

Pupil premium strategy statement – Clenchwarton Primary School

This statement details our school's use of pupil premium (and recovery 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	196
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Joanne Borley (Executive Headteacher)
Pupil premium lead	Nicki Maddison
Governor / Trustee lead	Matt Smith & Jason Moorse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,950
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	0
Total budget for this academic year <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>	£40,950

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 all pupils, including those that are disadvantaged to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to identify gaps in learning and intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- support our children's mental health and wellbeing to enable them to access their learning.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. This is evident from reception through to ks2.
2	Assessments, observations and discussions with pupils indicate disadvantaged pupils have greater difficulties with phonics than their peers. The negatively impacts on their development as readers and writers.

3	2024 school data indicates that attainment in maths is below national average.
4	Our observations and discussions with pupils have identified social and emotional issues for many pupils, including lack of resilience to challenges. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data for academic year 2023-24 shows that attendance of disadvantaged children is slightly below that of the whole school (94.65% compared to 95.67%). This shows the interventions we are putting in place are closing the gap for attendance of pupil premium children.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils	KS2 reading and writing attainment for disadvantage pupils is in line with non-disadvantage pupils.
Improved maths attainment among disadvantage pupils.	KS2 maths attainment for disadvantage pupils is in line with non-disadvantage pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant improvement in pupil resilience and use of metacognition a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: the overall absence rate for all pupils being no less than 97%

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWInc Spelling & Phonics.</p> <p>Continue to upskill all staff on phonics through high quality CPD. Reading lead to be released to monitor daily phonics and signpost staff to regular CPD. Train any new staff to deliver 1:1 phonics and Fresh Start.</p>	<p>EEF Guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD,</p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes</p> <p>EEF Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1,2 & 3
<p>Continue with further CPD for all staff on metacognition and oracy.</p>	<p>Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. EEF (+7)</p>	4
<p>Supporting the recruitment and retention of teaching staff to provide cover for them to improve teaching and learning for their subject area.</p>	<p>EEF – Effective Professional Development. Continue to release subject leaders to plan high quality research based CPD for their subject.</p>	1,2 & 3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group tuition for phonics</p>	<p>EEF Toolkit (+5) Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Phonics has a positive impact overall (+5)</p>	1 & 2

	months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	
Intervention for key year groups for identified children. Reading, maths & phonics.	EEF Toolkit (+4) Small group tuition Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. We will identify pupils each half term as having gaps in maths that could be effectively addressed through intensive small group tuition. We will identify pupils each half term as having gaps in reading that could be effectively addressed through intensive small group tuition.	1,2 & 3

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

Budgeted cost: £ 10,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupils' social and emotional needs through use of our trained Thrive Practitioner to be able to deliver social and emotional interventions to selected children. The trust will be part of the Mental Health Support Teams in Schools project.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. (EEF + 4)	4
Working with parents to improve engagement in homework. Continue using the Learning with Parents app and homework resources to engage parents in homework activities and help engagement with the school.	EEF - Parental engagement (+4) and Homework (+5).	1, 2 & 3
Engage pupils in arts participation, enrichment and life skills by	EEF (+3) and life skills and enrichment (+2)	4

participating in music lessons, school visits, The Brilliant Club and Raising Aspirations programme.		
<p>Embedding principles of DfE's 'Working Together to improve Attendance' guidance.</p> <p>This will continued training for our attendance officer and for the attendance officer to continue to engage with parents to provide early interventions where necessary.</p>	DFEs Working Together to Improve Attendance & EEF Parental Engagement (+4)	5

Total budgeted cost: £40,950

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching

Activity 1: (All pupils) RWInc Spelling & Phonics.

Fresh Start has continued for children identified in year 5 and 6
Reading lead has continued her training to deliver high quality phonics CPD alongside Ruth Miskin phonics lead.

Reading lead delivered high quality phonics training to all staff

1:1 phonics being utilised for identified children

Reading lead continues to monitor the quality of phonics teaching weekly through coaching and providing personalised training videos to staff.

In year 1, 74% of children passed the National Phonics Screen

Activity 2 (all pupils)

Continue with further CPD for all staff on metacognition and oracy.

CPD on metacognition strategies linked to maths.

CPD training and delivery from a Thinking Classrooms course lead. Follow up activities trialled and evaluated at subsequent CPD meetings.

Staff have accessed the Thinking Classroom modules to enhance metacognition within the classroom.

Activity 3 (all pupils)

Supporting the recruitment and retention of teaching staff to provide cover for them to improve teaching and learning for their subject area.

All subject leaders have had x1 day release time per term to monitor their subject.

Subject leaders have produced monitoring reports on findings based on: pupil voice, book looks, learning environment checks, analysing data, focusing on the progress of SEND children and watching lessons.

All staff have delivered high quality CPD to improve the teaching and learning of their subject based on monitoring and pedagogy research.

Targeted academic Support

Activity 1 – 1:1 and small group tuition for phonics

RWI phonics tracked every 6 weeks

Any child in years R to year 3 identified as not keeping up with phonics received small group or 1:1 phonics tuition. This tuition was delivered in school hours as well and after school.

Targeted academic Support

Activity 2 – Reading and Maths Intervention

Gaps identified and data analysed for years 1-6 through NFER and National tests.

Staff planned for interventions and pre teaching to close the gaps with the use of teaching assistants.

Year 6 children received small group tuition during schools hours.

Year 6 results are in line or above national in reading, writing and combined.

Year 6	Exp +	National
Reading	85%	74%
Maths	69%	73%
Writing	71%	72%
Combined	69%	61%

Wider Strategies

Activity 1 – Support pupil’s social and emotional needs through training a Thrive Practitioner.

Thrive practitioner continues to be employed and has kept up to date with Thrive training.

Pastoral lead has worked alongside the Benjamin Foundation to provide support for bereaved children.

Thrive continues to be delivered for identified children in the school

Other social and emotional support is offered to children who are identified in conjunction with parents and staff.

Activity 2 - Working with parents to improve engagement in homework

Year 1 have used Learning with Parents during the academic year 2023-24 to engage parents early with weekly homework.

89% of Families are active on our platform in March. (67% national Learning with Parents average)

57% of Pupil Premium Families are active on our platform in March. (57% national Learning with Parents average)

Activity 3 - Engage pupils in arts participation, enrichment and life skills by participating in music lessons, school visits

All classes have continued to offer a range of educational visits this academic year. The trust continue to provide enrichment activities and we take part in various sporting competitions.

Over half of our pupil premium children attended one or more after school club in 2023-24.

Music tuition has taken place all year for children that choose to take it up and are identified as part of the MITRE scheme.

Children from year 5 and 6 have taken part in The Brilliant Club.

Priority 4 – Embed the principles of DFE Working Together to Improve Attendance

Attendance continues to remain stable and has improved for all pupil slightly this year from 95.41% in the academic year 2022-23 to 95.67%.

Externally provided programmes

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

Programme	Provider
Tackling Tables	Learning Resources