Clutton Primary School

Pupil Premium Strategy Statement 2024-27

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-27
Date this statement was published	First published: September 2024 Reviewed: September 2026
Date on which it will be reviewed	September 2027 (with PP Governor and Headteacher)
Statement authorised by	Lucy Cowgill
Pupil premium lead	Amber Cowan
Governor lead	Matthew Norcott

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£20,150 (13PP - 2025/26)
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	£20,150

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium offer is designed to maximise the potential of all children, especially those in receipt of Pupil Premium. We aim for our Pupil Premium children to be mentally well, socially and culturally aware and match or exceed other disadvantaged groups nationally in terms of academic outcomes and levels of attendance. We are adopting the 'tiered approach' of teaching, targeted academic support and wider strategies suggested by the EEF in their guide to Pupil Premium published in 2019. A copy of which can be accessed here."

We have largely targeted our **Pupil Premium** *funding on:*

- *Ensuring we provide first rate quality teaching through a commitment to ongoing professional development*
- *Targeted intervention where necessary to fill gaps, pre-teach and catch-up*
- *Pastoral care to ensure our children develop good mental health strategies, and*
- *Enriching experiences to motivate and engage our children academically and culturally*

Challenges

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

Challenge number	Detail of challenge
1	*SEHM and other health issues as barriers to learning and attendance*
2	*Identifying clearly any SEN needs for individual children*
3	*Gaps in prior learning*
4	*Lack of access to funds for trips, residentials or quality reading texts or IT beyond the classroom*
5	*Disruptive behaviour*

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
PP children with identified SEN needs receive appropriate support and assessments	Accurate referrals and targeted interventions/signposting to other services is achieved
PP children are able to access the full range of inspirational clubs,visits and trips on offer to them	Children have participated in, and can talk enthusiastically about, their extra curricular clubs and academic visits and trips.
The quality of teaching within the school continues to improve through ongoing CPD	Teachers, and teaching assistants, are delivering consistently good lessons and interventions achieved through a commitment to ongoing high quality professional development which improves outcomes of all pupils inc. PP
The mental and physical health of our PP children improves	Take qualitative evidence from our children on how they are feeling and for them to be able to explain the importance of good mental and physical health

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)

	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	*Staff Meeting time to improve the teaching of maths*	The quality of and use of a wider range of problem solving and reasoning strategies to support pupils in their wider learning. **(Research: EEF Mastery Learning)**	3
2	*Staff training time for teaching assistants in relation to phonics, spelling and early reading*	Teaching and Teaching support of early reading and phonics continues to improve and more PP children reach the required standard in their year group or national tests **(Research: EEF Mastery Learning)** **(Research: EEF Phonics)** **(Research: EEF Improving literacy in Key Stage 1)**	3

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

Budgeted cost:

	Activity	Evidence that supports this approach	Challenge number(s) addressed
1	*Develop the role of a dedicated SEND TA and training for TAs carrying out interventions*	Firm plans to develop our PP children and deliver traceable outcomes are managed by SENCO and HOS operating across the school **(Research: EEF Effective use of Teaching Assistants)** **(Research: EEF Phonics)** **(Research: EEF Behaviour Interventions)**	1,2,3,5
2	*1:1 tutoring in identified subjects for PP children who are below ARE*	Targeted intervention to support the need of identified children on a 2x weekly basis to narrow the gap in learning. **(Research:EEF guide 1:1 tutoring (on average 5 months accelerated progress is made)**	1
3	*Use of personalised online learning platforms to accurately support non-directed learning*	Homework is only effective if it is targeted and personalised (EEF research) **(Research: EEF Homework - especially digital technology at primary school)**	4
4	*Use of AW,NE,LA to deliver wellbeing and nurture clubs, Thrive and ELSA*	Targeted intervention to support the needs of identified children on a weekly basis and through the results of talk to boxes, teacher/parent referral survey and Thrive online assessment. **(Research: EEF Behaviour Interventions)**	1,5

5.	*Purchase of Units of Sound subscription intervention scheme to narrow gaps in spelling and reading*	Targeted intervention to support the needs of identified children on a daily basis.	2,3

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

Budgeted cost:

	Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
1	*EWO/HOS to monitor attendance and promote good attendance*	The level of attendance achieved by our PP children either matches or exceeds that of all pupils in school and exceeds that of PP children nationally **(Research: EEF Parental engagement)**	1
2	*Outdoor activities to develop good mental health and physical activity (eg forest school, community volunteering, OAA activities and participation in clubs)* *Thrive /ELSA sessions*	Children will thrive working with members of the wider community in a healthy environment with a defined outcome. Our children have taken part in sports clubs with the required financial assistance. **(Research: EEF Social and Emotional Learning)**	1,5
3	*Support families in participating in trips and residentials and involve them in the life of the school*	No child misses a trip due to financial matters. Children will be able to give qualitative evidence of the impact of trips by talking about what they have seen or learnt. Parents are participants at school events, especially related to celebrating learning. **(Research: EEF Parental engagement)**	4
4	*School uniform*	Financial support in the purchasing of school uniform and equipment so children have a sense of belonging.	
5	*Embedding good learning behaviours through our rewards scheme*	Children who have good learning behaviours and understand how learning takes place, are better placed to make progress **(Research: EEF Metacognition and self-regulation)** **(Research: EEF Behaviour Interventions)**	5
6	*School signs up for the BANES affordable schools programme*	Whole school approach to planning of trips, extra costs to parents for resources so that costs are spread out through out the year. Bank of resources created of wider clothing required e.g swimming hats, goggles, wellies, waterproof trousers, sleeping bag that can be lent/given as needed.	

Total budgeted cost: £20,150

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

All pupil premium children in Year 6 took part in residential camp, received extra 1:1 classroom support and interventions and represented the school in many sporting activities. Year 3, 4 , 5 and 6 children received daily units of sound intervention and all children in every year took part in extracurricular activities e.g the Dance Umbrella, archery, construction and class visits.

A Year 3 and 4 child received a fully funded extra curricular sports programme. Amongst our other Pupil Premium children, reading, spelling and writing was a weakness. The investment into staff training on the teaching of writing and investment in books, Accelerated Reader, Units of Sound and a further training on our phonics scheme and the purchase of a wider selection of practise reading books has been implemented into our 3 year plan as a result of identifying this weakness.

PP children are prioritised along with our lowest 20% reading to adults and in class support.

Thrive and the ELSA programme has been implemented in the school with PP children being prioritised for support.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Write Stuff	The Training Space
Units of Sound	Nisai Learning
Doodlemaths	EZ Education
White Rose Maths	White Rose
Literacy Shed	Literacy Shed
Phonics/Early spelling	Little Wandle letters and Sounds
Accelerated Reader	Renaissance Ltd
Thrive	Thrive Programme
Widget	Widget Online

Further information

The Pupil Premium Strategy will be overseen by the PP lead, with challenge and support offered by the school's named Governor for Pupil Premium.

It is intended that an update on Pupil Premium will be given to the Local Governing Body (LGB) at least 3 times per year.

This strategy is intended to run for a period of 3 years and will be updated as necessary during that time period.