

# Pupil premium strategy statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Clayton Hall Academy
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	Sept 2023
Date on which it will be reviewed	On- going Final review July 24
Statement authorised by	Mrs C Reid
Pupil premium lead	Chris Dunleavy
Governor / Trustee lead	Robin Websdale

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,340 (estimate)
Recovery premium funding allocation this academic year	£38,449,00 (estimate)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ N/A

# Part A: Pupil premium strategy plan

## Statement of intent

At Clayton Hall Academy we have designed our curriculum with Pupil premium pupils' learning and progress at the centre. When implementing Pupil Premium funding, we recognise that a broad and rich curriculum delivered with teaching of high quality is crucial in supporting young people to achieve life-long learning. We actively encourage students to have positive attitudes towards their academic and social development, so that they have the skills and attributes to achieve 'Gold Standard' progress. The 'Pupil Premium First' strategy is central to our 'Gold Standard' programme, in doing this we ensure that all aspects of school procedures are firstly offered to Pupil premium pupils. To achieve the 'Gold Standard' our plans target; performance management, bespoke CPD, supportive quality assurance, and directed data challenge. As a school we are working towards achieving 'Gold Standard' teaching and learning for all. Wider Opportunities in Personal development and Ethos and culture include targeted transition (Y6 to Post-16), RIC (Resilience, Independence and Confidence) and the development of high quality PSHE teaching to reduce suspensions to eradicate social and monetary barriers.

Attendance

## Challenges

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

Challenge number	Detail of challenge
1	Improve the quality of Education for disadvantaged learners so that they can achieve life- long skills.
2	Improve accessibility to the curriculum with a robust <b>reading programme</b> including the development of the 'switch on reading' intervention.
3	Improve Attendance for all Disadvantaged pupils.
4	Implement an <b>effective PSHE curriculum</b> so that all pupils have a better understanding of <b>equality</b> and <b>diversity</b> .
5	Improve outcomes in all subjects with key focus on <b>Mathematics, English, Sciences</b> and MFL.

## 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
<p>Improve outcomes for Disadvantaged students by developing high quality teaching assessment and curriculum.</p>	<p>To ensure that students have access to high quality teaching and curriculum through high quality CPD and allocated time for improvement. The curriculum is reviewed regularly against the National curriculum, the needs of our students including our local context.</p> <p>Recovery Premium, including 121 and small group tutoring is in place to support further progress this will be completed for all PP students.</p> <p>PP data to be at least FFT 50 in Maths and English (9-4) 2022/23</p> <p>English and Maths crossover at least FFT 50</p>
<p>Improve accessibility to the curriculum for all through a focus on <b>reading comprehension</b> to age expected level.</p>	<p>Students to complete reading intervention using Accelerated reader and engage in a reading activity at least once per day.</p>
<p>To ensure that all students develop <b>resilience, Independence and confidence</b> to assist transition to their next stage</p>	<p>Implement an <b>effective PSHE curriculum</b> that responds to the pastoral needs of our students.</p> <p>Embed <b>disruption free learning</b> strategy to ensure that the ethos and culture of the school ensures all students are able to thrive.</p> <p>All students will have the opportunity to visit the local college to complete</p> <p>All students will have completed a Careers interview and through PSHE be supported in the process of applying for college courses.</p>
<p>Improve <b>attendance to lessons</b> above 96% for all groups</p>	<p>A two layered approach is to be developed as outlined below. This will ensure that all students are attending lessons. Additional support, including emotional coaching and early behaviour interventions will support this strategy</p> <p><b>Wave 1 (significant intervention)</b></p> <p>School refusers will have a clear plan of reintegration alt provision, bespoke time table to ensure consistent reintegration, consideration of lessons and reasonable adjustments monitored over a period of six weeks.</p> <p><b>Wave 2 (PP first)</b></p>

