

St Clement & St James CE Primary School

Pupil premium strategy statement 2022-25

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2022 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.

Part B: Review of outcomes in the previous academic year

School overview

Detail	Data 2023
School name	St Clement & St James CE primary School
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	44.7% (67 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	December 2023
Date on which it will be reviewed	November 2023
Statement authorised by	Executive head teacher
Pupil premium lead	Ellie Dowthwaite and Louise Wilson
Governor / Trustee lead	Gunnel Welford - lead for disadvantaged pupils

Funding overview

Detail	Amount 22-23	Amount 23-24
Pupil premium funding allocation this academic year	£88,770	£97,485
Recovery premium allocation this academic year	£12,035	£9,715
School led tutoring funding this academic year	£11,664	£0
Total budget for this academic year	£112,469	£107,200

Part A: Pupil premium strategy plan

Statement of intent

At St Clement and St James we will ensure that all pupils, including those from disadvantaged backgrounds, are successful. We aim to:

- Raise achievement of pupils so they achieve as well as their peers and in line with national expectations by the time they leave the school
- Provide support for behaviour and attendance
- Ensure there is high quality teaching for all pupils.
- Provide tailored support for individual learning needs
- Deploy staff effectively so the most skilled staff work with the pupils who need the most support
- Use data to monitor impact and make adjustments where necessary

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 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

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

Challenge number	Detail of challenge
1	There are underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2
2	Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Levels of engagement in remote/on school education varied during the pandemic. As a result, there are some pupils who need to catch-up in order to ensure that they are working at age-related expectations

4	Attendance and punctuality: Regular punctual attendance is a challenge for some of our disadvantaged pupils and we aim for attendance of disadvantaged pupils to be in line with non-disadvantaged pupils.
5	Increased risk of social and emotional difficulty within our disadvantaged group
6	Fewer opportunities outside school for enrichment and wider personal development

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
For disadvantaged pupils to reach age related expectations in reading, writing and maths and 90% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check.	90% of our disadvantaged pupils will reach age-related expectations in R, W, M and Phonics. 90% of our disadvantaged pupils with additional barriers to learning will make expected levels of progress from their individual starting points.
All disadvantaged pupils will attend school daily and punctually. Their attendance will be in line with the rest of the school.	Attendance will be 96% + across the school. All pupils will be in school on time
All disadvantaged pupils in EYFS to meet the GLD	All disadvantaged pupils in EYFS will perform in line with non-disadvantaged across all the ELGs.

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: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two lead teachers free from class responsibility for the equivalent of 2 days per week focus on	Reducing class size has a small positive impact +2	1, 2, 3

English and mathematics and provide additional support for these subjects in class		
Lead teacher coaches teachers through teacher research groups	High quality staff CPD is essential to follow EEF principles. This is followed up during staff CPD and Inset	1 2 3
CPD sessions and inset days	High quality staff CPD is essential to follow EEF principles. This is followed up during staff CPD and Inset	1 2 3
Maths Hub	High quality staff CPD is essential to follow EEF principles. This is followed up during staff CPD and Inset	1 2 3
EYFS team meetings across the partnership	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. Weekly team meetings for EYFS and EYFS Lead and reception teachers attend termly Network meetings and cluster meetings.	1 2

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

Budgeted cost: £37,200

	Evidence that supports this approach	Challenge number(s) addressed
In school interventions to target support to small groups	EEF toolkit: Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months) High impact for very low cost based on limited evidence +5	1 2 3
Educational psychologist	With the additional increase in Social Services involvement, it is essential that we know our children and can spot triggers which will affect learning. +7	1 2
West London Zone	With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning. +7	2 3 4 5 6

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
one-to-one pupil wellbeing support from ELSAs (emotional literacy support)	Moderate impact for very low cost based on moderate evidence + 3 Parent engagement +4	3 4 5
Attendance initiatives (writing letters to parents when attendance slips)	Parental Engagement Moderate impact for very low cost based on moderate evidence + 4	4
After school enrichment programme	The aim is to build self esteem and engage children in social activities. Physical activity has a low gain of +1 Extending school time has a gain of +3 Arts participation has a gain of +3	5 6
Art Therapy through LCAT	With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.+7	5

Total budgeted cost: £107,200

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

SCSJ assessments and test results Summer 2023

Early Years

50% of children achieved a GLD (good level of development) in 2023	Nationally the figure for 2023 was 67%
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Y1 phonics screening

32+ points	38+ points	Full marks	national data 2023
83%	50%	12%	79%

Year 2 - KS1 teacher assessments

27 children	Working at the expected standard and above	Working at greater depth at the expected standard	expected standard national data 2023
Reading	62% 73%	14% 17%	68%
Writing	55% 65%	11% 13%	60%
Mathematics	66% 69%	14% 13%	70%
Science	88% 95%	n/a	n/a

* There are four children in the class who have been new arrivals this year from Ukraine/Turkey - **bold scores are excluding these children**

Year 4 multiplication screening check (2 working below expectation)

22 children	15+	20+	Full marks = 25	National average mean
Actual	81%	68%	22%	20.4

Year 6 - KS2 teacher assessments and tests

14 children 2 disapplied	Working at expected standard teacher assessment	Working at greater depth teacher assessment	Working at the expected standard – test	Working at greater depth test	Average point score	Value added	National Exp+	Nat GD
Reading	n/a	n/a	92%	75%	112.8	5.8 sig above	73%	29%
Writing	83%	25%	n/a	n/a	n/a	0.3	71%	13%
Spelling, Grammar and punctuation	n/a	n/a	92%	42%	107.1	n/a	72%	30%
Maths	n/a	n/a	92%	17%	106.4	0.1	73%	24%
Science	71%	n/a	n/a	n/a	n/a	n/a		
Combined score	n/a	n/a	92%	15%	n/a	n/a	59%	