Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	The Clere School
Number of pupils in school	504
Proportion (%) of pupil premium eligible pupils	16.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Rob Milner Headteacher
Pupil premium lead	Kate Norris Deputy Headteacher
Governor / Trustee lead	Frederica Sheehan-Greatorex

Funding overview

Total budgeted cost: £117,649

Detail	Amount
Pupil premium funding allocation this academic year	£ 91,429
Recovery premium funding allocation this academic year	£ 26,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Part A: Pupil premium strategy plan

Statement of intent

The focus of our **Pupil Premium Strategy** is to support disadvantaged students to achieve our overarching vision for all students. Our strategy is integral to wider school plans for education recovery and mitigating that the impact of the global pandemic had on these students. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Whole School Objectives

Quality of Provision

Improve teaching and therefore outcomes, through improving teachers' depth of curriculum, subject knowledge and pedagogical understanding across all subjects to ensure that all children make appropriate progress, irrespective of their starting points or characteristics.

- *Provide time for progressive consideration and implementation of the most effective teaching methods, using current research, to improve the quality of classroom provision.*
- *Provide time for teachers to work together or with colleagues from other schools to co-develop curriculum rationale, subject specialist knowledge and deep understanding curriculum content and sequencing.*
- *Ensure specialist teachers in all curriculum areas.*
- *Improve SEND provision to ensure that SEND children can access the curriculum and achieve well, relative to their starting points.*

Behaviour and attitudes to learning

Improve pastoral provision to ensure that barriers to learning and progress are mitigated.

- *Address poor attendance, including high levels of PA amongst disadvantaged pupils and SEND using an easy-to-follow system to support families in ensuring children attend.*
- *Recognise, celebrate and promote excellence and remove barriers to learning that are presented by poor adherence to policies and school rules.*
- *Implement strategies from EBSA guidance in removing barriers to attendance and learning.*

Leadership and management

Develop shared vision and purpose and ensure that the school demonstrates a culture of high expectations and ambition for all staff and students.

- *Promote a learning culture for all members of the organisation including quality development opportunities for staff, continue to develop and strengthen the effectiveness of leaders in the school; develop a curriculum structure that ensures that statutory provisions are met.*

Challenges

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

Challenge number	Detail of challenge
1	Analysis of historic GCSE outcomes indicates that disadvantaged boys achieve lower in English than their peers
2	Analysis of historic GCSE outcomes indicates that disadvantaged pupils don't achieve the number of advanced grades that other non-disadvantaged peers do
3	Analysis of historic GCSE outcomes indicates that disadvantaged girls achieve lower in Maths than their peers
4	Disadvantaged students average lower levels of literacy and numeracy on entry, which contributes to widening gaps in attainment over time.
5	Disadvantaged students average lower attendance than non-disadvantaged students.
6	Periods of school closure further disadvantage those with already poor self - regulation skills, lower levels of literacy and numeracy and those with poor attendance. This could lead to potentially wider learning gaps as indicated in national studies.
7	Although 98-100% students' progress to further education, training or employment, observations indicate that students from disadvantaged backgrounds sometimes lack in career direction and would benefit from extra support in exploring career options and post 16 choices
8	Some disadvantaged students report feeling of disaffection and disillusionment with school life in general. The evidence suggests that this is based on the perceived lack of social activity and extra-curricular activity.

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 overall quality first teaching, drawing on responsive teaching and strategies that best support all students.	Lesson monitoring and book looks will indicate high aspirations and challenge for all, regardless of cohort. Quality of written work will be of equally high standard between disadvantaged and non-disadvantaged students. Progress reviews will show little or no variation between disadvantaged and non-disadvantaged students. Essential 8 Framework and Pupil Profiling ensure that all students are known well are tracked not watched during various points during the lessons to ensure focused and timely interventions significantly improve outcomes.
Reduced gaps in achievement and progress in English.	Reduced gaps between disadvantaged and non-disadvantaged achievement and progress in English, and by gender. Evidenced from termly progress reviews and examination outcomes.
Reduced gaps in achievement and progress in Maths.	Reduced gaps between disadvantaged and non-disadvantaged achievement and progress in Maths, and by gender. Evidenced from termly progress reviews and examination outcomes
Reduce gaps in literacy and numeracy so all students meet age-related expectations.	Improved reading ages and numeracy skills for disadvantaged students who arrive below the expected standard at KS2. Students make progress in line with non-disadvantaged students and are on track to achieve age-related expectations by the end of each key stage.
Improved attendance of disadvantaged students	Reduction in gap between attendance rates of disadvantaged students and their peers.
Ensure that career guidance and support is more bespoke and targeted so that those from disadvantaged backgrounds	Tracking on Unifrog will show engagement of all students.

