CSJ Pupil Premium Strategy Statement Recovery Premium Funding 2021- 2023

Detail	Data
School name	Clayton St John C of E Primary
Number of pupils in school	412
Proportion (%) of pupil premium eligible pupils	123 (30%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2023
Date this statement was published	December 2021
Date on which it will be reviewed	November 2023
Statement authorised by	
Pupil premium lead	Gemma Emsley
Governor / Trustee lead	Ruby Bhatti

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,090
Recovery premium funding allocation this academic year	£18,415
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,720

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	£197,225

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider all challenges faced by vulnerable pupils, and we know that this very much depends upon the needs of individual children and their circumstances. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our goal is for disadvantaged pupils' attainment to be improved alongside progress for their non disadvantaged peers. Our approach will be responsive to common challenges and individual needs, which are identified through regular assessment and monitoring, and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils to achieve the very best they can. To ensure they are effective we will:

- **Respond rapidly to intervene at the point need is identified**
- **Ensure disadvantaged pupils are challenged in the work that they're set**
- **Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve**

Challenges

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

Challenge number	Detail of challenge
1	A lack of cultural capital in out of school experiences for disadvantaged pupils.
2	Currently not all pupils have consistently high standards of behaviour throughout school.
3	Current PA is high and PP pupils attendance is below Non-PP.
4	Due to increasing cost of residential trips, some families will struggle to fund (some) pupils to have opportunity to attend residential school trips
5	An increase in PP families requiring support from school and external agencies.
6	A smaller number of disadvantaged pupils are achieving ARE in maths due to Teachers not routinely considering pupils' potential misconceptions
7	Current deployment of support staff is not impacting on pupil's progress effectively.
8	Our most vulnerable pupils have suffered most as a result of the recent pandemic and consequent lost learning time. Our vulnerable pupils do not currently learn to read as quickly as other pupils.
9	COVID has further impacted our most vulnerable families which has meant we have a larger number of families requiring support.

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
To provide children with *cultural capital* often missing from PP pupils' out of school experience. Music, sport provision from specialist to develop engagement with learning.	All pupils will have opportunity to access and experience a broad and experiential curriculum which engages and enthuses pupils, encouraging them to have high aspirations.
To establish high expectations in all classes; all adults will model expectations and set high standards for work and behaviour	To ensure that children are productive and make good progress and all learning time is used effectively.
Ensure that children are safe and access their entitlement to 190 days education per year	Disadvantaged pupils attendance will improve and be broadly in –line with Non-disadvantaged pupils.
To provide children with *cultural capital* often missing from PP pupils' out of school experience.	We will take our Y4, Y5 & Y6 residential pupils on residential trips and cover the costs for eligible
Residential visit provides an important experience of learning to be independent of home.	pupils, increasing self-confidence and giving all children the same opportunities.
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 Parent Involvement Worker to offer practical support and signpost families to outside agencies, impacting positively on outcomes for children.
To improve the percentage of pupils achieving ARE to be in line with national in maths.	Teachers will have a deeper understanding of the effective strategies to teach maths, improving outcomes for pupils.
To improve outcomes for our most vulnerable pupils	Ensure that time is given to deliver targeted intervention by using Cover supervisors to work to deliver specific and targeted intervention daily.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the percentage of pupils achieving ARE in maths to be in line with national we will deliver 4 phase workshops and INSET day (for Staff) to present educational research, provide opportunities for discussion and trial of methods. To release our Maths Lead to support, monitor and coach teachers in new strategies.	▪ National Council of Teachers of Mathematics ▪ Reflect, Expect, Check, Explain: Sequences and behaviour in mathematical thinking in the classroom- Craig Barton ▪ Mathematics- Improving the Teaching and Learning of Mathematics- Educational Endowment Fund	2, 6 and 7

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

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. Use Cover supervisors to work to deliver specific and targeted intervention daily.	▪ School Improvement Planning- Evidence Based Guidance for schools to support their current academic year 2021-22-- Educational Endowment Fund ▪ School Improvement Planning- Evidence Based Guidance for schools to support their current academic year 2021-22-- Educational Endowment Fund ▪ The EEF Guide to Pupil Premium	2, 3 and 7 1, 2, 6, 7, 8.
We will provide all pupils with opportunity to access and experience a broad and experiential curriculum	▪ School Improvement Planning- Evidence Based Guidance for schools to support their current academic year 2021-22-- Educational Endowment Fund ▪ The EEF Guide to Pupil Premium	1, 2 and 3

