

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St Clement's CE PRIMARY ACADEMY
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	66%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	
Pupil premium lead	Jane Nizamis
Governor / Trustee lead	Tohfa Ahmed

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,120
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Unknown at present
<b>Total budget for this academic year</b>	<b>£176,120</b>

# Part A: Pupil premium strategy plan

## Statement of intent

In 2011-2012 the Government introduced the Pupil Premium Grant (PPG), which is additional to the main school funding. Schools are held accountable for how they spend the PPG to support pupils who receive this extra funding. For the current academic year (2022-2023) primary schools will receive a sum of £1385 for any child who had been in receipt of free school meals (FSM) any time during the last 6 years. Additionally, children who have been in care (LAC) are supported by a grant of £2410. Numbers eligible for support may change through the year but funding does not necessarily change. The Department for Education states that: "schools, head teachers and teachers will decide how to use the pupil premium allocation, as they are best placed to assess what additional provision should be made for individual pupils."

We have used data comparisons and our extensive knowledge of our school community and need alongside existing research and publications including advice from the OFSTED good practice series to support and enable us to make decisions about expenditure and the effective use of our pupil premium funding.

We ensure that teaching and learning opportunities meet the needs of all the pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognize that not all pupils who receive free school meals will be socially disadvantaged.

We also recognize that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The overall aims of our pupil premium strategy are:

- To reduce attainment gap at Key Stage Two greater depth, between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To ensure disadvantaged pupils make good or better progress from their starting points
- To meet the needs of the whole child, with a focus on their social and emotional, mental health issues given the high number of vulnerable pupils in our school with 4+ ACES

## Challenges

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

Challenge number	Detail of challenge
1	<i>125 pupils – 66% of whole school are disadvantaged</i>
2a	Resilience and anxiety: Assessments through Motional, observations and the voice of the child have identified social, emotional and mental health issues for a number of disadvantaged children: 51% of our school vulnerable list are PP Boys and 27% are PP girls – 36% of the whole school

2b	56% of all disadvantaged pupils are vulnerable with 25% having 3+ ACES
2c	Almost a quarter of all disadvantaged pupils' vulnerabilities are Domestic abuse related As a result: Some of our pupils have lower resilience and struggle to bounce back, and struggle to develop a positive mindset to persevere with their work. Due to their home lives some of our disadvantaged pupils suffer high anxiety poor mental health and wellbeing.
3	Lasting effects of COVID lockdowns, means some pupils are still entering the EY and KS1 with poor language and communication skills. Lack of time in a nursery (due to COVID) ; Poor language and communication skills on entry significantly impact upon the pre skills and knowledge needed to access the curriculum; Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils; lack of self-care skills and attachment concerns of parents.
4	Disadvantaged boys underperform in reading, writing and maths compared to non-pupil premium.
5	Disadvantaged pupils do not perform as well as non-disadvantaged when working at greater depth.
6	Disadvantaged girls do less well in maths and writing than non-disadvantaged girls in most year groups.
7	25% of our disadvantaged pupils who are also on our vulnerable list are pupils with SEND with high need- awaiting SSP/EHCPs

## 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
Pupil premium children will make good or better progress in reading and comprehension strategies PP children attain in line with their peers nationally by the end of year 6	PP children will develop a love of reading and expand their Tier 2 and Tier 3 vocabulary, using extensive strategies tailored to individual need for comprehension skills.  They will engage with a variety of genres of books and be able to talk fluently about why they enjoyed a book and make comparisons with other books they have read.
Pupil premium children will make accelerated progress in order to increase percentages working at or above the expected standard at the end of each year in writing.	High quality first teaching. Improved access to the curriculum through effective targeted intervention. Working with families and outside agencies to remove barriers and close gaps in learning.
Pupil premium children will make good or better progress in maths at the end of each key stage using metacognitive approach to understand how they learn.	High quality Teaching for mastery lessons Children demonstrate mastery in their work reasoning and problem solving. Children can explain strategies they use and work efficiently to solve problems.
Pupil premium children will make better progress towards greater depth attainment targets where	Pupil premium children will be able to reason and explain their thinking and demonstrate depth and

