Pupil premium strategy statement - Claytons Primary School: 2024-2025

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 for the next three years and how we intend to spend the funding in this academic year. The 2023-2024 review can be found in the previous strategy.

School overview

Detail	Data
Number of pupils in school	282
Proportion (%) of pupil premium eligible pupils	18.6%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs J Carter
Pupil premium lead	Mrs L Kumwenda
Governor / Trustee lead	Mrs N Simpson-Booth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,796
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*	£79,796

Part A: Pupil premium strategy plan

Statement of intent

Our Claytons School aim is to P*rovide Challenge for Children in a Caring Community'.*

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 disadvantaged pupils 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 and young carers.

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.

When setting aims for our children in our 3-year strategic plan, we considered what our expectations are for all our children by the time they leave us in Year 6. Our aims are not only linked to educational achievement but also to having the necessary life skills for Secondary education and beyond.

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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our practices are research informed and developed through effective professional learning. 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 intervene at the point a 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.

Challenges – Identified November 2024

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 and their families suggest disadvantaged pupils generally have greater difficulties with reading than their peers. There is either no difference or a very slight difference between those that are disadvantaged compared to those non-disadvantaged pupils. This gap starts to widen from Year 3 onwards. It is also evident that in years 2,3 &4, no disadvantaged children achieved above age related expectations.
2	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in the majority of year groups.
4	Speech Link assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Social, mental health and wellbeing (including trips) Our assessments (including Thrive & ELSA), observations and discussions with pupils and families have identified social and emotional issues for some pupils and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. 38 pupils (17 of whom are disadvantaged) currently require additional support with social and emotional needs.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5-7% lower than for non-disadvantaged pupils. 37% - 40% of disadvantaged pupils have been ‘persistently absent’ compared to 16% - 20% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.

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 reading attainment among disadvantaged children.	KS2 reading outcomes in 2026/27show that more than 50% of disadvantaged pupils met/exceeded the expected standard.
Improved writing attainment among disadvantaged children.	KS2 writing outcomes in 2026/27show that more than 50% of disadvantaged pupils met/exceeded the expected standard.
Improved maths attainment among disadvantaged children.	KS2 maths outcomes in 2026/27show that more than 50% of disadvantaged pupils met the expected standard and more than 25% exceeded the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments including Speech Link/Language Link, as well as, observations indicate 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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly for our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • Pupil voice • Pupil and parent surveys • Teacher observations. • Significant increase in engagement in enrichment activities, particularly among disadvantaged children.
To achieve and sustain improvement in attendance for all pupils, including those disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • Overall absence rate for all pupils being no more than the National average. • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • The percentage of all pupils who are persistently absent being in line or below the National average. • The figure among disadvantaged pupils being no more than 10% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year (24-25)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher appointed to teach Maths in: • KS1 • LKS2 • UKS2	The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. Reducing class size | EEF	3
CPD to support staff development particularly in Oracy and curriculum. Resources for Continuous Provision in KS1	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. Oral language interventions | EEF + 6 months	1,2,3,4,
Continue to train any new staff/refresher for existing staff a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics | EEF + 5 months	1,2,

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition delivered, in addition to, and linked with normal lessons.	Tuition targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those that have the potential to be greater depth. Small group tuition | EEF + 4 months	1,2
Early identification and Structured and targeted intervention	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks Phonics | EEF + 5 months Targeted deployment, where teaching assistants are trained to deliver an intervention to groups or individuals has a higher impact. Teaching Assistant Interventions | EEF + 4 months	1,2,3
1:1 daily reading and comprehension for disadvantaged and vulnerable children (LSA)	Reading comprehension strategies | EEF + 6 months	1

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

Budgeted cost: £29,796

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural Capital experiences including, but not restricted to, school trips, school experiences, swimming lessons, support with clubs.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have consistently been reported. Arts participation | EEF + 3 months	All
Train a further Thrive Practitioner. Release time for ELSA	Social and emotional learning | EEF + 4 months	All
Promote and embed principles of good practice set out in the DfE's Working together to improve school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - GOV.UK	6
Contingency fund for any unknown challenges, needs or support.	Experience from previous years has taught us 'to always expect the unexpected'. Therefore, it would be responsible to set aside a small amount of money for any unexpected challenges or needs.	All

Total budgeted cost: £79,796

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved reading/writing/maths attainment among disadvantaged children

Data for all disadvantaged pupils from Reception to Year 6

Reading: 50% of our PP pupils achieved met/above ARE.

