

Pupil premium strategy statement 2023-24

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	Clitheroe St James' CE Primary School
Number of pupils in school	279
Proportion (%) of pupil premium eligible pupils	21
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	9/11/23
Date on which it will be reviewed	July 2023
Statement produced by	Mr J Leeming (Headteacher)
Pupil premium lead	Mr J Leeming (Headteacher)
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 106K
Recovery Premium funding allocation for this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 106K

Part A: Pupil premium strategy plan

Statement of intent

Our vision statement sets out that we want pupils to be **BOLD** on their journey through our school. We want all pupils to:

Believe in themselves

Have **Opportunity to flourish**

Love learning

Be Determined

Our BOLD acronym is particularly pertinent to disadvantaged pupils that often lack aspiration and self-belief. The focus of our pupil premium strategy is to support our disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker.

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.

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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is generally below that of non-disadvantaged pupils.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Attendance of disadvantaged Pupils - also lateness of these pupils. This leads to lost learning time and issues with gaps in learning.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that increasing numbers of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that increasing numbers of pupils meet the expected standard.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance / punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Attendance and punctuality is improved. Children are in school, ready to learn. Parents understand the importance of children being in school punctually.</p>

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: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of Red Rose Phonics programme and training to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and Mastering Number).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
CPD in Active Learning. Strategies to promote activity.	There is strong research to suggest that keeping children active improves wellbeing and academic outcomes. This is likely to be of particular advantage to some of our PP pupils that have sedentary lives.	4
Purchase of Manipulatives for mathematics.	Manipulatives help to support deep conceptual understanding.	3
ELKLAN training for two staff members	This intervention is known to improve language skills.	1

Staff training in quality-first teaching approaches.	Research shows that such interventions have significantly greater impact on Pupil Premium pupils.	1,2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will include KS2.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
In class support from Teaching Assistants to support learning.	Effective use of TAs can be significant in improving outcomes for pupils. EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2, 3
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	Targeted, short term mathematics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks (EEF). Attainment in mathematics a predictor of life chances.	3
Additional Language support for pupils falling behind.	We know that our Pupil Premium children have weaker attainment in language (reading and writing). This intervention is known to improve language skills.	1,2

ELKLAN support.		
Specialist resources for some PPG pupils with additional needs	Some children require specific apps and other resources to help them access the curriculum.	1,2,3 &4

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

Budgeted cost: £ 51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to pay for Pupil Support Manager to liaise with outside agencies, support emotional wellbeing of pupils, liaise with parents, intervene with persistent absentee pupils.	DfE's Improving School Attendance advice. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4,5
Funding to pay for sport coaching to support pupils that are struggling to regulate.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Funding designated teacher to support CLA pupil.	This support ensures that CLA pupil has the necessary support (see KCSIE 2023)	4
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
ELSA support	Supporting the emotional needs of pupils is vital to wellbeing and ultimately helps them focus and achieve.	4

Funding to support vulnerable pupils. Time for PSM to liaise with local agencies and support CAF process attending TAFs etc	This is good practice that supports the holistic development of pupils.	4
Funding to support SENDCO. 40% of our PP are on our SEND register and 53% of our SEND are PP.	Research shows that the correct type of targeted support raises standards, attainment and wellbeing.	1, 2, 3, 4, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Safeguarding training for all staff has included absence and PSM/Office following up on absence including liaising with Local authority.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Embedding "Active Learning" initiative across school including staff training.	There is strong research to suggest that keeping children active improves wellbeing and academic outcomes. This is likely to be of particular advantage to some of our PP pupils that have sedentary lives.	4
Contingency fund for acute issues.	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.	
Support for PPG children attending educational trips / enrichment activities	Increase levels of cultural capital	1

Total budgeted cost: £ 106K

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 2022 to 2023 academic year.

Assessment data during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous years in core areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Overall attendance in 2022/3 was higher than the previous year and than the national average. Absence among disadvantaged pupils was higher than their peers.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be impacted last year. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan especially with the appointment of a Pupil Support Manager.

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
Sports Provision	Pro Sports
Active Learning	Active Lancashire
Times Tables Rock stars	Maths Circle Limited