

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 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.

School overview

Detail	Data
School name	Clarendon Road Community Primary School, Eccles
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	07.11.24
Date on which it will be reviewed	30.10.25
Statement authorised by	Mrs Rachel Gallagher
Pupil premium lead	Miss Gemma Crook
Governor / Trustee lead	Mrs Beth Abrams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,183
Recovery premium funding allocation this academic year	£6960
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	£151,143

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 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	Deprivation indicator 0.19, Acorn data demonstrates that 59% of our families are considered to be categorised as falling into the Financially Stretched/Urban Adversity categories. This creates an achievement challenge for our pupils e.g. lack of cultural capital/additional experiences. EEF finds “significantly lower achievement”, with a “large and concerning gap” for disadvantaged pupils Jan 2021
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils due to a lack of exposure to books, reading and conversations at home. This has a significant impact on reading, writing, spelling, vocabulary and phonics attainment in school. In phonics (23-24), 77% met the expected standard at the end of Year 1 compared to 81% national average. This includes 60% of disadvantaged pupils (5 pupils) meeting the expected standard at the end of Year 1 compared to 69% national average.
3	Assessments and observations suggest many disadvantaged pupils in EYFS lack skills required for ‘school readiness’ - independence, self-care, social skills, communication and language, resilience. In 22/23, 50% of disadvantaged pupils achieved GLD compared to 62% of non-disadvantaged pupils. In 23/24, 56% of disadvantaged pupils achieved GLD compared to 60% of non-disadvantaged pupils.
4	Observations indicate low levels of parental engagement among our disadvantaged families with reading at home, homework and attendance at parent evenings and parent workshops.
5	Our attendance data over the past year indicates that attendance among disadvantaged pupils has been on average 3.5% lower than for non-disadvantaged pupils. (91.3% PP 94.8% non-PP) 31 pupils who aren't disadvantaged, where attendance is Persistently absent 22 pupils who are disadvantaged, where attendance is Persistently absent 22% of our disadvantaged pupils have been persistently absent compared to 13% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. The overall absence rate for pupils eligible for FSM was 8.5% across the full year, more than double the rate for pupils who were not eligible for FSM at 4.3%. It has been noted that punctuality has also become an area of concern for some PP pupils. This is being addressed within the SDP.
6	Observations and discussions with pupils and families have identified increased social and emotional issues for many pupils and families, impacting on learning. Teacher referrals for support have markedly increased since the pandemic. 12 pupils (4 of whom are disadvantaged) have been referred over the past year. Currently, 17 pupils (this academic year) are accessing some form of emotional support. In addition, data shows high levels of pupils in all classes requiring some form of emotional support on a daily basis.

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
Challenge 1 Improved whole school curriculum wide cultural capital offer	Strategic, broad and balanced plan for cultural capital opportunities Each year group has a number of experiences that support and enhance the curriculum
Challenge 2 Rapid progress, improved attainment and good acquisition of language and vocabulary for our disadvantaged and vulnerable pupils	Disadvantaged children make good progress towards year end expectations
Challenge 3 New starters make an effective start to their education in Nursery and Reception	All new starters make good progress in WELLCOM in Nursery and EYFS Pupils make consistently good progress towards year end targets with GLD almost in line with national average
Challenge 4 Effective parental engagement that impacts positively on outcomes	Most disadvantaged parents engage with homework and reading at home Most disadvantaged parents attend parent workshops and parents' evenings
Challenge 5 Attendance of disadvantaged and vulnerable pupils improves (including punctuality)	Attendance is almost in line with national figures
Challenge 6 SEMH children make good progress towards self-regulation	SEMH interventions indicate children make progress towards self-regulation using Boxall profiles and pre and post assessments Pupil voice indicates pupils can articulate what challenges they are facing and how to overcome them

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: £64,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS teacher time dedicated to speech, language and communication interventions	WELCOMM The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children. Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.	2, 3
Fourth adult in UKS2 – smaller classes for Guided Reading, English and Maths	EEF Guidance Report on reducing class size: <i>'Reducing class size has a positive impact of +2 months on average. The gains are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.'</i>	2
Mental Health First Aid for children CPD CPD for AOL to become pastoral lead AOL	EEF Guidance Report on social and emotional learning: <i>'Social and emotional learning approaches have a positive impact of 4 months' additional progress over the course of an academic year.'</i>	6
Phonics CPD for all teachers and AOLs Support from EYFS Phonics lead for EYFS & KS1 teachers for phonics and reading	Validated systematic synthetic phonics programme <i>'By ensuring high-quality phonics teaching the government wants to improve literacy levels to: give all children a solid base upon which to build as they progress through school help children to develop the habit of reading widely and often, for both pleasure and information'</i> DFE July 2021	2, 3, 4
HLTAs in KS1 and LKS2 to deliver small group sessions	EEF Guidance Report on reducing class size: <i>'Reducing class size has a positive impact of +2 months on average. The gains are likely to come from the increased flexibility for organising</i>	2

