

Pupil Premium Strategy Statement Summary

School overview (2023-24)

Metric	Data
School name	Claypole CE Primary School
Pupils in school	144
Proportion of disadvantaged pupils	13%
Pupil premium allocation this academic year	
Academic year or years covered by statement	2021-2022 2022-2023 2023-2024 (x3)
Publish date	September 2023
Review date	(last reviewed: July 2023)
Statement authorised by	Martyn Wells
Pupil premium lead	Elizabeth Silby
Governor lead	Charlene Morris

Disadvantaged pupil progress scores for last academic year (2022-23)

Measure (4 children)	Score
Reading (-0.59)	Reading: 103 Writing: n/a Maths: 109
Writing (+3.4)	
Maths (+6.2)	

Disadvantaged pupil performance overview for last academic year (2022-23)

Measure	Score					
Meeting expected standard at KS2	Pupil Premium groups (KS2-Y6) /4					
Achieving high standard at KS2	2/4: RMW combined					
		R	W	M	GaPS	
	1	104	EXS	110	104	
	2	100	WTS	101	107	
	3	113	WTS	94	105	
4	102	EXS	109	101	1 off GDS	

Strategy aims for disadvantaged pupils

See Pupil Premium Strategy Statement

Teaching priorities for current academic year (2023-24)

Aim	Target	Success Criteria	Target date
Progress in Writing	Using reading skills to inform writing; Compare PP writing samples – progress. Whole school CPD in writing moderation through external provision. Exemplifications for each year group. Continuity of knowledge of writing across school (deepening as years increase); opportunity to apply knowledge of writing outside of literacy; External & internal writing moderation shows progress for all PP between March 2023 to July 2024.	Achieve national average progress scores in KS2 writing	July 24
Progress in Mathematics	For all PP children to have increased termly test scores by the average increase of their peers or better. Granular checking of specific needs in areas to focus intervention and/or pre-teaching	Achieve national average progress scores in KS2 maths	July 24
Greater Depth for R, W, M	Careful targeting using Insight Tracker to identify next steps to move from EXS into GD	Achieve national average for greater depth.	July 24
Other (attitude to learning)	PP pupils make progress in line with other pupils in order to meet end of year expectations.	PP pupils report a positive attitude towards learning and SEMH needs are well supported	June 24
Other (attendance punctuality)	Improve attendance & punctuality of a small number of disadvantaged pupils to at least national average (96%)	Attendance is 96%+ 'Lates' have reduced	Dec 23
Other (home-learning tasks that support/improve progress)	Support families to be able to access home-learning provided by school.	PP pupils make progress in line with other pupils in order to meet end of year expectations.	Dec 23

Targeted academic support for current academic year (2023-24)

Measure	Activity
Priority 1 Quality First Teaching	Renew subscriptions and embed use of granular checking systems (inc. LBQ: Learning By Question software) across all year groups to increase home/school partnerships and reading progress.
Priority 2 Targeted Support	Establish small group interventions – evaluated termly as part of PPMs - for disadvantaged pupils falling behind age-related expectations.
Priority 3 Wider strategies (inc. attendance, behaviour, wellbeing)	Barriers to learning these priorities address; Encouraging completion of homework, independent learning; ELSA & SEMH intervention support. Improving attendance and developing social skills. Ensuring healthy food provision (Breakfast Club provision).
Projected spending	£13,455

Monitoring and Implementation (2023-24)

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for all areas of curriculum to be taught with sufficient depth; ensure dedicated time for teachers & subject leads to monitor progress and analyse/diagnose data.	Staff meeting time allocated in advance half termly. Additional release time
Targeted support	Limited space in school in which to work with small groups. Training for new staff.	Ensure that the spaces available have the appropriate resourcing. Clear intervention tracker; understand strength/development areas of staff – source CPD.
Wider strategies	Attendance & punctuality for a small number of children ELSA/SEMH requirements	Regular contact with families. ELSA & SEMH training for additional adults to implement

Review: Last year's aims and outcomes (2022-23)

Aim	Outcome
Progress in Reading	74% EXS+ (11% GDS)
Progress in Writing	42% EXS+ (5% GDS)
Progress in Mathematics	58% EXS+ (32% GDS)
Phonics	100% passed threshold
Other (19)	Attendance: 96% = 11 95-90% = 5 89%- = 2

Review: Last year's aims and outcomes (2023-24)

Aim	Outcome
Progress in Reading and Writing	TBC
Progress in Mathematics	TBC
Phonics	TBC
Other	TBC