We believe that our focus on reading for pleasure this year has engaged our more reluctant readers and impacted data. The reading team have done a fantastic job at improving reading areas in school, introducing termly Reading Buddies and ensuring that all PP children read regularly in school.

Despite this achievement, there is still a gap between PP and non-PP children. 73% non-PP met/exceeded ARE.

Interviews with children, showed that there is a discrepancy between reading materials that children have at home; with some children noting that they only have one or two books to read.

Writing: Overall writing data was considerably low for all children. There is a difference to those that are Pupil Premium and achieved the expected standard and those that are non-PP

19% PP children met the expected standard compared to 62% non-PP pupils who met the expected standard.

Maths: 40% of pupils met/exceeded the expected standard compared to non-PP pupils where 78% met/exceeded expected standard.

Next steps

- Reading Team to continue to focus on Reading for Pleasure within school.
- Identify children that have limited reading material at home and investigate how we can support those pupils.
- Phonic workshop for parents/carers.
- Focus time: Daily morning and afternoon sessions to focus on individual needs – interventions and challenge activities to improve reading, writing and/or maths.
- Maths workshops for parents/carers.
- Fluid maths groups, based on needs of children.
- Regular conversations with SENDCO to ensure that those are double disadvantaged are having their needs met and that all interventions are in place.

Improved oral language skills and vocabulary among disadvantaged pupils

As part of our strategic plan 2024-2025, we wanted to raise the profile of children's ability to verbalise their thoughts and their learning. We have made a really good start by providing Talk the Talk Oracy training for all staff members, Time for Talk Day, in-house staff training which resulted in the refining of Talk Partners and the introduction of Talk Guidelines across all Key Stages. Staff have reported an increase in confidence and increased participation rates, particularly for the most disadvantaged pupils.

Class Reps have allowed for more leadership opportunities to children from across all year groups although there was some inconsistency across classes. We want to continue to ensure that there are high expectations of all children regardless of background.

Next steps

- Class Reps to continue. PP Champion to meet with the new Class Reps each term to ensure they know what the expectations are and can rehearse their role.
- Pupil Voice: PP Champion to regularly meet with disadvantaged children as a group.

To achieve and sustain improved wellbeing for all pupils in our school, particularly for our disadvantaged pupils.

Data shows that there has been increased engagement in clubs and whole school activities, including trips and residentials.

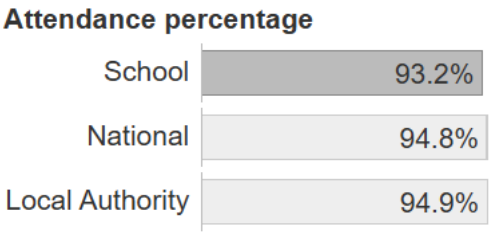
In 2024-2025, we set aside an increased amount of money to fund the trips and clubs which resulted in an increase number of children that accessed the trips/clubs without having a negative impact on the whole school budget.

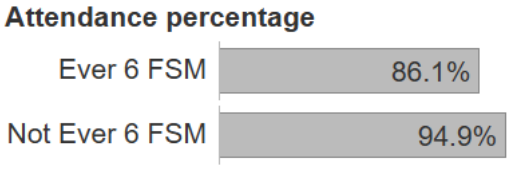
Next Steps

In order to sustain and further improve the wellbeing of all our pupils; we will be increasing the budget for trips/clubs/activities for all PP children. This will enable us to financially assist all of our PP families with one term of a club, per academic year.

At Claytons, all staff are conscious of providing low-cost trips and activities without diluting the enjoyment and purpose of school trips/activities. We will continue to ask all parents and carers for a financial contribution towards all trips/activities.

To achieve and sustain improvement in attendance for all pupils, including those disadvantaged pupils.





As a school we have worked hard to improve overall attendance for all pupils and have seen an improvement on the previous two years. Some of the strategies include: Attendance Ted awarded weekly to the class with the highest attendance; regular information and reminders in newsletters; phone calls home to specific families to identify reasons for absence and provide support where needed.

The attendance percentage difference between PP and non-PP pupils is at 9% so we still have some work to do to meet our target of <5% difference by 2027.

Next Steps

- Introduction of new Attendance Policy, in line with the new National Framework for Penalty Notices. Senior LSA to track attendance data on a weekly basis. SLT to continue to oversee attendance and act where necessary.
- Reintroduce Attendance Certificates for highest attendance and most improved attendance.

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
MyMaths	Oxford University Press (OUP)
Numbots/TTRS	Maths Circle Ltd
ELSA	ELSA Network
Thrive	Supporting Education Group

Further information (optional)