

Pupil premium strategy statement – Clayton Village

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	196
Proportion (%) of pupil premium eligible pupils	20.4%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Emily Needham
Governor / Trustee lead	Deirdre Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,720
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£51,720

Part A: Pupil premium strategy plan

Statement of intent

At Clayton Village Primary School our Pupil Premium Strategy focuses on;

Improving the overall attendance of disadvantaged pupils to ensure school absence does not create a barrier to attainment and/or progress.

To continue to support the social, emotional and mental health needs of our disadvantaged pupils.

To provide our disadvantaged children with an enrichment program that focuses on developing skills for life.

To further ensure that children identified as pupil premium and SEND make appropriate progress.

We recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change.

Challenges

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

Challenge number	Detail of challenge
1	The increased risk of disadvantaged children being identified as having persistent absenteeism.
2	The impact of a lack of life experiences beyond pupils' immediate home and community.
3	Rise in the number of disadvantaged pupils experiencing mental health challenges.
4	A significant rise in the number of disadvantaged pupils also identified as having special educational needs.

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
Whole school attendance to improve and Persistent absence to decrease	Attendance will be 96% which is above the national average. Persistent Absenteeism will be consistently below national average of 20%
To provide pupils with wider life experiences and skills for life in line with those often afforded by children from more affluent backgrounds.	Pupils will take part in 50 life skills program across their primary school career to enhance their breadth of experiences including, forest schools, Linking projects, social action projects and learning to ride a bike and basic first aid.
To ensure the impact of unmet social emotional and mental health needs of disadvantaged children do not widen the attainment and progress gap.	Pupils will have access to a nurturing classroom environment in which positive relationships, routines and behaviour for learning can be developed and fostered. The inclusion team will use Boxall Profiles to measure the impact of their involvement and provision provided for disadvantaged children.
To ensure that children identified as having SEND and are pupil premium continue to make progress through provision delivered	Reviews of EHCP targets and My support plans will show that children are making progress towards their own personal targets. Provision delivered within school will closely match the outcomes sought in sections E and F of EHCP documents. Robust and consistent delivery of the Little Wandle Phonics scheme and Little Wandle SEND phonics scheme.

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: **£8,344**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TLR	EEF special educational needs in mainstream schools.	1,3,4
Staff CPD	EEF special educational needs in mainstream schools. EEF Effective Professional Development	1,2,3,4

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

Budgeted cost: **£20,798**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentor	EEF supporting literacy in Key Stage 1. Little Wandle SEND phonics scheme. DFE Reading Framework. EEF teaching and learning toolkit - phonics - +5 months	4

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

Budgeted cost: **£55,451**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Provision	<p>EEF special educational needs in mainstream schools.</p> <p>EEF improving social and emotional learning in schools.</p> <p>School data suggests that SEMH needs make up XXX of the SEND register.</p> <p>DFE- Working together to improve school attendance.</p> <p>EEF Teaching and Learning toolkit - behaviour interventions - 4 months progress.</p>	1,2,3,4
Jamie's Farm	<p>Companies own data;</p> <ul style="list-style-type: none"> - 70% of children reported increase in wellbeing scores after 1 week. 64% of children reported an increase in well being scores continued 6 months later. <p>DFE- Working together to improve school attendance.</p>	1,2,3,4
Bee Outdoors	<p>Forest Research; Forest Schools: impact on young children in England and Wales</p> <p>Children & Nature Programme: the importance of integrating time spent in nature at school.</p>	1,2,3,4

Total budgeted cost: £84,593

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching and learning is consistently good. Experienced teaching team and leadership team with a strong focus on inclusion for all pupils.

Year 6 SATs 2023 -2024.. There were 7 pupil premium children. 4 of these children are on the SEND register. 2 children joined the cohort in Yr5. PP children outperform non PP children in reading. The school has prioritised reading and developing a love of reading for all disadvantaged children. Interventions such as Bradford City reading club has engaged boys into reading.

Year 1 phonics 2023 -2024. There were 6 pupil premium children. 2 achieved their phonic screening and 4 children did not. 1 child has an EHCP, 1 child is on the SEND register, 1 child is LAC and 1 child is lower ability. All children have been targeted for phonic catch up via Little Wandle phonics scheme with a dedicated phonics teacher.

The school's curriculum has been re-designed by leaders to reflect our children and their diverse backgrounds with a strong focus on Bradford at the start of each year to help develop a sense of identity and belonging. This year school are continuing to develop their offer of curriculum enhancements and enrichment opportunities to further develop skills for life and their children's cultural capital.

At Clayton Village Primary School, assessment procedures engage children; they do not happen to children. High quality feedback ensures that children continually receive systematic next steps for improvement, meaning that progress is maximised because of the impact that this has upon learning. Data is analysed to inform systematic next steps for improvement, meaning that progress is maximised because of the impact that this has upon learning. Some examples of next steps include, target children that are tracked throughout the year and change of subject design (maths).

Self reflection journals evidence the impact of the implementation of Commando Joes RESPECT framework has had upon pupils wellbeing and behaviour. Data generated using the Boxall Profile indicates that, for those disadvantaged pupils with more significant social emotional and mental health barriers, progress has been made due to the support of Nurture provision. Attendance at holiday clubs (HAF project run from the school) shows that over 30 children benefited from additional activities and food during the holiday periods.

Analysis of attendance data shows that there has been a gradual decrease in the number of persistent absenteeism within the school and that overall attendance is broadly in line with the National Average.

Based on the information above, the performance of our disadvantaged pupils met expectations and the school has concluded that they achieved the outcomes we set out to achieve in the 3 year pupil premium strategy ending in December 2024. We have reviewed our strategy plan and made changes to our key priorities for the next 3 years as highlighted above, with a continued focus on attendance targets and support for pupil wellbeing. .

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
Little Wandle SEND Phonics	Little Wandle
Therapeutic Farming	Jamie's Farm
Forest Schools	Bee Outdoors