

# Pupil premium strategy statement – Clayton Village Primary School

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	189
Proportion (%) of pupil premium eligible pupils	16.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Deirdre Bailey
Pupil premium lead	Heidi Rahim
Governor / Trustee lead	Deirdre Bailey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,485
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£57,485

## Part A: Pupil premium strategy plan

### Statement of intent

At Clayton Village Primary School our Pupil Premium Strategy focuses on;

To develop and maximise the use of learning support assistants.

Learning Support Assistants are not always deployed in ways that enable pupils most in need of additional support to access high quality teaching, particularly disadvantaged children. There has been inconsistency in the length of time TAs have been employed, there is a variety of experience and expertise between LSAs alongside the significant increase in SEND across the school. The key principles of this strategy aims to;

1. Ensure Learning Support Assistants are deployed strategically in ways that enable all pupils to access high-quality teaching.
2. Ensure LSAs are not used purely as a SEND resource and are used to work with learners across the attainment range to scaffold learning and to develop pupils' independence.

To develop a consistent and rigorous approach to Early Literacy.

The school will strengthen its current Early Literacy offer to all pupils by ensuring a phonics specialist teacher can deliver rapid catch up to any child in reception / key stage 1 to ensure the gap between disadvantaged and non disadvantaged does not widen. The phonics specialist teacher can also deliver phonics intervention across KS2 targeting children who have not passed the phonics screening check in year 2. This will compliment the additional offer of speech and language support delivered by LINGO. Ensuring all children have a speech and language assessment completed.

1. All children will make progress with their communication and language scores from their baseline.
2. Phonics progress for disadvantaged children will be in line with non disadvantaged children.

To continue to maintain the upward trend of disadvantaged pupils' attendance.

To ensure that families are able to attend school regularly and on time the school will offer free before and after school childcare to all disadvantaged children including those who are persistently absent. Places available at the schools care club facilities but also at extra curricular clubs. In order to ensure access to uniform is not a barrier the school also will purchase vouchers for families to spend in the local uniform shop.

- Ensure all pupils have access to free places for before and after school club.
- Ensure the current attendance rates for disadvantaged pupils continues to improve.

To continue to support the social, emotional and mental health needs of our disadvantaged pupils.

- To meet the needs of children who experience social emotional and mental health challenges we are able to offer a nurture provision which all children are able to access. Some children require access to this space more regularly however all pupils are able to receive support and regulation space if required throughout the day. The Nurture setting is also able to provide evidence based interventions for target children. The Nurture resource will complement the newly implemented Story Projects PHSE scheme with will support the emotional literacy of our pupils.
- Pupils will have access to a nurturing classroom environment in which positive relationships, routines and behaviour for learning can be developed and fostered.
- Children will receive more targeted support from the schools Nurture provision.
- The inclusion team will deliver evidence based intervention to support more complex SEMH needs.
- All children will receive PHSE lessons using The Story Projects curriculum.

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.

## Challenges

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

Challenge number	Detail of challenge
1	A significant rise in the number of disadvantaged pupils also identified as having special educational needs including those with an EHCP.
2	Disadvantaged pupils work disproportionately with learning support assistants.
3	Children's baseline data on entry to reception for communication and language is lower for disadvantaged pupils.
4	Disadvantaged children are more likely to be persistently absent from school.
5	Rise in the number of pupils presenting as having SEMH barriers.

## 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 develop and maximise the use of learning support assistants.	<ul style="list-style-type: none"> <li>• Ensure Learning Support Assistants are deployed strategically in ways that enable all pupils to access high-quality teaching.</li> <li>• Ensure LSAs are not used purely as a SEND resource and are used to work with learners across the attainment range to scaffold learning and to develop pupils' independence.</li> </ul>
To continue to support the social, emotional and mental health needs of our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Pupils will have access to a nurturing classroom environment in which positive relationships, routines and behaviour for learning can be developed and fostered.</li> <li>• Children will receive more targeted support from the schools Nurture provision.</li> <li>• The inclusion team will deliver evidence based intervention to support more complex SEMH needs.</li> <li>• All children will receive PHSE lessons using The Story Projects curriculum.</li> </ul>
To develop a consistent and rigorous approach to Early Literacy.	<ul style="list-style-type: none"> <li>• All children in reception and year 1 will have speech and language baseline assessment completed using WELCOM.</li> <li>• Interventions to support children's speech and language skills will be implemented across Key Stage 1.</li> </ul>
To continue to maintain the upward trend of disadvantaged pupils' attendance.	<ul style="list-style-type: none"> <li>• Ensure all pupils have access to free places for before and after school club.</li> <li>• Ensure the current attendance rates for disadvantaged pupils continues to improve.</li> </ul>

