will review the impact of our work regularly.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment in Reading:</p> <p>Phonic screening check data, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>By the time children reach Key Stage 2 internal and external assessments (where available) show that disadvantaged pupils are falling further behind. They often lack understanding of more challenging vocabulary and struggle with wider comprehension skills.</p> <p>Our assessments and observations indicate that many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading.</p>
2	<p>Attainment in Writing:</p> <p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This gap is apparent from Reception but becomes more pronounced in Years 4-6.</p> <p>Our assessments and observations indicate that many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in writing.</p>
3	<p>Vocabulary development:</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Learning behaviours:</p> <p>Observations and discussions with staff and pupils suggest that disadvantaged pupils struggle to think about, discuss and evaluate their own learning.</p>



	<p>Our observations indicate that many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in children who have lower levels of resilience when they are faced with a challenge and who can struggle with showing motivation and perseverance.</p>
5	<p>Attendance, Persistent Absence & Lateness:</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Despite our best efforts our disadvantaged children were less likely to engage in the remote learning provided by the school during lockdown.</p> <p>Our current attendance data shows that 33% of disadvantaged children have attendance below 90%. 80% of these are working significantly below age related expectations.</p>
6	<p>Behaviour:</p> <p>Our assessments and observations indicate that in some cases poor behaviour is negatively impacting disadvantaged pupils' progress.</p> <p>This academic year, 7 out of 8 (88%) children who have received a fixed term exclusion and 12 out of 24 (50%) children receiving an internal exclusion are disadvantaged pupils.</p>
7	<p>Limited enrichment opportunities:</p> <p>Our observations and discussions with pupils and families identify that many of our disadvantaged pupils lack the opportunity to participate in enrichment opportunities. This is supported by National data which shows that 1 in 4 disadvantaged pupils do not take part in any enrichment activities.</p>
8	<p>Well-being, mental health & Safeguarding:</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment and socialisation opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Staff concerns logged on CPOMs and teacher referrals for additional support with social and emotional needs have markedly increased during the pandemic.</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 attainment in reading for disadvantaged pupils.	<p>Improve outcomes for disadvantaged children in reading so that they are more in line with all other pupils.</p> <p>End of KS2 data will show improved outcomes for disadvantaged children over time. Progress for disadvantaged pupils in reading will improve.</p>
Improved attainment in writing for disadvantaged pupils.	<p>Improved outcomes for disadvantaged children in writing so that they are more in line with all other pupils.</p> <p>End of KS2 data will show improved outcomes for disadvantaged children over time. Progress for disadvantaged pupils in writing will improve.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved learning behaviours among disadvantaged children.	Observations will show significantly improved learning behaviours among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil surveys and feedback from 1:1 conferencing.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils reducing year on year, and the attendance of disadvantaged pupils being in line with all pupils • the percentage of all pupils who are persistently absent reducing year on year
To achieve and sustain improvements in behaviour	<p>Sustained improvements in behaviour will be demonstrated by:</p> <ul style="list-style-type: none"> • A significant reduction in overall incidents of negative behaviour

	<ul style="list-style-type: none"> • A significant reduction in fixed-term exclusions • Engagement of parents of disadvantaged children in work-shops and initiatives designed to support behaviour • qualitative data from student voice, student and parent surveys and teacher observations
To develop opportunities for enrichment for our disadvantaged pupils	<p>Sustained opportunities to develop enrichment experiences will be demonstrated by:</p> <ul style="list-style-type: none"> • Improved attendance on educational visits to enhance the curriculum • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Engagement of parents in workshops designed to support learning
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Engagement of parents in initiatives led by the school inclusion teams

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: £58,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and ongoing bespoke CPD from an external Reading Consultant to continue to develop the teaching of	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 3