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

Budgeted cost: £68,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
Through CPD, monitoring and coaching, ensure that staff are consistent in their approach to modelling and instilling positive behaviours	▪ School Improvement Planning- Evidence Based Guidance for schools to support their current academic year 2021-22-- Educational Endowment Fund ▪ The EEF Guide to Pupil Premium	2 and 3

By continuing to support the work of our Attendance Officer and Learning Mentor, ensure that children are safe and	▪ Improving School Attendance: Support for Schools and Local Authorities-DFE ▪ School Improvement Planning- Evidence Based Guidance for	1 to 8
access their entitlement to 190 days education	schools to support their current academic year 2021-22-- Educational Endowment Fund § The EEF Guide to Pupil Premium	
Subsidise our residential trips/trips to enable our vulnerable pupils are able to attend	§ School Improvement Planning- Evidence Based Guidance for § schools to support their current academic year 2021-22-- Educational Endowment Fund The EEF Guide to Pupil Premium	1, 2 and 3
Continue to Support our most vulnerable families and signpost them to relevant agencies to keep children safe by employing a Learning Mentor/Family Liaison Officer	KCSIE 2021 The EEF Guide to Pupil Premium	9

Total budgeted cost: £ *198,664*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

How was Pupil Premium Spent?

Teaching £40,000:

15 Days Release Time for AHT/Maths Lead- £2,100
Teaching Assistants- £87,721.80

Targeted Academic Support £90,000
5 Cover Supervisors Trained to deliver intervention- £114,476

Attendance Officer- £14,245
UQT/Pastoral Lead- £35,456
Learning Mentor- £24,461
Uniform Vouchers- £1,900
Breakfast Club- Staffing: £1653
Costs- £500
Subsidised Trips- £3570
Counsellor- £1,440

Total: £287,522.80

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

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Review of 21/22:

Our 2021/22 pupil progress scores show that the performance of disadvantaged pupils overall disadvantaged pupil 'expected standard' performance is significantly lower than non-pupil premium pupils:

Key Stage 2	RWM	Reading	Writing	Maths
National 2022	59	74	69	71
TRUST 2022	53	70	67	66
CSJ	**38**	**58**	**60**	**53**

PP	**13**	**50**	**13**	**19**
Non-PP	**49**	**65**	**81**	**68**

Key Stage 1	**RWM**	**Reading**	**Writing**	**Maths**
National 2019	66	76	70	77
Trust 2019	62	75	64	75
TRUST 2022	50	62	54	67
CSJ	**50**	**65**	56	67
PP	**17**	**25**	**33**	**42**
Non-PP	**60**	**80**	**63**	**78**
Phonics 2022				
PP	74 (-9)			
Non-PP	85			

Progress Measures

Clayton		**PPM**	
2022	**All**	**PP**	**Non PP**
Reading	-1.5	-2.6	-1
Writing	-0.2	1.4	0.3
Maths	-3	-4.2	-2.5

Above average for Writing but within the lowest 25% in Reading and Maths

The outcomes we aimed to achieve in our strategy by the end of 21/22 were not fully realised. We attribute some of the reasons for these are as result of the legacy of COVID; as evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. However, it is imperative that we look carefully of the gaps and factors negatively impacting performance, attendance and behavouir and wellbeing of our pupil premium pupils.

Attendance- Absence among disadvantaged pupils is higher than their peers. This has continued to be a trend over previous years, which is why attendance is a focus of our current plan:

July 2022 Attendance Data

All %	PP %	Non PP %
92.3	89.9	93.8

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, many of which are due to the legacy of COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan, on the new/revised plan.

Overall, as a result of our existing Pupil Premium Plan having limited impact of our disadvantaged pupils, we are amending our plan to make adjustments, to ensure our Pupil Premium Pupils benefit from reviewed targets for the next three years. We have used our data and analysis to make sure our plan is specific to current needs. (See Pupil Premium Statement for 2022/25).