

Pupil premium strategy statement

School overview

Metric	Data
School name	The Clere School
Pupils in school	440
Proportion of disadvantaged pupils	16.5%
Pupil premium allocation this academic year	£83,000
Academic year or years covered by statement	2018/2019 – 2019/2020
Publish date	Jan 2020
Review date	October 2020.
Statement authorised by	Benjamin Bond
Pupil premium lead	Ursula Coyle
Governor lead	

Disadvantaged pupil performance overview for last academic year

Progress 8	-1.75
Ebacc entry	20%
Attainment 8	2.93
Percentage of Grade 5+ in English and maths	9.1%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To be better than -0.5	Summer 2020
Attainment 8	44.25	Summer 2020
Percentage of Grade 5+ in English and maths	54%	Summer 2020
Attendance at KS4	To increase at the same rate or better as those non-disadvantaged	Summer 2020
Ebacc entry	% Ebacc entry of disadvantaged is similar to non disadvantaged entry	September 2020

Teaching priorities for current academic year

Measure	Activity
Priority 1	Improve the quality of education by ensuring that teachers raise their expectations of pupils by considering pupils' prior attainment: planning challenging questions and activities accordingly;
Priority 2	Deliver subject programmes of study that are carefully sequenced, relevant and ambitious so that they enable pupils to make further progress, especially in English;
Barriers to learning these priorities address	Disadvantaged pupils are challenged sufficiently from their different starting points in order to meet the high standards of which they are capable.
Projected spending	£60, 455

Targeted academic support for current academic year

Measure	Activity
Priority 1	Anticipate support and differentiation for those pupils who are disadvantaged to ensure all students can make strong progress; this may include specific interventions for literacy numeracy, and SEMH
Priority 2	Ensure that pupils respond to meaningful feedback, which leads to all pupils making improvements in the short term and sustained progress over time
Barriers to learning these priorities address	Matching the curriculum to specific needs of disadvantaged learners and providing meaningful feedback which encourages progress
Projected spending	£18,250

Wider strategies for current academic year

Measure	Activity
Priority 1	Encourage and engage parents of disadvantaged pupils to attend school events and information events more frequently
Priority 2	Improve pupils' attendance further by continuing to take effective action:
Barriers to learning these priorities address	Lower attendance rates than non-disadvantaged with a larger proportion of persistent absentees
Projected spending	£4,250

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Develop Leadership skills further so that they can assess precisely the impact of their actions on the quality of teaching and learning for disadvantaged pupils	Leadership Improvement plans outline actions and success criteria in relation to the quality of teaching and learning for disadvantaged pupils
Targeted support	Reduce variability in the quality of support and differentiation pupils with significant barriers to learning	CPD provided and facilitated in school to help staff anticipate support and differentiation for pupils with significant barriers to learning
Wider strategies	Engaging families of pupils most affected by lower attendance and disengagement in learning	HOY/ and Attendance Officer tracking and monitoring of attendance. Analysis of impact of actions for disadvantaged pupils. Strategic interventions include return to school interviews and catch up on work missed.

Review: last year's aims and outcomes

Aim	Outcome
Quality of teaching for all	<p>'Teaching is good. Teachers strive to support pupils' learning and challenge them to make strong progress.'</p> <p>'The quality of teaching and learning across the curriculum has improved and continues to do so'</p> <p style="text-align: right;">Ofsted May 2019</p>
Social and emotional support to cope with additional socio-economic challenges in relation to PP pupils' schooling.	The attendance of disadvantaged pupils has increased by 1% between Term 1 in 2018 and term 1 in 2019.
To raise expectations among students through the academic, challenging and personalised curriculum	The curriculum is more challenging, has greater academic rigour and is uniquely personalised in the lower school. Ofsted May 2019