Targeted teaching groups	<i>learners and the quality and quantity of feedback the pupils receive.'</i>	
Vocabulary and oracy CPD for all teachers and AOLs	DfE English research review: <i>Developing spoken language, including vocabulary, is essential for the academic progress of all children. This is because broad underpinning knowledge, such as of vocabulary and syntax, supports later reading success. Research has also shown the positive impact of language ability, but particularly vocabulary, on outcomes in mathematics, English language and English literature. Developing spoken language is especially important for those from disadvantaged backgrounds, who are the most likely to be word-poor.</i> <i>Developing vocabulary explicitly, especially in the early years, is therefore critically important. Without action to tackle it, the word gap grows. This has been called the 'Matthew effect': that is, the word-rich get richer and the word-poor get poorer. If schools work to reduce the word gap in the early years and key stage 1 well, disadvantaged children can develop their vocabulary faster.</i>	2, 3
Mastery in Number NCETM	https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/	3
Y5/6 Semi formal learning group	https://equals.co.uk/academic-guide-to-the-adoption-of-a-semi-formal-curriculum-model/	2, 6
Team Teach training for SLT	<i>'Our positive toolkit approach gives practical de-escalation and intervention strategies you can use to minimise risk and conflict safely and respectfully in your setting. Build individual's confidence and expertise so everyone knows how to support behaviour appropriately and consistently.</i> <i>Use Team Teach training to develop your team dynamic and shared vision of how to support distressed individuals to create strong, positive relationships between staff and service users.'</i> https://www.teamteach.com/behaviour-support-training-team-teach/	6
Place2Be Champions in EYFS, KS1, LKS2 & UKS2	EEF Guidance Report on social and emotional learning: <i>'Social and emotional learning approaches have a positive impact of 4 months' additional progress over the course of an academic year.'</i>	6
Rainbow Grammar CPD	EEF Guidance Report on Effective Professional Development: <i>'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research</i>	2

Dedicated staff meeting time for writing moderation	<i>tells us that high quality teaching can narrow the disadvantage gap.'</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £31,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language specialist in EYFS & designated TA time	EEF Guidance Report on 1-2-1 or small group interventions: <i>"Research... targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3)."</i>	2, 3
Y4 Tutor Trust maths interventions		
Reading Wise intervention		

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

Budgeted cost: £55,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head to lead on improving attendance	EEF 'Working With Parents To Support Children's Learning' (2018)	5
AoL - SEMH interventions	EEF Guidance Report on social and emotional learning: 'Social and emotional learning approaches have a positive impact of 4 months' additional progress over the course of an academic year.'	6
Education Welfare Officer SLA	'Absences and Attainment' DFE 2016 <i>Clear link between poor attendance and poor academic attainment</i>	4, 5
Cultural Capital – science workshops, samba workshops, rock kids, gospel choir, outdoor learning CPD Inset Educational visits subsidy	p31 Ofsted EY Inspection Handbook <i>"the essential knowledge that children need to be educated citizens... Cultural capital is the essential knowledge that children need to prepare them for their future success"</i>	1, 3, 6
PP Lead & SLT – Use of time to track PP children and parental engagement	EEF Pupil Premium Guidance: <i>Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions.</i> <i>Taking an evidence-informed approach to Pupil Premium spending can help schools to:</i> <i>Compare how similar challenges have been tackled in other schools</i> <i>Understand the strength of evidence behind alternative approaches</i> <i>Consider the likely cost-effectiveness of a range of approaches</i>	2, 4, 5, 6
Mental Health Lead in school	The updated whole school approach to mental health guidance is supported by a range of research, which suggests that taking a coordinated approach to mental health and wellbeing can lead to improved emotional health and wellbeing in children and young people and help improve their readiness to learn. DfE 21 Sept 2021	6

