Pupil premium strategy statement 2024.25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	471
Proportion (%) of pupil premium eligible pupils	24.6%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rob Milner Headteacher
Pupil premium lead	Sandra Kirton Assistant Headteacher
Governor / Trustee lead	Ruth Short

Funding overview

Total budgeted cost: £138,495

Detail	Amount
Pupil premium funding allocation this academic year	£131,940
Recovery premium funding allocation this academic year	£6,555
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: "Every member of our community is supported and challenged to succeed and flourish now and in the future." Our strategy is integral to wider school plans for education recovery and mitigating the impact of the global pandemic. 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, taking into account 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 of 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 pupils don't achieve the number of advanced grades that other non-disadvantaged peers do.
2	Analysis of historic GCSE outcomes indicates that disadvantaged boys achieve lower in English than their peers.
3	Analysis of historic GCSE outcomes indicates that disadvantaged pupils 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.

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
Quality first teaching in all lessons which supports disadvantaged students' understanding and progress. Specifically, using the Essential 8 and LEARN Frameworks to draw upon adaptive teaching and strategies that best support all students.	Essential 8 Framework and Pupil Profiling will ensure that all students are known well, are 'tracked, not watched' at various points during a lesson and timely interventions significantly improve outcomes. 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. Disadvantaged students feeling confident asking teachers for support (student voice and lesson observations).
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. Evidenced from termly progress reviews and examination outcomes
Reduce gaps in literacy and numeracy so all students meet age-related expectations.	Monitoring the progress of students who have intervention and acting accordingly. Improved reading ages and numeracy skills for disadvantaged students who arrive below the expected standard at KS2. Ensuring more meet their FFT grades at GCSE and that disadvantaged students are meeting age-related-expectations by the end of KS3.
For disadvantaged students to attend school more so they can access the curriculum more consistently.	Tackling PA and using positive relationships to encourage our disadvantaged students in to school, therefore narrowing the gap between PP and the national level non-PP level. Attendance by the end of 2025 should be in line with non-PP students

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.

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

Budgeted cost: £*52,102*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing professional development / Teaching & Learning: Improve quality of teaching through INSET and CPD sessions at all levels for all teaching staff to enhance best classroom practice. Sessions focused on: Essential 8 and LEARN Framework Reading Strategies Pupil Profiles inc. SEND focus and adaptations Further development of networks, links and package designs to support the recruitment and retention of high-quality teaching staff. Use Local Authority subject advisors to ensure best practice and inform action and development plans. Further development of 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 (PP Tracking & Monitoring spreadsheet, EduLink, Pupil Profiles) Further develop consistency of standards in cover lessons and reduce the use of external cover.	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
Using technology to support Teaching & Learning, including homework:	The use of online platforms to supplement teaching and learning is an important part of the modern world in schools.	1,2,3,4

| Office 365 inc. SharePoint / OneNote / Teams (collaboration and sharing best practice) Consistent expectations of homework using the Home Learning Framework

Edulink: effective communication with students and parents (parental engagement)

Use of SISRA analytical data to inform targeted interventions for PP sessions which will be reviewed fortnightly in Line Management Meetings.

Use of online platforms such as:
Seneca Online
MyMaths
Kerboodle
MS Forms for self-assessed quizzes and other subject-specialist platforms. | These can be 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 the online platform with most seeing a reduction in time spent planning and marking homework allowing them to focus more time on interventions, one-to-one teacher and other activities. | |

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

Budgeted cost: *£2,340*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective diagnostic assessment of new year 7 cohort and tracking of all year groups: NGRT Reading Tests Cognitive Abilities Test (CAT4) - for new Y7 cohort	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 NGRT reliably measures reading skills against the national average to support getting to the root of any problems precisely and quickly. The above forms part of the overall assessment policy into practice.	1,2,3,4
Reading intervention programme Small group reading and targeted literacy support using Little Wandle English Nurture Sets within the curriculum Supported by: NGRT Reading Tests	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
Development of a 1-2-1 peer mentoring programme Supported by Pupil Premium Champions	Mentoring/Trusted adult (role modelling)	5
Investment in (and redeployment of) personal electronic devices to assist disadvantaged students with SEND. Develop consistent use of MS OneNote for 'live' use within lessons Staff training Student training	Assisting SEND learners with technology	1,2,3,4,5

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

Budgeted cost: £84,053

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider pastoral support: Pastoral and Wellbeing support widened to provide for growing number of needs from Disadvantaged students through: • Mental Health Lead – training for identified staff – implementation of action plan to support students • Pastoral Support Officer • ELSA support • Implementation of the Chameleon Curriculum to empower teachers to deliver the best possible PSHE and RSE curriculum • Implementation of Vote for Schools and Beewell project to support wellbeing and develop student voice	**Wider pastoral support:** Emotional support for students is a proven support mechanism that allows young people to access the wider curriculum Research - #BeeWell (beewellprogramme.org) VotesforSchools - Personal Development, SMSC & PSHE to empower students, build confidence and oracy skills.	4,5
Additional Staffing Capacity: Increased attendance % for disadvantaged students through support from: • Attendance Officer • Pastoral Support Officer • ELSA support • SEND support • Administrative 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
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. Engagement with the 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

