

# St Clement & St James CE Primary School

## Pupil premium strategy statement 2024-27

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 2025
School name	St Clement & St James CE Primary School
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	50% (62 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sarah Bouette Executive head teacher
Pupil premium lead	Ellie Dowthwaite Head of school
Governor / Trustee lead	Gunnel Welford - lead for disadvantaged pupils

### Funding overview

Detail	Amount 23-24	Amount 24-25	25-26
Pupil premium funding allocation this academic year	£97,485	£102,120	£93,930
<b>Total budget for this academic year</b>	<b>£107,200</b>	<b>£102,120</b>	<b>£93,930</b>

# 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 school and learning have varied during and since 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	The foundations of learning for disadvantaged pupils are not always in place which leads to gaps in their foundational knowledge especially when it comes to transcription in writing.
5	Attendance and punctuality: Regular punctual attendance is a challenge for some disadvantaged pupils and we aim for attendance of disadvantaged pupils to be in line with non-disadvantaged pupils.
6	Increased risk of social and emotional difficulties within our disadvantaged group
7	Fewer opportunities outside school for enrichment and wider personal development

## Intended outcomes 25-26

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% will achieve 22/25 in the Y4 MTC.
All disadvantaged pupils will attend school daily and punctually. Their attendance will be in line with the rest of the school.	Attendance will be 95% + 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 (without SEND) will perform in line with non-disadvantaged across all the ELGs.

## Activity in this academic year 24-25

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classes will remain with one teacher per year	Reducing class size has a small positive impact +2	1, 2, 3

group which means there will be no vertical grouping and class sizes will remain small.		
Lead teacher coaches teachers through teacher research groups and instructional coaching	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: £33,930

	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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 additional days	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

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

Budgeted cost: £15,000

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 (subsidised by charity fundraising)	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 (subsidised through Grenfell funding)	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: £93,930**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

### Attendance during 2024-25 academic year

- Attendance for all children at SCSJ was 91.8% (National is 94.9%)
- Attendance for PP children was 89.9% (national PP was 92.6%)

### Attendance at after school clubs

- 45% of pupils entitled to PP attend school clubs.

### EYFS outcomes 2025

	<b>Good level of development</b>
Whole class	59% (national 68%)

PP	57%
non PP	60%

**Phonics outcomes**

<b>Y1 profile</b>	<b>Y1 phonics outcomes</b>
Whole class	81% (national 80%)
PP	100%

In Y2 the two pupil premium pupils who retook the phonics assessment did not pass.

**KS2 outcomes 2024**

	<b>RWM combined</b>	<b>reading attainment</b>	<b>writing attainment</b>	<b>maths attainment</b>
Whole class	71% (national 62%)	86% (national 75%)	71% (national 72%)	86% (national 74%)
PP	62% (national 47%)	77% (national 63%)	62% (national 59%)	77% (national 61%)

**Reading at KS2 indicates that performance for all pupils and for PP pupils is significantly above national**

**Phonics outcomes in Y1 demonstrate that PP pupils achieved the expected standard**