Pupil premium strategy statement – St Clement's C of E Primary and Preschool

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	204 (excl Preschool)
Proportion (%) of pupil premium eligible pupils	16.3% (41 pupils)
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
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Rebecca Mclean
Pupil premium lead	Rebecca Mclean
Governor / Trustee lead	Richard Kieran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,240
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*	£60,240

Part A: Pupil premium strategy plan

Statement of intent

MAT INTENT:

All schools within The Rivers C of E MAT have prioritised provision and outcomes for all vulnerable pupils (disadvantaged and SEND).

Aims:

Ensure that ALL pupils receive great teaching and have a deeper understanding of how they think, learn and self-regulate.

To improve outcomes for all disadvantaged pupils ***so that:***

- The proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- The increased gap between disadvantaged and non-disadvantaged pupil in reading, writing and mathematics significantly closes.

To improve attendance for all disadvantaged pupils across the MAT ***so that***

- Overall attendance improves and is, at least, in line with the national figure for all pupils.
- Persistent absence reduces significantly.

To ensure all disadvantaged pupils receive the appropriate mental health and well-being support **so that**:

- They engage in their learning and as a result attainment improves and they make at least good progress.
- To ensure any language barriers faced by disadvantaged pupils are addressed with urgency from the start.

St Clement's C of E Primary School and Preschool Intent:

At St Clement's Primary School and Preschool, we are committed to all pupils making good orbetter progress from their relative starting points and to most pupils attaining age- related standards or greater, whether they are categorised as disadvantaged or non- disadvantaged pupils.

At St Clement's, there is a number of disadvantaged pupils in each cohort. Due to their individual learning needs, progress and attainment is variable across the school. As a result of this variability, all of the additional interventions are often personalised

Aims:

To ensure that we continue to close the attainment gap between disadvantaged and non-disadvantaged pupils.

To ensure all disadvantaged pupils receive well targeted support linked to their emotional needs.

Key principles of our strategy plan:

1. We will promote our school vision: Love, Learn and Be Extraordinary and our STARS values: Sharing Trust Achievement Respect Safety
2. Continually assess the needs of all disadvantaged pupils.
3. Recognise when assessing needs that not all pupils in receipt of FSM/pupil premium will be socially disadvantaged and planning for pupils and the extension and support packages on offer will reflect this.
4. Ensure that the most vulnerable are our priority.
5. Endeavour to close the gap between the disadvantaged and non-disadvantaged pupils.
6. Design and implement individually-tailored extension and support programmes that accelerate academic progress e.g. we will ensure that our plan meets the needs of our PP pupils and as a result the PPG is spent appropriately.
7. Build in pastoral packages that ensures that all basic needs are met and that all disadvantaged pupils thrive and enjoy good health and mental well-being; pupils with the greatest need will be prioritised.
8. Enrich their educational and life experiences through educational visits that are either fully or partly funded through the PPG.
9. Utilise staff strengths so that planned action has the biggest impact.
10. Rigorous and frequent tracking of their progress.
11. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Academic: Closing the gap between disadvantaged and non-disadvantaged pupils across the school.
2	Resilience and anxiety: • Some of our pupils are in need of trauma informed approaches, play therapy, music therapy, nurture and wellbeing support. • We have pupils relocated from war torn countries or are previously looked after • A proportion of our disadvantaged pupils have experienced domestic abuse • Due to their home lives some of our disadvantaged pupils suffer high anxiety poor mental health and well-being 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.
3	**Speech, Language and Communication Needs** • Only 50% of FSM children left the EY last year achieving GLD. This was due to the following challenges: • Lack of time in a nursery • Poor language and communication skills on entry which significantly impacted upon the pre skills and knowledge needed to access the curriculum. • Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. • These are evident from reception through to KS2 and are more prevalent among our disadvantaged pupils than their peers. **Listening and attention:** Baseline assessments have indicated that a higher proportion of pupils are entering school with poor listening and attention skills. **Reading:** Disadvantaged pupils may enter school with little language experience. This is because they may not own as many books or families may not have an adult who is able to support reading at home. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This can negatively impact on their development as readers. Reading outcomes at the end of KS1 and KS2 are a strength of the school and a success to how we spend PP funding to support developing pupils reading skills.