are exposed to aspirational career opportunities	Feedback from Careers advisor will demonstrate the engagement of all students with experiences of work and encounters with employers	

Activity in this academic year

This details how we intend to spend our pupil premium (and my premium funding) **this academic year** to address the challenges listed above.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *29,983*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing professional development/Teaching & Learning: Development of networks, links and package designs to support the recruitment and retention of high-quality teaching staff. INSET: Maximising Teaching Effectiveness (Mastery) Develop a 1-2-1 peer coaching model to improve T&L and reduce in-school variation. Implementation of systems to facilitate clear identification of disadvantaged students and their individual circumstances/needs (Edulink) Pupil Profiles INSET CPD sessions: QFT/Essential 8	EEF guidance makes clear that **quality first teaching** is key to addressing gaps in learning and improving outcomes for all students, including disadvantaged students. The following banks of evidence support the activity/developments listed in the 'Activity' column. Raising attainment Teaching & Learning for Mastery Effective feedback Differentiation to maximise outcomes Effective use of teaching assistants	1,2,3,4,6

Pupil Profiles- knowing our students well. SEND focus & differentiation Develop consistency of standards in cover lessons (review of expectations of quality of cover work) Use Local Authority subject advisors to ensure best practice and inform action and development plans.		
Using technology to support Teaching & Learning, including homework: Seneca Online (Free version) Office 365 inc. SharePoint/Teams (Collaboration and sharing best practice) GCSE Pod Review of homework policy and Satchel One (Homework) Unifrog (Tracking) Using SISRA analytical data to inform targeted interventions for PP sessions- reviewed fortnightly in Line Management Meetings Edulink: effective communication with students and parents (parental engagement) **MyMaths** is an interactive online teaching and homework subscription website for schools that builds pupil engagement and consolidates maths knowledge.	The use of online platforms to supplement teaching and learning is an important part of the modern world in schools. These can be really effective in helping to reinforce understanding from lessons in school and students benefit from this back-up. In addition, online packages can be used as part of a flipped/blended learning approach, where students familiarise themselves with the content before receiving expert instruction in the classroom to develop application of this knowledge. In addition, the setting and completion of effective and useful homework tasks is proven to have high impact on student outcomes, including disadvantaged students. Evidence: Homework Parental Engagement **MyMaths** impact study found 100% of teachers saw a time-saving benefit from **MyMaths,** with most seeing a reduction in time spent planning and marking homework, allowing them to focus more time on interventions, one-to-one teaching and other tasks.	1,2,3,4,6

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

Budgeted cost: £*5,200*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective diagnostic assessment of new year 7 cohort: • NGRT Reading Tests • DASH 5 and Wraitt Tests	CAT tests are supported and frequently referred to by EEF as best-practice for assessing students on entry. In addition, the diagnostic assessment of reading age will become a cornerstone of the design of literacy intervention and will be repeated at strategic intervals throughout the year The above forms part of the overall assessment policy into practice. Assessment	1,2,3,4,6
Reading intervention programme Small group reading and targeted literacy support with LSA	Reading comprehension is one of the top 3 strategies identified within the EEF Teaching & Learning Toolkit in terms of impact: Reading strategies	1,2,4,5