Deputy Head – Behaviour lead Focus on school spirits through assemblies and rewards	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 2, 6
Review of behaviour rewards	https://www.gov.uk/government/case-studies/celebrating-positive-behaviour-in-school https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 6
Parental engagement SLT team	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Place2Be	https://www.place2be.org.uk/about-us/impact-and-evidence/how-we-measure-our-impact/	6
KS2 Angling intervention	EEF Guidance Report on social and emotional learning: <i>'Social and emotional learning approaches have a positive impact of 4 months' additional progress over the course of an academic year.'</i>	6
Forest Schools	Research - Forest Schools: impact on young children in England and Wales <i>Forest school is a unique educational experience using the outdoor environment of the forest as a classroom. Young people involved in Forest School will use them on a regular basis over an extended period of time such as six months to a year.</i> <i>An evaluation by the New Economics Foundation of two forest school projects in Wales highlights how they can increase young people's self-confidence and self-esteem. Forest School provides opportunities for learning particularly for those who do not do as well in the school classroom environment.</i> https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	6
PIT Interventions £2700	EEF Guidance Report on Behaviour Interventions: <i>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i>	6

Speech Bubbles £500	Speech Bubbles is a weekly drama programme taking place in school time, designed to give young children an opportunity to have fun telling stories and acting them out. The programme has a particular emphasis on supporting children to gain confidence and develop their physical and verbal communication skills. EEF Guidance Report on Oral Language Interventions: <i>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</i>	2, 3
Wellbeing Ambassadors	The Wellbeing Ambassadors Programme is evidence-based and designed to train young people to support each other and recognise when they need to ask for more support, thus reducing the amount of time teachers spend dealing with low-level issues. The skills we help young people to learn to fall into 3 personal resource categories: Thinking Skills Communication and Interpersonal Skills Self and Emotional Awareness	6
iReach Counselling	EEF Guidance Report on Behaviour Interventions: <i>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i>	6
Contingency plan	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £151, 143

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 to 2024 academic year.

Aim	1 Outcome
Improved whole school curriculum wide cultural capital offer	Cultural capital offer improved across the whole school. Some curriculum areas offered more than others so there needs to be more balance across the curriculum in the next academic year.
Rapid progress and improved attainment for our disadvantaged and vulnerable pupils	Summer 2023/Summer 2024 Y1 (4 pupils) Reading 75% 75% Writing 75% 75% Maths 75% 75% Y2 (16 pupils) Reading 38% 63% Writing 31% 44% Maths 56% 63% Y3 (13 pupils) Reading 31% 46% Writing 23% 38% Maths 38% 31% Y4 (21 pupils) (14% of PP new to Y4) Reading 62% 53% Writing 47% 29% Maths 69% 53% Y5 (15 pupils) (27% of PP new to Y5) Reading 64% 46% Writing 36% 27% Maths 63% 60% Y6 (10 pupils) Reading 46% 60% Writing 46% 90% Maths 46% 90%
2023 new starters make an effective start to their education in Nursery and Reception	Autumn 2023 Reception/Summer 2024 Reception (10% of PP children new to Reception) 24% GLD Overall 60% GLD Overall 20% GLD PP 56% GLD PP 26% GLD Non-PP 60% GLD Non-PP
Good acquisition of language and vocabulary	Through a greater focus on phonics, oracy, writing and vocabulary, disadvantaged children made good progress in most year groups
Effective parental engagement that impacts positively on outcomes	This aim has been reviewed due to a lack of measurability and clear measures are in

	place for the next academic year. Parental Engagement SLT team to monitor and collect information in the next academic year.
Attendance and punctuality of disadvantaged and vulnerable pupils improves	Our attendance data over the past year indicates that attendance among disadvantaged pupils has been on average 3.5% lower than for non-disadvantaged pupils. Our attendance data over the past year indicates that attendance among disadvantaged pupils has been on average 3.5% lower than for non-disadvantaged pupils. (91.3% PP 94.8% non-PP) 31 pupils who aren't disadvantaged, where attendance is Persistently absent 22 pupils who are disadvantaged, where attendance is Persistently absent 22% of our disadvantaged pupils have been persistently absent compared to 13% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. The overall absence rate for pupils eligible for FSM was 8.5% across the full year, more than double the rate for pupils who were not eligible for FSM at 4.3%. It has been noted that punctuality has also become an area of concern for some PP pupils. This is being addressed within the SDP.
SEMH children make good progress towards self-regulation	SEMH interventions indicate children have made progress towards self-regulation through Boxall Profiles and pre and post assessments.

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
Speech, Language and Communication	WELCOMM
Phonics	Supersonic Phonics
Maths	White Rose Maths, Maths Shed

EYFS	Seesaw
Times Tables	TT Rockstars
Spellings	Spelling Shed
Whole school curriculum evidencing	Seesaw

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A