barriers may have impacted their ability to achieve above age-related expectations.	mastery of skills and learning across the curriculum.
Pupil premium pupils will feel happy and safe at school in order to engage better with learning. Removal of social and emotional barriers to learning allowing pupils to flourish in school	Pupil premium children will have the opportunity to join after school clubs to enrich their school experiences. They will have the opportunity for a variety of social and emotional well being groups, such as Forest school, 1:1 mentoring and 6s and 7s. Motional assessments demonstrate positive changes in pro-social behaviour and emotional literacy. Assessments also demonstrate reductions in the domains of blocks to learning.
For Pupil Premium children to have opportunities to all curriculum enrichment activities to broaden their life experiences Pupil and teacher well-being is high across all year groups	A wide range of extracurricular experiences offered from our 50 things to do list. Financial assistance with trips, visits, residential etc... The voice of the child, monitoring of teaching and learning and feedback from reviews demonstrate that children are engaging positively in school life and the opportunities offered to them, particularly for your disadvantaged children.
Early speech and language intervention to narrow vocabulary gap on entry to school in order to ensure good level of development by the end of the Foundation stage from children's starting points.	All pupils screened using WELCOM on entry for S&L deficit so that interventions can be put in place without delay SALT intervention – most vulnerable children priority (SEND) TA led S and L intervention programs (focused in EYFS initially)- records kept on CPOMS of actions and impact
Pupil premium pupils will develop oracy skills to enable them to develop high quality talk for learning and deepen knowledge and understanding across all subjects.	Pupil premium pupils will have good verbal communication skills where they use classroom talk skillfully to develop thinking and understanding. Pupils can express views, reason and communicate successfully. Self confidence is raised as pupils recognize they have a voice.
Pupil premium pupils will develop effective fine and gross motor skills in order to prepare them for writing, mark making and symbolic representations. Handwriting will be improved as well as stamina so pupils can achieve better levels of development.	Pupils can communicate through writing and drawing effectively raising the standard of work produced. Pupils will have a greater stamina for writing. Pupils self-esteem will be raised.
Parental engagement – support given to parents and families of pupil premium pupils to raise attainment through specific targeted high-quality homework that parents can support pupils with.	Parents feel empowered and skilled to support their children at home with homework tasks. Pupils make better progress across the curriculum because they are well supported at home.

## 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: £ 109,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI training for new teaching assistants &amp; ECTs- approx. £800</i>	EEF research suggests 5+ months progress can be made by pupils having effective phonics teaching and emphasises the importance of high-quality training. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,2,3,5,7,8
<i>Mastery learning – whole school approach. No ability groupings £108,400 - support staff wages – 50% of TA wages</i>	EEF research indicates primary pupils can make up to 8 months progress if same day interventions are taking place. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,3,6,7,8
<i>Cover for staff CPD to develop quality first teaching across the school. CPD for teachers and TAs : Pedagogical approaches- meta cognition &amp; mastery focused on oral language approaches a focus on AFL. Maths Hub training in Mastering Number and Specialist Knowledge for teaching Mathematics</i>	EEF research indicates the impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>  The potential impact of metacognition and self regulation approaches is high (+7months) although it can be difficult to realise impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1,3,7,8

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

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Homework CPG books, resources (y6&amp;Y4)</i> £1650	EEF suggests up to 5+ months progress can be made by pupils who have access to homework which aligns with learning in the classroom.	1,5,6,7
<i>WELCOM assessment and intervention groups in KS1 and where needed in KS2</i>	EEF research toolkit suggests an additional 6+ months progress can be achieved by pupils where oral language interventions are applied. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,2,5,6,7,8
<i>teaching assistants to carry out BRFP interventions</i>	EEF research suggests children can make up to 6months+ progress, 'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.' <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,5,6,7,8
<i>Provide a wider range of high quality texts for the library and classrooms to promote reading enjoyment and writing stimulus</i> £850	This will support whole class individualized reading support as well as individual intervention support both in school and at home to develop reading fluency and comprehension skills. Texts linked to Literacy Tree curriculum	1
<b>Continue with Reading plus-</b> <i>Reading Plus produces 2.5 years of growth in just 60 hours of personalized instruction.</i>	This will support whole class individualized reading support as well as individual intervention support both in school and at home to develop reading fluency and comprehension skills. The range of text offered are cross curricular and high interest for different groups of pupils. PP boys will be particularly targeted and it can also therefore impact across the curriculum.	1

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

Budgeted cost: £ 64,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Home reading books KS1/EYFS aligned with chosen phonics programme. £250</i>	EEF research suggests 5+ months progress can be made by pupils having effective phonics teaching.	1,2,3,6,7
<i>Forest schools £6000 ( 30 weeks) MP invoices</i>	EEF suggests 4+months progress from interventions focusing on behaviour and self-management skills. and have a positive overall impact on learning.	2,3,4
<i>Travel costs to &amp; from school plus for trips so ALL pupils can attend £ 3000</i>	Financial support for travel costs ensures pupil attendance is at least in line with national averages.	1
<i>Uniform £500</i>	Financial support for the cost of uniform where families are experiencing financial difficulties and poverty. Will raise self esteem of pupils.	1
<i>Before/after school clubs £2000 Registers to be kept of attendance (to inc staff overtime )</i>	EEF suggest up to 3+ months progress can be made by extending the school day and increasing learning time. Small group focus on learning in the classroom have the greatest impact.	1,2,5,6,7
<i>Enrichment activities £5000 Woodlands adventures days across KS2</i>	Non-academic enrichment activities linked to the arts and sport can have a 3+ months impact on pupil progress according to the EEF research. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1,2,3
<i>Pastoral Team to champion PP children in learning behaviours and encourage parental engagement Salaried-47,400</i>	EEF research - Parental engagement has a positive impact on average of 4 months' additional progress <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> Mental health and well being is a high priority from our own research many PP pupils on the vulnerable pupils list have 4+ ACEs. Research and case studies suggest pupils are given emotional and mental resilience and helps schools meet the social and emotional needs of all pupils.	1,2,3,4,5,6,7
<i>School staff led homework clubs.</i>	According to EEF homework can have up to 5+ months progress on primary pupils when it is high quality. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	1,2,3,5
<i>RWI Subscription £270</i>	Support training and CPD for all staff in the teaching of Phonics across the school.	1,2,3,5,7