Supported by: NGRT Reading Tests DASH 5 and Wraitt Tests		
National Tutoring Programme/small group intervention:	This is the government-subsidised programme and recommended best-practice for providing catch up support: This strategy is supported by the EEF: NTP tutoring https://nationaltutoring.org.uk/ One-to-one & small group tuition is evidenced to have between a 4- and 5-month impact on student progress according to EEF Teaching & Learning Toolkit. 1-2-1 teaching Small group intervention	1,2,3,4,6
Development of a 1-2-1 mentoring programme: Pupil Premium Champions ACE Programme	Mentoring/Trusted adult (role modelling)	5,6,7,8
Investment in (and redeployment of) of personal electronic devices to assist disadvantaged students with SEND. Staff training/Student training	Based on the strategic advice of the SENCO, (who strongly recommends this approach based on previous experience in other schools and in advisory roles for HCC. Assisting SEND learners with technology	1,2,3,4,5,6,7,8

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

Budgeted cost: £ 82,466

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider pastoral support: ELSA Support Updated PSHE curriculum incorporating RSE Pastoral Support Officer (new role)	**Wider pastoral support:** Emotional support for students is a proven support mechanism that allows young people to access the wider curriculum The PSHE curriculum has been created and researched using the Hampshire model	4,5,6
Additional Staffing Capacity: Administrative support Attendance officer SEND support Targeted intervention Pastoral support Surplus teaching capacity	Importance of staffing capacity in ensuring subject specialist teaching staff in place and in support staff to focus on key school priorities such as attendance, which are linked to catch-up. Impact of poor attendance on attainment	4,5,6,7
Further development of multi-agency approach to supporting student attendance: Role of attendance Officer (Internal Attendance Action Plans; same day calling) Make connections with other school – possible job share for family support worker. SLT year team links Engagement with the new Hampshire Attendance Project (via the new HCC Attendance Action Team)	Attendance has a clear impact on outcomes. DfE's Improving School Attendance advice. Impact of poor attendance on attainment The link between absence and attainment in UK schools (KS4)	4,5,6,7

Explore alternative provision for EBSA school refusers (eg Academy 21) Ofsted Webinars (Every Day Counts – sharing best practice)		
Other measures to reduce barriers to attendance and achievement int he classroom: Financial support for students and families with specific barriers.	Part funding of bus travel for students receiving PP. Support with uniform cost. Provision of support materials e.g. revision materials, support with cost of curriculum related activities. Impact of poor attendance on attainment The link between absence and attainment in UK schools (KS4)	1,2,4,7
Development of a basic extra-curricular programme (lunchtimes/after school) Working with external suppliers and agencies to deliver some of the after-school programme Investment in the development of transport links (travel hub) for students staying behind after the main bus service has concluded. Train/hire minibus drivers to increase capacity for pupils to stay on site for after school activities Development of a calendar of House activities	Extra-curricular activities Power of physical activity	5, 8
Bespoke Careers programme Careers Café (PP focus)	Developing aspiration	5, 8
Review behaviour policy and embed high expectations with staff and student across the school	Improving behaviour	5, 7 ,8

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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.

Intended outcome	Analysis
Improved overall quality first teaching, drawing on responsive teaching and strategies that best support all students.	Lesson monitoring and book looks indicate that there is developing practice. Have implemented the pedagogical principles that have been identified as best practice. Staff new to the school are developing their practice through regular CPD practice. There is a sharper focus on classroom practice to ensure that the disadvantaged students receive the best possible quality first teaching.
Reduced gaps in achievement and progress in English.	**Attainment in English** <table><tr><td></td><td>Student Count</td><td>English 9-5%</td><td>English 9-4%</td></tr><tr><td>2023</td><td>16</td><td>25%</td><td>56.30%</td></tr><tr><td>2022</td><td>18</td><td>33.30%</td><td>55.60%</td></tr><tr><td>2019</td><td>11</td><td>18.20%</td><td>36.40%</td></tr></table> The percentage of students eligible for PP funding who achieved Grade 4+ in English maintained the upwards trajectory experienced in 2022. Current uplift was only 0.7%, but this is 19.9% uplift since 2019. The percentage of students eligible for PP funding who achieved Grade 5+ in English experienced a regression of 8.3% when compared with 2022. However, it shows an uplift of 6.8% against 2019. **Progress in English** <table><tr><td></td><td>Student Count</td><td>P8 EN (PP)</td><td>P8 EN (Non -PP)</td><td>Gap</td></tr><tr><td>2023</td><td>16</td><td>-0.59</td><td>-0.49</td><td>-0.1</td></tr><tr><td>2022</td><td>18</td><td>-0.78</td><td>-0.25</td><td>-0.53</td></tr><tr><td>2019</td><td>11</td><td>-1.41</td><td>-0.79</td><td>-0.62</td></tr></table>