4	Some of our parents of our Pupil Premium pupils are harder to engage in their child's learning and these pupils lack the support the majority of pupils receive at home.
5	Some pupils lack a variety of life experiences and opportunities to enrich their life experiences.
6	In 2023-2024, some of our Pupil Premium pupils attendance has declined and the number of persistent absences have increased.

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 close the attainment gaps between DA pupils and non-DA pupils in school increasing the proportion of DA pupils meeting expected benchmarks at the end of KS1 and KS2.	All disadvantaged pupils make expected or better than expected progress from their starting points. Tracking of pupils quickly identifies those needing additional support and ensures they make at least expected progress.
To ensure the mental well-being of all pupils is identified and effectively supported. That all our children are happy in school and	Pupil questionnaires show pupils are happy at school.

develop good relationships with staff and peers.	The attendance gap closes. Children engage with enrichment experiences.
To ensure that 100% of disadvantaged pupils access enrichment experiences such as afterschool clubs/residentials/school visits.	Increased numbers of children attend afterschool or lunchtime clubs. In 2023-24 this was 76%. All pupils attend a musical/drama performance. All pupils access Outdoor learning sessions. All pupils in year 6 attend swimming sessions. All pupils in year 6 have the opportunity to attend a residential trip.
To ensure that all parents of disadvantaged children attend parent meetings/information sessions/ workshops.	Parents attend at least 1 parent/teacher meeting during the year. Staff engage parents and they attendance of parents of disadvantaged pupils increases at parent information session and workshops.
To close the attendance gap between non-disadvantaged and disadvantaged pupils.	The attendance gap remains less than 3% as it was in 2023-24. Attendance remains above national.

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: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing CPL (Continuous Professional Learning) for teachers and TAs. Protected time to ensure all staff have regular training opportunities. This will include: adaptive teaching, use of Walkthru's and teach like a champion,the Evergreen Project. (Using the ipads	WalkThrus - collects, curates and clarifies the most effective teaching techniques, bringing the world of research to every teachers' fingertips with precise descriptions and dynamic visuals.' WalkThrus CPD Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF	1 3

effectively to enhance and support learning)	Evergreen is a scheme to provide every pupil and teaching staff, in every Rivers school, with an iPad for use in school and for home learning. The 1-to-1 device programme aims to enhance learning and improve outcomes for all.	
Staff coaching (by SLT) with a focus on the Rivers Teaching and Learning principles to ensure that teachers deliver high quality first teaching with challenge and high expectations.	Rivers Teaching and Learning Principles Quality Instruction Embedding Learning Adaptive Teaching Effective assessment and Feedback Quality of Learning Behaviours Strong Subject Knowledge	1 3
Continue to support staff to deliver high quality writing sessions and to plan writing sequences. Writing Training focused on specific year groups.	It is important to promote the basic skills of writing skills that need to become increasingly automatic so that pupils can concentrate on writing composition. This includes the transcription skills of handwriting (or typing, where appropriate) and spelling, as well as sentence construction (forming sentences that effectively convey meaning, with appropriate grammar and punctuation). If these skills are slow or effortful, then this will hinder progress in writing composition. High quality practice is essential to develop fluent transcription. EEF Improving Literacy in Key Stage 2	1 3

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

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCo to ensure all pupils who are SEND have clear structure plans in place to meet their learning/behaviour needs. All staff aware of targets and how these need to be supported.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: • Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater en-gagement in learning;	3

	• Universal programmes which seek to improve behaviour and generally take place in the classroom; and • More specialised programmes which are targeted at students with specific behavioural issues. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Maths Whizz Targeted Intervention Targeted interventions for reading, writing and maths Phonics Catch Up/Keep up Language Link Wellcomm Pre reads sessions Pre-teach sessions Sensory room access	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 and in small groups. Research evidence that supports approach: EEF: small group tuition +4 EEF: one to one tuition +5 EEF_Metacognition_and_self-regulated_learning.pdf NCSE - Sensory Spaces in Schools	1 3