### 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: £5,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The Story Projects PHSE scheme</i>	ImpactEd Evaluation - The Story Projects - Autumn 2024	1,3,5
<i>6 CPD sessions linked to SMART targets and reviews.</i>	EEF special educational needs in mainstream schools.  EEF Effective Professional Development	1,2,3,4,5
<i>30 minute weekly LSA training sessions.</i>	EEF special educational needs in mainstream schools.  EEF Effective Professional Development  EEF Toolkit - LSA intervention +4 months	1,2,4
<i>30 minutes weekly LSA and Teacher meeting.</i>	EEF special educational needs in mainstream schools.  EEF Effective Professional Development	1,2,4
<i>CPD Training budget to support additional identified training needs linked to the Whole Education School Improvement Plan.</i>	EEF special educational needs in mainstream schools.  EEF Effective Professional Development	1,2,3,4,5

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

Budgeted cost: £41,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>LINGO Language worker ½ day per week.</i>	EEF Teacher toolkit - oral interventions +6 months progress	1,3
<i>LINGO speech therapist ½ day every 4 weeks.</i>		1,3
<i>Nurture provision including lunch time support.</i>	EEF special educational needs in mainstream schools.	1,5
		1,3,5
		1,3,5

<i>In which the following interventions are delivered;</i> <i>LEGO therapy</i> <i>Comic Strip</i> <i>Conversations</i>	EEF improving social and emotional learning in schools.  DFE- Working together to improve school attendance.  EEF Teaching and Learning toolkit - behaviour interventions - 4 months progress.	
Specialist phonics teacher to deliver phonics rapid catch up.	EEF teaching and learning toolkit - phonics program - 7 months progress.	1,3

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

Budgeted cost: £12,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Breakfast and after club funded spaces and staffing cost	National wraparound care handbook	
Uniform vouchers.		
Subsidised Trips	<i>Access to extra - curricular provision and the association with outcomes</i>	

**Total budgeted cost: £58,400**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year in relation to the targets set out in our 2024 / 2025 strategy.

- School attendance data shows that attendance rates fall mainly in line with the National average and the percentage of persistently absent children decreased over the year, including the percentage of disadvantaged children who were persistently absent.
- Whole school attendance;
- National Average – 93%    School – 94%
- Persistently Absent;
- National Average – 17%    School – 15%
- FSM attendance;
- National Average 90%    School – 90%
- School assessment data shows good attainment in most areas and good progress over time for most pupil groups. On the whole, most pupils are ready for the next stage of education. They generally have appropriate knowledge and skills across the curriculum and this is reflected in the quality of their responses and the work they produce. Pupils develop the foundational knowledge and skills they need, including language and communication skills. Younger pupils get off to a good start and are mainly secure in the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Lesson observations, learning walks and workbook scrutinies show that our pupils develop the foundational knowledge and skills they need. Any gaps in pupils' knowledge or skills are beginning to close. On the whole, pupils achieve well. This will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils. Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing generally make steady progress from their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage.
- The Schools most recent Ofsted inspection report highlights the strength of the personal development education for children within the school "The school provides a range of meaningful experiences to support pupils' social development. For example, pupils in Years 5 and 6 take part in social action projects. They learn communication skills and help groups in the local community, such as elderly residents in a care home. Pupils in Year 3 enjoy a range of shared experiences with pupils from two contrasting schools to learn about each other and become friends."
- The number of children with complex SEND needs has significantly increased within the last two years. The school has 20 children with EHCP at the end of the academic year (10% of all children compared to national average 5.3%). Ofsted recognised the schools response and quality of provision for children with SEND "Overall, pupils with SEND are supported to learn well. The number of pupils with education, health and care plans attending the school has increased dramatically in recent years. The school has responded quickly to provide effective support for these pupils."

### Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
The Story Project	The Story Project
Commando Joes	
LINGO	

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>



### Further information (optional)

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