	The gap between students eligible for PP funding and those not eligible has continued to narrow. The data shows that the gap is now –0.1, an improvement of 0.43 against 2022 figures.
Reduced gaps in achievement and progress in Maths.	**Attainment in Maths** |	**Student Count**	**Maths 9-5%**	**Maths 9-4%** | |---|---|---|---| | **2023** | 16 | 12.50% | 31.30% | | 2022 | 18 | 27.80% | 61.10% | | 2019 | 11 | 18.20% | 36.40% | The percentage of students eligible for PP funding who achieved Grade 4+ in Maths experienced a steep regression against 2022. Current regression was 30.2% and was also 5.1% lower than 2019. The percentage of students eligible for PP funding who achieved Grade 5+ in Maths experienced a regression of 15.3% when compared with 2022 and was also 5.7% lower than 2019. **Progress in Maths**

Attainment in Maths

	Student Count	**Maths 9-5%**	**Maths 9-4%**
2023	16	12.50%	31.30%
2022	18	27.80%	61.10%
2019	11	18.20%	36.40%

The percentage of students eligible for PP funding who achieved Grade 4+ in Maths experienced a steep regression against 2022. Current regression was 30.2% and was also 5.1% lower than 2019.

The percentage of students eligible for PP funding who achieved Grade 5+ in Maths experienced a regression of 15.3% when compared with 2022 and was also 5.7% lower than 2019.

Progress in Maths

	Student Count	**P8 MA (PP)**	**P8 MA (Non -PP)**	**Gap**
2023	16	-1.06	-0.07	-0.99
2022	18	-0.45	0.15	-0.6
2019	11	-0.33	-0.11	-0.22

The gap between students eligible for PP funding and those not eligible has continued to widen. The data shows that the gap is now –0.99, a widening of 0.39 against 2022 figures and 0.77 against 2019 figures.

Reduce gaps in literacy and numeracy so all students meet age-related expectations.	Through Reading Strategy and MyMaths students' attainment levels are regularly monitor and early interventions for support are put in place to ensure students are at or above age-related expectations.
Improved attendance of disadvantaged students	Pastoral Team and Attendance Officer are using daily analytics to check student attendance. Phone calls home and home visits are routine in order to support students being in school and learning and this is positively impact our attendance numbers. The Gap in PP and Non PP attendance still remains too high and is a renewed focus for the strategies in 2023-2024

Pupil Premium Data
Attendance

Whole School	Pupils in group	Attendances
Pupil Premium	101	81.19
Not Pupil Premium	387	89.24

Year Group 7	Pupils in group	Attendances
Pupil Premium	20	82.78
Not Pupil Premium	98	91.45

Year Group 8	Pupils in group	Attendances
Pupil Premium	26	87.65
Not Pupil Premium	80	92.72

Year Group 9	Pupils in group	Attendances
Pupil Premium	21	84.83
Not Pupil Premium	79	93.03

Year Group 10	Pupils in group	Attendances
Pupil Premium	16	72.13
Not Pupil Premium	66	83.53

Year Group 11	Pupils in group	Attendances
Pupil Premium	18	73.2
Not Pupil Premium	64	82.67

Ensure that career guidance and support is more bespoke and targeted so that those from disadvantaged backgrounds are exposed to aspirational career opportunities	All PP students have been involved in activities and sessions designed to broaden their horizons for post-16 study and possible careers paths. This body of work has included apprenticeship workshops from ASK Apprenticeships in December and January, assemblies from visiting speakers and bespoke meetings with the visiting careers advisor. PP students also received 1:1 interviews and guidance meetings with our careers advisor Sarah Singlehurst in both Years 10 and 11. In July, all PP students had secured offers from Colleges (50% of which were at Level 3). We are awaiting the 2023 Destinations Survey report from Hampshire futures (due January 2024).

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

Programme	Provider
NA	
NA	