Pupil premium strategy statement – Clayton St John C of E Primary School 2025-26

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	356 (including Nursery)
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-28
Date this statement was published	November 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Craig Lee
Pupil premium lead	Gemma Emsley
Governor / Trustee lead	Vinay Verma

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204,293
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£204,293

Part A: Pupil premium strategy plan

Statement of intent

At Clayton St John C of E Primary (CSJ) our intention is that our curriculum extends opportunity, raises aspiration, and equips children to live today and for tomorrow,
supported by our vision; Growing together in God's Love.

Our Vision:
"Growing Together in God's Love"

"Give thanks to the Lord, for he is good; his love endures forever."
1 Chronicles 16:-34

Our aim is to ensure that disadvantaged pupils receive high-quality teaching, targeted academic support, and equitable access to wider opportunities. We seek to remove barriers to learning so that all pupils, regardless of background, thrive academically, socially, and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	**Phonics and Early Reading:** Assessment data shows that disadvantaged learners require additional support and intervention in phonics and early reading, as their outcomes are lower than those of their peers.
2	**KS2 Reading:** Assessments indicate that, in Key Stage 2, the attainment of some disadvantaged pupils in Reading is below that of their non-disadvantaged peers.
3	**Writing:** Writing data demonstrates that disadvantaged pupils attain lower outcomes than their peers across all year groups.
4	**Maths:** Internal assessments show that the attainment of some disadvantaged pupils in Maths is below that of their peers.
5	**Combined RWM Standard:** Disadvantaged pupils are less likely to achieve the combined standard in Reading, Writing, and Maths due to lower attainment in one or more of these subjects.
6	**Access to Opportunities:** Rising living costs mean that some families are unable to afford residential visits and after-school clubs, limiting disadvantaged pupils' access to enrichment opportunities.
7	**Wellbeing, Behaviour and Family Circumstances:** Observations and discussions show that complex family situations can affect how well some disadvantaged pupils flourish. These circumstances impact learning behaviours, mental health, and low-level disruption. While sometimes short-term, these issues can also be prolonged and stressful for the child. Pastoral concerns in Early Years and Key Stage 1 have also increased.
8	**Attendance:** Attendance data indicates that attendance rates among disadvantaged pupils are lower than those of their non-disadvantaged peers.

9	**Access to Experiences:** Observations and discussions suggest that some disadvantaged pupils do not have equal access to a wide range of enriching experiences.

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
Accelerated progress in Reading, Writing and Maths for Pupil Premium Pupils	Gap will narrow in progress between PPG and Non-PP Pupils. Progress in line with or exceeding expectations by the end of KS2, based on FFT 50 targets. KS1 and KS2 outcomes show an increase in the percentage of disadvantaged pupils attaining the expected standard in reading, writing and Maths.
Ensure that children are safe and access their entitlement to 190 days education per year	Disadvantaged pupils' attendance will improve and be in –line with national averages or above.

Pupils access a wide range of enrichment experiences	100% of our disadvantaged pupils will have access to enrichment opportunities for their year group, including school trips. Pupil voice opportunities reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance, and teamwork are developed and evident in everyday school life.
To provide practical support for families and create strong platform for emotional and physical wellbeing. To promote positive relationships with school and engender good attitudes to education.	We will provide a Welfare and Safeguarding Officer to offer practical support and signpost families to outside agencies, impacting positively on outcomes for children.
Accelerated progress in Phonics and early reading for Pupil premium pupils	Pupil Premium Pupils achieve the expected standard in phonics
To improve outcomes for our most vulnerable pupils	Ensure targeted support is identified and delivered in a consistent and planned way to impact positively upon outcomes for our pupil premium pupils

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £58,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective Staff CPD delivered to impact, support and challenge	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. EEF Effective Professional Development Effective Professional Development | EEF (educationendowmentfoundation.org. uk) EEF KS1/2 Literacy and Maths Literacy | EEF (educationendowmentfoundation.org. uk) EEF Maths Mathematics | EEF (educationendowmentfoundation.org. uk)	1,2,3,4,5

We will provide all pupils with opportunities to access and experience a broad and experiential curriculum	Our curriculum units are planned from the National Curriculum programmes of study. These help us to create a curriculum that is broad and balanced. We have tailored units to make them relevant to our pupils' backgrounds, interests and environment. GOV.UK (www.gov.uk) Metacognition and self-regulation approaches to teaching are used to support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. EEF Metacognition and Self-Regulation Metacognition and self- regulation | EEF (educationendowmentfoundation.org. uk)	2,3,4,5,6,8,9
To purchase PIXL – a programme of support particularly aimed at Y2 and Y6.	PIXL is based on supporting pupils' learning behaviours; it supports teachers to analyse the gaps in pupils' understanding and provides materials for teachers to use to address the misunderstandings. This tailored approach helps children to make rapid progress in reading, writing and Maths. EEF Using Pupil Premium Using pupil premium | EEF (educationendowmentfoundation.org. uk) EEF Teaching and Learning Toolkit Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org. uk)	1,2,3,4,5

Support Staff to provide high quality interventions	EEF Teaching and Learning Toolkit Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org. uk) EEF Making the best use of Teaching Assistants Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org. uk) EEF Early Years Early Years | EEF (educationendowmentfoundation.org. uk)	1,2,3,4,5

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

Budgeted cost: £85,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase more Benchmark Reading Books (£3000) to ensure Phonics and accelerate reading in KS2.	EEF Literacy KS/2 Literacy | EEF (educationendowmentfoundation.org. uk) EEF Learn to Read New EEF podcast: Developing Oral Language | EEF (educationendowmentfoundation.org. uk)	1,2,3,5

To deploy teaching staff to ensure teaching approaches for our most vulnerable pupils are consistent across the school. This will take place through targeted intervention to work to deliver specific and targeted intervention daily.	EEF Teaching and Learning Toolkit Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org. uk) EEF Making the best use of Teaching Assistants Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org. uk) EEF Early Years Early Years | EEF (educationendowmentfoundation.org. uk) EEF Using Pupil Premium Using pupil premium | EEF (educationendowmentfoundation.org. uk	1,2,3,4,5

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

Budgeted cost: £77,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
By continuing to support the work of our Attendance Officer and Learning Mentor, ensure that children are safe and access their entitlement to 190 days education	Improving School Attendance: Support for Schools and Local Authorities-DFE EEF Attendance Interventions Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org. uk) EEF Parental Engagement Parental engagement | EEF (educationendowmentfoundation.org. uk)	7,8,9

Continue to Support our most vulnerable families and signpost them to relevant agencies to keep children safe by employing a Welfare and safeguarding Officer	EEF Parental Engagement Parental engagement | EEF (educationendowmentfoundation.org. uk) KCSIE 2022 Keeping children safe in education 2022 (publishing.service.gov.uk	7,8,9
Provide a Subsidised Breakfast Club for our most Vulnerable pupils	Improving School Attendance: Support for Schools and Local Authorities-DFE EEF Attendance Interventions Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.or g.uk) EEF Using Pupil Premium Using pupil premium | EEF (educationendowmentfoundation.or g.uk	7,8,9

Subsidise our residential trips/trips to enable our vulnerable pupils are able to attend and give opportunities for our Pupil Premium Children to attend extracurricular activities	Improving School Attendance: Support for Schools and Local Authorities-DFE EEF Attendance Interventions Attendance interventions rapid evidence assessment | EEF (educationendowmentfou ndation.org.uk) EEF Using Pupil Premium Using pupil premium | EEF (educationendowmentfou ndation.org.uk)	7,8,9 **Total budgeted cost: £222,185**