**Total budgeted cost:£176,120**

## 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.

#### Assessment data for 2023-24

Year 6 disadvantaged pupils are in line with non-disadvantaged peers and have achieved in line with national average in Reading, writing and maths.

Year 1 disadvantaged pupils have phonic screening data shows pupils have performed in line with national average in phonics.

Year 2 disadvantaged pupils have performed in line or better than non disadvantaged peers.

Assessment	School 2023	National 2024	ARE	PP	SEN	PP/SEN
End of KS tests			July 2024			
GLD	67%	67.2%	80%	83%	33%	
Year 1 phonics	83%	79%	87%	83%	83%	
Year 2 reading	70%	71	67%	53%	0	0
Year 2 writing	63%	63	43%	48%	0	0
Year 2 maths	70%	68	70%	53%	0	0
Year 2 combined	63%	55	41%	48%	0	0
Year 6 science (TA)	81%	80	78%	79%	0	0
Year 6 reading	74%	74	74%	70%	0	0
Year 6 writing	74%	73	67%	60%	0	0
Year 6 SPAG	74%	72	56%	76%	33%	33%
Year 6 maths	78%	73	56%	50%	0	0
Year 6 combined (R,W,M)	63%	Nat 61%	48%	40%	0	0



## Working above the standard

Assessment	National	GD July 23	GD July 24	PP	SEN	SEN/PP
<b>End of KS tests</b>						
Year 2 reading		0	13%	16%	0	0
Year 2 writing		0	0	0	0	0
Year 2 maths		0	13%	16%	0	0
Year 6 reading	28%	15%	19%	20%	0	0
Year 6 writing	13%	7%	7%	0	0	0
Year 6 SPAG	32%	33%	19%	20%	0	0
Year 6 maths	24%	19%	11%	20%	0	0
Year 6 combined (R,W,M)	8%	7%	7%	0	0	0

Whole school teacher assessments and NFER results by year group. In most year groups disadvantaged pupils continue to outperform or perform in line with non-disadvantaged pupils. This demonstrates strategies employed to support disadvantaged pupils has a positive impact on progress and attainment.

Assessment	TA	PP	SEN	PP/SEN		TEST	PP	Sen	PP/SEN
<b>Pupil numbers</b>	<b>26</b>								
Y1 read	57%	50%	25%	33%		50%	63%	25%	33%
Y1 write/spag	48%	50%	25%	33%					
Y1 maths	54%	50%	25%	33%		65%	75%	25%	33%
<b>Pupil numbers</b>	<b>30</b>								
Y2 read	60%	53	0	0					
Y2 write/spag	40%	47	0	0					
Y2 maths	63%	53	0	0					
Y2 Comb	40%	47	0	0					
<b>Pupil numbers</b>	<b>29</b>								
Y3 Read	63%	57	0	0		71	65	0	0
Y3 write/spag	50%	53	0	0		75	65	0	0
Y3 maths	72%	66	0	0		75	65	0	0
<b>Pupil numbers</b>	<b>29</b>								

Y4 Read	69%	58	29	40		67	75	14	20
Y4 Write/spag	52%	43	14	20		59	75	14	20
Y4 maths	62%	57	14	20		83	75	14	20
<b>Assessment</b>	<b>TA</b>	<b>PP</b>	<b>SEN</b>	<b>PP/SEN</b>		<b>TEST</b>	<b>PP</b>	<b>Sen</b>	<b>PP/SEN</b>
<b>Pupil numbers</b>	<b>30</b>	<b>23</b>							
Y5 Read	61%	54	29	17		67	64	29	17
Y5 write/spag	52%	48	29	17		59	53	14	0
Y5 maths	63%	61%	43	33		67	64	29	17
<b>Pupil numbers</b>	<b>27</b>								
Y6 Read	78	74	33	33					
Y6 write/spag	67	58	0	0					
Y6 maths	68	58	0	0					
Y6 comb	63	58	0	0					

## 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*

<b>Programme</b>	<b>Provider</b>
RWI subscription	Ruth Miskin
WELLCOMM	GL assessment
Homework packs	CPG
Targeted interventions	Brother's keeper

## 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.*