CSJ Pupil Premium and Recovery Strategy School overview

Detail	Data
School name	Clayton St John C of E Primary
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	120 (30%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-25
Date this statement was published	December 2021 (original) October 2022 (Revised)
Date on which it will be reviewed	September 2023
Statement authorised by	Craig Lee
Pupil premium lead	Gemma Emsley
Governor / Trustee lead	Ruby Bhatti

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,430
Recovery premium funding allocation this academic year	£17,255
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	£180,685

Part A: Pupil premium strategy plan

Statement of intent

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 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 residential trips, some families will struggle to fund (some) pupils to have opportunity to attend residential school trips
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 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 PP 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 an 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £82,700

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: £50,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase more Benchmark Reading Books (£5000) 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.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: 44,485

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.org.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 (educationendowmentfoundation.org.uk) EEF Using Pupil Premium Using pupil premium | EEF (educationendowmentfoundation.org.uk)	7,8,9
Subsidise the purchase of School Uniform	improving School Attendance: Support for Schools and Local Authorities-DFE EEF Attendance Interventions Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk) EEF Using Pupil Premium Using pupil premium | EEF (educationendowmentfoundation.org.uk)	7,8,9

Total budgeted cost: £ *180,685*

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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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales. If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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Part C

Addition information for Trust Pupil Funding Committee

This section should explain how the three finding streams should be allocated:

- School Led Tutoring Grant – allocated to the National Funding Programme (ring fenced)
- Sports Premium

Detail	Amount	Rationale
School -Led Tutoring Grant (NTP)	£14,377.50	Used to fund 75% of NTP (add £3200 from Recovery Premium)
Sports Premium (Primary only)	£19420	£4500
Total budget for this academic year (BDAT Focus)	£33797.50	

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding)

Strategy for spending School -Led Tutoring Grant (NTP)

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions for identified children (30 hours per child) using 'The School Led Tuition Grant'	School-Led Tutoring Guidance- The National Tutoring Programme November 2021 DFE	6, 7, 8 and 9

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Strategy for spending Sports Premium (Primary only)

Primary PE Sports Grant Anticipated Funding 2021-22	***19,420***
Carry Forward 2019-2020	***4650***
Amount SG Anticipated Per Pupil	***83.90 (342)***
Total Amount of PPSG Anticipated	***28,720***

Anticipated Allocation of Spending	***£***
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school: • To develop playground markings to increase activity. • To have a cover/canopy over a playground to increase all year round access to sports area.	***£12,000***
Key indicator 2: The profile of PE being raised across the school as a tool for whole school improvement: Develop sports theme day once per term to promote engagement in sports activities and a healthy lifestyle. (x3)	***£6000***
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport: Use of a qualified specialist coaches to work with teachers to improve outcomes for pupils and providing good quality CPD.	***£4000***
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils: To facilitate the provision of Sports After-School clubs and before-school provision.	***£5000***
Key indicator 5: Increased participation in competitive sport: To facilitate the provision of inter-school competitions.	***£1000***
Total:	***£28,000***