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 in the classroom: Support for inclusion within the school for PP families: uniform support, transport, equipment, food ingredients etc.	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
Development of a basic extra-curricular programme (lunchtimes/after school) Support with inclusion in wider school life and building cultural capital: • 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 • Use of EduLink to track engagement and identify barriers	Extra-curricular activities Power of physical activity	5
Careers programme Support for transition to KS5 through: • 1:1 Careers interviews from Careers Advisor from EBP. • Assemblies from Sixth Form Colleges and ASK Apprenticeships. • Unifrog (Tracking)	Provision of careers appointments, PP students are prioritised and offered follow up appointments if required. Support for College applications and personal statements Developing aspiration	1,5
Consistent implementation of behaviour policy and embed high expectations with staff and student across the school Consistency of high expectations Consistent application of achievement and behaviour points using EduLink	Improving behaviour	1,5

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 2023 to 2024 academic year.

Intended outcome	Success criteria
Improved overall quality first teaching, drawing on adaptive teaching and strategies that best support all students.	Robust lesson monitoring and regular Book Looks indicate that there is developing practice across the school along with evidence of strong practice in a number of areas. The Essential 8 and LEARN Framework, the pedagogical principles identified as best practice, has been implemented and is currently embedding across lessons. Staff new to the school are developing their practice through regular CPD. There is a sharper focus on classroom practice to ensure that disadvantaged students receive quality first teaching. QFT (Quality First Teaching) weekly briefings share good practice and practical strategies that can be used in the classroom.
Reduced gaps in achievement and progress in English.	Attainment in English: *table below* The percentage of students eligible for PP funding achieving 5+ in English is on an upward trajectory, with a 8.3% increase when compared with 2023 and a 15.1% increase when compared with pre-pandemic results in 2019. Progress in English: *table below* The gap between students eligible for PP funding and those who are not is narrowing although there has been an increase in P8 between pre-pandemic progress figures and 2024 outcomes.

Attainment in English:

	Student Count	English 9-5 (%)	English 9-4 (%)
2024	**15**	**33.3%**	**33.3%**
2023	16	25.0%	56.3%
2022	18	33.3%	55.6%
2019	11	18.2%	36.4%

Progress in English:

	Student Count	P8 Eng (PP)	P8 Eng (Non-PP)	Gap
2024	**14**	**-0.73**	**-0.33**	**-0.40**
2023	16	-0.59	-0.49	-0.10
2022	18	-0.78	-0.25	-0.53
2019	11	-1.41	-0.79	-0.62

	Reduced gaps in achievement and progress in Maths.	Attainment in Maths:

		Student Count	Maths 9-5 (%)	Maths 9-4 (%)
2024		**15**	**20.0%**	**40.0%**
2023		16	12.5%	31.3%
2022		18	27.8%	61.1%
2019		11	18.2%	36.4%

The percentage of students eligible for PP funding achieving 4+ in Maths is on an upward trajectory with an 8.7% increase when compared with 2023 and 3.6% increase in comparison with pre-pandemic results in 2019.

The percentage of students eligible for PP funding achieving 5+ in Maths follows a similar trend, with a 7.5% increase in 2024 and 1.8% increase in comparison with pre-pandemic results in 2019.

Progress in Maths:

	Student Count	P8 Maths (PP)	P8 Maths (Non-PP)	Gap
2024	**14**	**-0.42**	**-0.01**	**-0.41**
2023	16	-1.06	-0.07	-0.99
2022	18	-0.45	0.15	-0.60
2019	11	-0.33	-0.11	-0.22

The gap between students eligible for PP funding and those who are not has decreased between 2023 and 2024 by 0.58 and is now showing an upward trajectory although still below pre-pandemic results.

Reduce gaps in literacy and numeracy so all students meet age-related expectations.

Through the Reading Strategy (using the NGRT) and MyMaths students' attainment levels are regularly monitored and early interventions for support are put in place to ensure students are working at or above age-related expectations.

Improved attendance of disadvantaged students

The Pastoral Team and Attendance Office are using daily analytics to closely monitor student attendance. Phone calls home and home visits are routine in order to support students being in school and learning and this is positively impacting on attendance figures.

Pupil Premium Attendance Data 2023-24:

Whole School	Pupils in group	Attendance
Pupil Premium	127	81.88
Non-Pupil Premium	413	89.68

Year 7	Pupils in group	Attendance
Pupil Premium	37	87.08
Non-Pupil Premium	95	91.37

Year 8	Pupils in group	Attendance
Pupil Premium	23	80.68
Non-Pupil Premium	99	89.32

Year 9	Pupils in group	Attendance
Pupil Premium	27	82.98
Non-Pupil Premium	85	93.08

Year 10	Pupils in group	Attendance
Pupil Premium	22	83.09
Non-Pupil Premium	73	92.08

Year 11	Pupils in group	Attendance
Pupil Premium	18	68.44
Non-Pupil Premium	61	79.15

The gap between students eligible for PP funding and those not eligible has shown some small reductions, e.g. there was a 0.69% reduction for students in Year 11 in 2023.24 in comparison to their attendance data as Year 10 in 2022.23 although this is not the case for other year groups which show small increases.

The gap in PP and Non-PP attendance still remains too high and is a continued focus for 2024.25.

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	