<p>phonics and reading across the school</p>	<p>Explicit and consistent reaching of reading comprehension strategies has a high impact. On average, an additional six months' progress over the course of a year.</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>Reading Comprehension Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Training and ongoing bespoke CPD from an external Writing Consultant to continue to develop the teaching of writing across the school</p>	<p>What happens in the classroom makes the biggest difference. Improving teacher subject knowledge and providing high quality first teaching has the biggest impact on progress and attainment.</p> <p>The attainment gap report, Education Endowment Foundation (2018)</p> <p>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.</p> <p>EEF School Improvement Planning, Evidence-based guidance for schools to support their work for the current academic year 2021 – 22</p>	<p>2, 3</p>
<p>Development of an in-house bespoke CPD package to support ECTs and RQTs</p>	<p>Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention</p> <p>Education Endowment Foundation, 2018</p>	<p>1,2,3,4,6</p>



<p>Development of an in-house bespoke CPD package focused on the development of evidenced based approaches to teaching maths; metacognition and collaborative learning approaches</p>	<p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>Collaborative Learning & Metacognition Toolkit Strands Education Endowment Foundation EEF</p> <p>The EEF guidance is based on a range of the best available evidence in maths teaching Improving Mathematics in Key Stages 2 and 3</p>	<p>1,2,4,</p>
<p>Regular 1:1 coaching sessions for all leaders in the school with an external provider focused on improving teaching and learning and outcomes for children</p>	<p>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.</p> <p>EEF School Improvement Planning, Evidence-based guidance for schools to support their work for the current academic year 2021 – 22</p>	<p>1,2,3,4,</p>

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

Budgeted cost: £ 208,200



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of a 1:1 conferencing programme for all children every half term with their class teacher</p>	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes.</p> <p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p> <p>The average impact of high-quality oral feedback is an additional 7 months progress over a school year.</p> <p>Feedback Toolkit Strands Education Endowment Foundation EEF</p>	<p>1,2,4,</p>
<p>Appointment of a team of graduate TAs to focus on providing 1:1 and small group interventions to enable children to catch up</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average</p>	<p>1,2,3,4</p>
<p>Engage with the National Tutoring Programme to provide 1:1 tuition targeted at those disadvantaged pupils whose education has been most impacted by the pandemic.</p>	<p>Additional small group and 1:1 support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>Small Group Tuition & One to One Tuition Toolkit Strands Education Endowment Foundation EEF</p>	

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

Budgeted cost: £ 355,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointing and establishing a behaviour team at the</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more</p>	<p>4, 6, 8</p>

<p>Britwell Campus consisting of: Behaviour Manager 6 x Pastoral Support Assistants</p>	<p>likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>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.</p> <p>EEF Toolkit, Behaviour Interventions</p>	
<p>Inclusion team to develop a planned offer of a range of workshops and support to key families</p>	<p>The average impact of Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	<p>5, 6, 8</p>
<p>Attendance officer to spend 1 day weekly working with a targeted group of disadvantaged families to understand and resolve issues</p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>Parental Engagement Toolkit Strands Education Endowment Foundation EEF</p>	<p>5, 6, 8</p>
<p>Establish a breakfast club at both campuses targeted towards disadvantaged families</p>	<p>The EEF guide to the pupil premium, Education Endowment Foundation, 2018:</p> <p>Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-</p>	<p>4, 5, 6, 7, 8</p>



	academic factors, including improving attendance, behaviour and social and emotional support	
Fund a variety of enrichment opportunities & educational visits for disadvantaged children	DfE Evaluation of the Essential Life Skills Programme, 2020 Access to extra-curricular activities in disadvantaged areas improved pupil behaviour, attendance & aspirations in school.	4, 6, 7, 8

Total budgeted cost: £ 622,000



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 2020 to 2021 academic year.

Reception Good level of Development:

Pupil Premium	Non- Pupil Premium
56%	46%

KS1 - % meeting expected standards or above

Reading		Writing		Maths	
Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
44%	57%	46%	57%	49%	60%

KS2 - % meeting expected standards or above

Reading		Writing		Maths	
Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
34%	48%	26%	42%	34%	51%