	<p>Reflect system to ensure that no students are out of lessons</p> <p>Buddy system is being used in faculty to ensure specialist support,</p> <p>Pastoral team to receive restorative practitioner training to ensure students can confidently return to lesson</p> <p>EWO support to be used for punctuality monitoring/ intervention with a focus on attendance to lessons focus</p>
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## 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 (CPD, recruitment and retention)

Budgeted cost: £ 84,170

Activity	Evidence that supports this approach <small>(EEF research and the Pupil premium tied model informs all aspects of the 'PP First' plan at Clayton Hall)</small>	Challenge number(s) addressed
Staff to review curriculum at regular intervals during the year as part of the CPD cycle. This will include structure, assessment, and content	(EEF) Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.	1
Teaching CPD to focus on adaptive teaching planned throughout the year		2
NPQ programme (Best practice) and ML programme to be offered and completed		1

## Targeted academic support

Budgeted cost: £ 64,265

Activity	Evidence that supports this approach <small>(EEF research and the Pupil premium tied model informs all aspects of the 'PP First' plan at Clayton Hall)</small>	Challenge number(s) addressed
<i>121/ small group tuition to be actioned for Maths, English, Science</i>	(EEF) Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.	2
<i>Form time intervention English Maths and Science to be completed by HOD's</i>		2
<i>Switch on Reading</i>	EEF reading intervention	2, 3

## Wider strategies

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach <small>(EEF research and the Pupil premium tied model informs all aspects of the 'PP First' plan at Clayton Hall)</small>	Challenge number(s) addressed
<i>Emotional Coaching sessions to be completed throughout the year</i>	(EEF) Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole- class approaches as well as targeted interventions, monitoring the impact of these choices carefully.	4, 5
<i>Extracurricular Support including Trips and additional activities</i>	Extracurricular activities are an important part of education. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.	
<i>Holiday school for all year groups</i>	(EEF) Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school	

	programmes of tuition, homework, or additional summer school programmes.	
<i>To develop and embed the use of Class charts to improve communication, rewards, sanctions and pupil tracking</i>	(EFF) Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.	4
<i>Develop and embed the use of provision maps to assist tracking and intervention</i>		4
<i>Bespoke intervention to address specific needs of students including reasonable adjustments, and mentoring</i>		4

**Total budgeted cost: 168,345**

## 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.

### *Disadvantaged data 2022/23*

#### 2022 PP data

**PP Attainment 8 29.08 FFT 50 39.47 Difference - 4**

9 - 7 in English 0% FFT 50 0%

9 - 7 in Maths 3.4% FFT 50 3.4 difference +0%

9 - 5 in English and Maths 10.3% FFT 50 31% Difference -19%

9 - 4 in English and Maths 27% FFT 50 58.6 Difference -31%

#### In 2022 3 students had significant absence from school including AP

#### PP data with outliers removed

PP Attainment 8 (32.76) FFT 50 (38.83) Difference (-6.07)

9 - 7 in English 0% FFT 50 0% 02%

9 - 7 in Maths 4.2% FFT 50 0% difference +4.2%

9 - 4 in English and Maths 50 % FFT 50 67.5 Difference -17%

#### Comparison to 2019 gap to FFT 50

	PP	Non PP	Gap	FFT 50 (PP)	2019
Av Att 8	32.76 ( Grade 3)	48.82 ( Grade 5-)	16.6% (1 ½ grades below non PP)	38.83 (grade 4-)	41.77 (FFT 50 47.32%) Gap of 6.8%
9-5 En + Ma	12. 5%  3 PP students	47.9%  69 students	35.4%	33.3%  (8 students)	23.5%  Gap 16.4%
9-4 En + Ma	33.3%  8 PP students	72.9%  105 students	39.6%	58.3%  14 students	50%  Gap 20.9%

## 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*

<b>Programme</b>	<b>Provider</b>
Class Charts	TES
Provision Maps	TES
Accelerated Reader	Renaissance
Dr Frost	Dr Frost
CATS tests	GL Assessment (Test wise)
Vocab Mapper	