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target parents of pupils whose attendance is below 90% and formulate action plans; school to agree to support level and parents to agree to plan.	Previous evidence in years has shown a good relationship with families improves and strengthens engagement, which also improves attendance. Also, there is a clear link between poor attendance and lower academic achievement. Working together to improve school attendance (2024)	6 4
Target pupils who are lacking in confidence and who have low self-esteem and limited life experience to take part in after school clubs as a priority	Historic monitoring of attendance at clubs for disadvantaged pupils has shown that there is a lower uptake than non-disadvantaged pupils. EEF: Aspiration intervention EEF: Arts participation +3	5 4

Continue to: Identify those pupils in need of Play Therapy, Music Therapy or Onside Advocacy support. Support those who need nurture during more unstructured times such as coming in to school or lunchtime. Offer breakfast club to all. Outdoor education for all pupils	Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties. There is no clear evidence whether play-based learning has a differential positive benefit on children from low-income families. EEF - Play Based Learning Outdoor adventure learning | EEF	2 5 6
Support for pupils/ families who may need additional financial support in order to access the wider support.	Historic monitoring and knowledge of our families indicates that some struggle to fund the larger costings for trips and residentials. EEF: Aspiration intervention	2 5

Curriculum opportunities including residential trips	EEF: Arts participation +3	

Total budgeted cost: £14,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

To help us gauge the performance of our disadvantaged pupils, we compare our results to those of disadvantaged and non-disadvantaged pupils at a national level (though these comparisons are to be considered with caution due to the small numbers of PP pupils in each year group and considering the impact of COVID of the education system).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance (see below table), behaviour and wellbeing.

Outcomes:

Outcomes of KS2 SATS:

	Reading	Writing	Maths	Combined
All pupils	82%	82%	79%	71%
PP	57%	57%	71%	57%

Outcomes End of KS1:

	Reading	Writing	Maths	Combined
All pupils	73%	73%	80%	734%
PP	50%	63%	68%	50%

Outcomes of KS1 phonics screening check in 2024:

- 93% of all Y1 pupils passed the phonics screening.
- 1 PP pupil did not pass the phonics check.
- National figure (for all pupils) in 2024 was 80%.

Year 4 Multiplication Check

- 64% of all pupils knew over 20/25 of their times tables
- 75% of PP pupils got over 20/25

Although there have been improvements in some curriculum areas and year groups there continues to be a gap in attainment in certain areas and year groups. The small numbers of PP

children across the school means that percentages for each year group are inflated. Our trust strategy for 2024-25 is to 'Ensure that ALL pupils receive great teaching and have a deeper understanding of how they think, learn and self-regulate.' Coaching, CPL and targeted interventions are in place to support the closing of these gaps.

Attendance 2023-2024

2023-2024		Whole School	PP	Non-PP
Attendance	St Clement's	95.22%	93.04%	95.71%
	National	94.5%		
Persistence Absence	St Clement's	15.10%	22%	15.35%
	National	15.10%		

To provide access to a wide range of enrichment experiences both in and out of school.

- Number of PP pupils attending lunchtime or afterschool clubs rose from 32% in 2022-23 to 76%.
- 100% of the Y6 PP pupils went on their residential.
- All PP pupils accessed their educational trips.

To ensure the mental well-being of all pupils is identified and effectively supported.

- School now has a fully trained TISUK practitioner. All staff have received training.
- Play therapy, Onside Advocacy and music therapy continues to support children who need it. Individual staff have also been trained in Nurture/Thrive. This has had a significant impact on behaviour across the school, reducing the number of behaviour incidents.
- Nurture of a morning to encourage children to be ready to learn has had a significant impact
- 'Come Dine With Me' - lunchtime quiet club has supported those children who find lunchtimes challenging.
- Lunchtimes are more structured and incorporate music

Based on these outcomes, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as demonstrated in the main strategy document.

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
N/A	

Service pupil premium funding (optional)

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

Further information (optional)

At St Clement's C of E Primary School and Preschool, we frequently review and revise our provision for our disadvantaged pupils. We monitor their progress regularly and if planned action isnot impacting on outcomes, we change planned actions immediately. At times, we may include pupils who are not disadvantaged, but are not on track to meet expected outcomes, in some of our intervention groups if we think it will not have a detrimental impact on our disadvantaged pupils.