REVIEW- Pupil premium strategy statement – Clayton St John C of E Primary School 2024-25

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	367 (including Nursery)
Proportion (%) of pupil premium eligible pupils	35%
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)**	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	December 2025
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	£199,297
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*	£ 199,297

Part A: Pupil premium strategy plan

Statement of intent

We aim to develop this approach and create an environment in which all children will flourish. We want the children to care and show respect for each other, value themselves and learn to appreciate the values of others. We work very closely with our families to ensure that children achieve good attendance, punctuality, behaviour and, ultimately, positive learning outcomes. Our partnership with parents and carers is important to us.

Through an effective home and school link, we aim to ensure that each child's time with us is successful and happy. In a secure learning environment, we will offer your child support and challenge, as it is our aim to enable each child to achieve their own potential

Challenges

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

Challenge number	Detail of challenge
1	Additional support and intervention is required in phonics and early reading as assessment data indicates that early reading for our disadvantaged learners in lower than that of their peers.
2	Assessments indicate that in KS2 attainment in Reading amongst some of our disadvantaged pupils is below that of their peers.
3	Writing data indicates that in comparison to their peers, disadvantaged pupils' attainment is lower throughout school.
4	Internal assessments indicate that attainment in Maths amongst some of our disadvantaged pupils is below that of their peers.

5	Disadvantaged pupils will be more likely not to achieve the combined standard in Reading, Writing and Maths due to some disadvantaged pupils being below the standard in one or more subject.
6	Due to increasing cost of living, some families struggle to fund pupils to have opportunity to attend residential school trips and after school clubs.
7	Observations and discussions indicate complex family situations can affect how well some of our disadvantaged children flourish, their learning behaviours, mental health and low-level disruption (This can sometimes be for a short period of time but can also be long running and stressful for the child.) Pastoral concerns in early years and KS1 have also increased.
8	Our attendance data indicates that attendance among disadvantaged pupils has been lower than those of non-disadvantaged pupils
9	Observations and discussions indicate that some of our disadvantaged children do not have equality of access to a wide set of 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: £55,818

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 opportunity to access and experience a broad and experiential curriculum	Our curriculum is designed to develop knowledge and skills progressively throughout school. National curriculum - 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: £96,178

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

in KS2.	uk)	
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

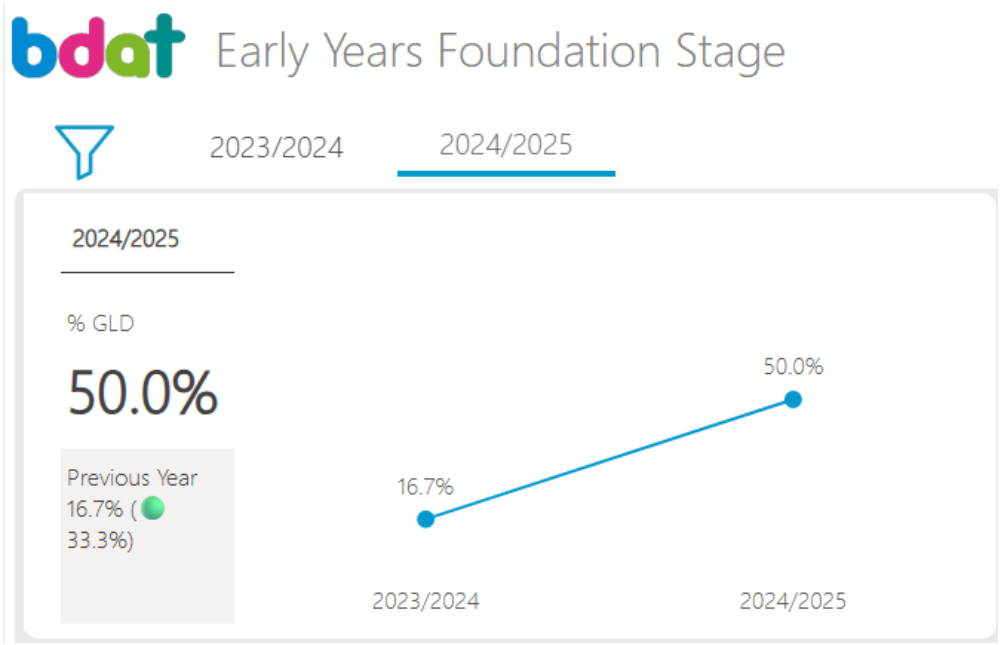
Wider strategies (for example, related to attendance, behaviour, wellbeing)

