

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 – 2023 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
<b>Clayton Village Primary School</b>	
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021 – July 2024
Date this statement was published	31 <sup>st</sup> December 2022
Date on which it will be reviewed	1 <sup>st</sup> December 2023
Statement authorised by	Heidi Rahim
Pupil premium lead	Emily Needham
Governor / Trustee lead	

### Funding overview

Detail	Amount 21/22	Amount 22/23
Pupil premium funding allocation this academic year	£55,145	£52,630
Recovery premium funding allocation this academic year	£ 2290	£5,945
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,435	£58,575

# Part A: Pupil premium strategy plan

## Statement of intent

When creating our Pupil premium Strategy we recognise the importance of considering the context of the school and the subsequent challenges made. We will use research conducted by the EEF to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuality issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'. As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and a robust mentoring strategy.

The key principles of our tiered approach are to:

Ensure high quality nurturing teaching for all pupils.

Provide targeted academic support for all pupils not making enough progress and those disproportionately impacted upon by the pandemic.

Maintain a clear focus on wider challenges including attendance, behaviour and Social Emotional Mental Health.

We recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change.

Our ultimate objectives are:

To narrow the attainment gap between pupil and non-disadvantaged students.

For all disadvantaged students to have attendance of around national average of all students 96%

To provide opportunities to ensure that all disadvantaged students engage in the wider curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, teacher observations and pupil progress meetings show that the attainment of the pupil premium students as a group is lower than that of the non-pupil premium cohort across year groups and subjects.
2	Historical attendance data shows that the attendance of the pupil premium students as a group is lower than that of the non-pupil premium cohort.
3	Our assessments and observations indicate that our most disadvantaged children have been impacted upon by school closures to a greater extent than for other pupils.  School have restructured staffing, employing 3 ECT teachers. Rigorous and focused PD is required to ensure consistent high quality first teaching in all year groups.
4	Teacher observations and assessment data indicate that vocabulary gaps and a lack of cultural capital are a significant disadvantage for our disadvantaged pupils.
5	School observations have indicated there is a significant need for small group nurture support to meet the social emotional and mental health needs for a core group of disadvantaged boys within the school.

## 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
PP students' attainment improves in all year groups.	Attainment and progress measures for all year groups show a narrower/narrowing gap.  The difference between PP attainment in Year 1 phonics Year 6 SATS (maths) Are comparable to non-PP students.
Attendance gap of PP students and non-PP student to reduce. PP attendance to be in line with national average.	Schools attendance data will improve for all students to ensure all pupils attendance is within national average.
Quality first teaching in all year groups with a comprehensive induction and	School monitoring and 360 reviews will indicate that high quality teaching strategies are experienced by all children in school.

mentoring program for ECT and newly qualified teachers.	
Ensuring PP students engage with wider-curricular opportunities and experience culture capital.	<p>Tracking of extra-curricular sessions used to priorities and direct PP students to engage.</p> <p>School will provide a curriculum offer that reflects the children’s culture and heritage and promotes the development of a rich and varied vocabulary.</p> <p>Inclusion team focus on opportunities that ensure PP students will have socio-economic barriers removed to support the development of skills essential for curriculum on offer.</p>
Ensuring the impact of un met social emotional and mental health needs of PP children do not widen the attainment and progress gap.	<p>Identified children have access to a nurturing environment in which positive relationships, routines and self-confidence can be developed and fostered.</p> <p>The inclusion team will use Boxall Profiles to measure the impact of their involvement and provision provided for disadvantaged children.</p>

## 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: £12,286 (additional teacher wage not included)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff release time for 360 subject reviews/ pupil progress meetings with all teachers / subject leaders to enhance monitoring cycles.	Effective Professional Development EEF – Recommendation 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.	1,3
Release time to ensure mentorship for ECTs in school by experienced assistant head teachers.	Ambition Institute	1,3
Provide release time for curriculum leaders to redesign core subjects with a focus on progression of skills, retention of knowledge of expanding vocabulary. ART/DT	Teaching a broad and balanced curriculum for education recovery. (DFE 2021)	3,4
Improve the quality of social and emotional (SEL) learning for all pupils. Implement PSHE scheme of work to ensure a consistent approach.	EEF- Improving social emotional learning in primary schools.	5,3

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

Budgeted cost: £ 34,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>A small scale Nurture provision to be provided daily to identified children in key stage 1 and key stage 2.</i></p> <p><i>Develop SEMH classroom to ensure high academic aspirations for all.</i></p>	<p>EEF Toolkit: Metacognition and self regulation +7m</p> <p>EEF Improving behaviour in schools: Recommendation 1: Know and understand your pupils and their influences.</p> <p>Recommendation 5: Use tailored targeted approaches to meet the needs of individuals in your school.</p>	4,5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Implementation of Little Wandle phonics scheme.</p>	<p>EEF Toolkit – Phonics +5m</p> <p>EEF Improving literacy in key stage 1.</p>	1,3,5
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,3
<p>Implementing Time to Talk intervention for all children with significant speech and language difficulties.</p>	<p>EEF Toolkit – Oral language Interventions +6m</p> <p>EEF Improving literacy in key stage 1.</p>	1,4
<p>Engaging in the SAFER Bradford initiative to ensure effective transitions to secondary</p>		1,2,5

schools for most vulnerable children.		
---------------------------------------	--	--

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

Budgeted cost: £ 10,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant head teacher to closely monitor all PP students' attendance, build relationships with families and implement strategies where needed.	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	2,4,5
Fortnightly family breakfasts to ensure parent communication and support is embedded across the school. Including all teachers in the implementation. Offering specific SEND sessions.	EEF Working with parents to support childrens learning: Recommendation 3: Tailor schools communications to encourage positive dialogue about learning.	1,2,4,5
Whole staff training on PHSE scheme of work and Commando Joes scheme.	EEF Improving Social and Emotional Learning in Primary Schools.  EEF Metacognition and self-regulated learning.	4,5
Work with Kid Fit to ensure enhanced provisions for PP children beyond school.	EEF Life skills and enrichment.	4,5,2

**Total budgeted cost: £**

## Part B: Review of outcomes for Accademic year 2021 - 2022

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

PP students' attainment improves in all year groups.	
Attendance gap of PP students and non-PP student to reduce. PP attendance to be in line with national average.	
Quality first teaching in all year groups with a comprehensive induction and mentoring program for ECT and newly qualified teachers. 3 ECTs passed year 1 off their induction program. School monitoring and <b>review days identified that teaching is good in the majority of lessons.</b>	
<b>Ensuring PP students engage with wider-curricular opportunities and experience culture capital.</b> The school worked with KidFit who secured funding via the HAF project to provide holiday camps for all Pupil premium children and vulnerable children within the school. Children provided a free meal each day, an offsite activity opportunity and a food hamper.	
<b>Term</b>	<b>Number of PP children supported.</b>
<b>Autumn</b>	<b>25 children</b>
<b>Spring</b>	<b>29 children</b>
<b>Summer</b>	<b>33 children</b>
School now offer a community food bank and vouchers for vulnerable families.	
<b>Ensuring the impact of un met social emotional and mental health needs of PP children do not widen the attainment and progress gap.</b> The year presented a number of more complex SEMH needs and challenges. School reflected upon provision provided and adapted its offer to meet the more complex needs of the children. This has been updated in the PP strategy plan for 22/23.	



## 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
NELI	
Academic mentoring	
Tutor lead funding	

## 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.*