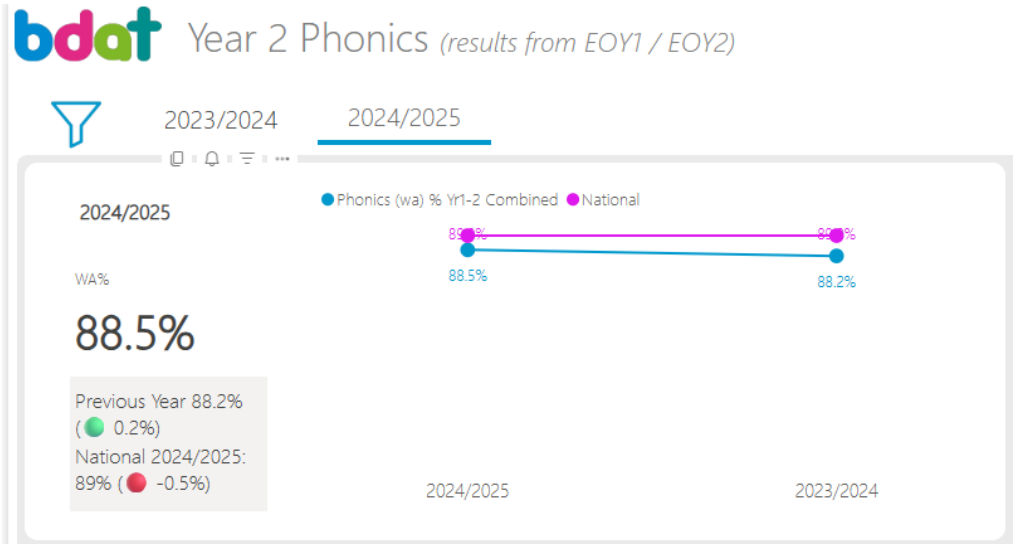
Budgeted cost: £77,275

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.org.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: £229,272**

Total Amount Spent 2024-25: £216587





Disadvantaged Pupils- Attendance 2024-25:

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25	122	91.8%	92.6%	Close to average	Relative improvement
2023/24	121	89.8%	92.0%	Below	In line
2022/23	117	89.4%	91.6%	Below	Relative decline

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged		
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend
3-year	70	47%	62%	Below (sig-)	80%	-32	Not applicable
2025	23	52%	63%	Close to average (non-sig)	81%	-28	Narrowing
2024	26	42%	62%	Below (sig-)	80%	-37	Widening
2023	21	48%	60%	Below (non-sig)	78%	-31	Not available

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	Year group context
3-year	69	57%	59%	Close to average (non-sig)	78%	-21	Not applicable	Not applicable
2025	23	70%	59%	Close to average (non-sig)	78%	-9	Narrowing	-
2024	26	46%	58%	Below (non-sig)	78%	-31	Widening	-
2023	20	55%	58%	Close to average (non-sig)	77%	-22	Not available	-

Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	Year group context
3-year	70	47%	59%	Below (sig-)	78%	-31	Not applicable	Not applicable
2025	23	57%	60%	Close to average (non-sig)	79%	-22	Narrowing	-
2024	26	46%	59%	Below (non-sig)	78%	-32	Narrowing	-
2023	21	38%	59%	Below (non-sig)	78%	-40	Not available	-

- There is a significant increase in the number of pupil premium (PP) pupils achieving a Good Level of Development (GLD) at the end of EYFS in 2024/25.
- PP pupils at the end of Year 2 are now broadly in line with all pupils nationally for phonics.
- PP attendance continues to improve, with the gap between PP and non-PP pupils narrowing throughout 2024/25.
- There is an improving picture of PP pupils achieving the expected standard in Reading, Writing and EPG.