

Pupil Premium Strategy Statement Summary

School overview (2024-25)

Metric	Data
School name	Claypole CE Primary School
Pupils in school	162
Proportion of disadvantaged pupils	12%
Pupil premium allocation this academic year	£28,120
Academic year or years covered by statement	Three years (from 2024-25)
Publish date	September 2024
Review date	(last reviewed: July 2024)
Statement authorised by	Martyn Wells
Pupil premium lead	Elizabeth Silby
Governor lead	Sarah Fisher

Disadvantaged pupil progress scores for last academic year (2023/24)

Measure (3 children)	Score
Reading n/a	Child A Reading: 107 Writing: EXS Maths: 108 GaPS: 106 Child B: working below key stage (PKS) Child C: working below key stage for maths reading: 92 GaPS: 94 writing: PKS8
Writing n/a	
Maths n/a	

Disadvantaged pupil performance overview for last academic year (2022-23)

Measure	Score																														
Meeting expected standard at KS2	Pupil Premium groups (KS2-Y6) /4 2/4: RMW combined																														
Achieving high standard at KS2																															
	<table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>GaPS</th> <th></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>104</td> <td>EXS</td> <td>110</td> <td>104</td> <td></td> </tr> <tr> <td>2</td> <td>100</td> <td>WTS</td> <td>101</td> <td>107</td> <td></td> </tr> <tr> <td>3</td> <td>113</td> <td>WTS</td> <td>94</td> <td>105</td> <td></td> </tr> <tr> <td>4</td> <td>102</td> <td>EXS</td> <td>109</td> <td>101</td> <td>1 off GDS</td> </tr> </tbody> </table>		R	W	M	GaPS		1	104	EXS	110	104		2	100	WTS	101	107		3	113	WTS	94	105		4	102	EXS	109	101	1 off GDS
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Strategy aims for disadvantaged pupils

See *Pupil Premium Strategy Statement*

Teaching priorities for current academic year (2024-25)

Aim	Target	Success Criteria	Target date
Progress in Writing	Using reading skills to inform writing; Compare PP writing samples – progress. Whole school CPD in writing moderation through external provision. Exemplifications for each year group. Continuity of knowledge of writing across school (deepening as years increase); opportunity to apply knowledge of writing outside of literacy; External & internal writing moderation shows progress for all PP between March 2024 to July 2025.	Achieve national average progress scores in KS2 writing	July 25
Progress in Mathematics	For all PP children to have increased termly test scores by the average increase of their peers or better. Granular checking of specific needs in areas to focus intervention and/or pre-teaching	Achieve national average progress scores in KS2 maths	July 25
Greater Depth for R, W, M	Careful targeting using Insight Tracker to identify next steps to move from EXS into GD	Achieve national average for greater depth.	July 25
Other (attitude to learning)	PP pupils make progress in line with other pupils in order to meet end of year expectations.	PP pupils report a positive attitude towards learning and SEMH needs are well supported	June 25
Other (attendance punctuality)	Improve attendance & punctuality of a small number of disadvantaged pupils to at least national average (96%)	Attendance is 96%+ 'Lates' have reduced	Dec 24
Other (home-learning tasks that support/improve progress)	Support families to be able to access home-learning provided by school.	PP pupils make progress in line with other pupils in order to meet end of year expectations.	Dec 24

Targeted academic support for current academic year (2024-25)

Measure	Activity
Priority 1 Quality First Teaching	Renew subscriptions and embed use of granular checking systems (inc. LBQ: Learning By Question software) across all year groups to increase home/school partnerships and reading progress.
Priority 2 Targeted Support	Establish small group interventions – evaluated termly as part of PPMs - for disadvantaged pupils falling behind age-related expectations.
Priority 3 Wider strategies (inc. attendance, behaviour, wellbeing)	Barriers to learning these priorities address; Encouraging completion of homework, independent learning; ELSA & SEMH intervention support. Improving attendance and developing social skills. Ensuring healthy food provision (Breakfast Club provision).
Projected spending	£28,120

Monitoring and Implementation (2024-25)

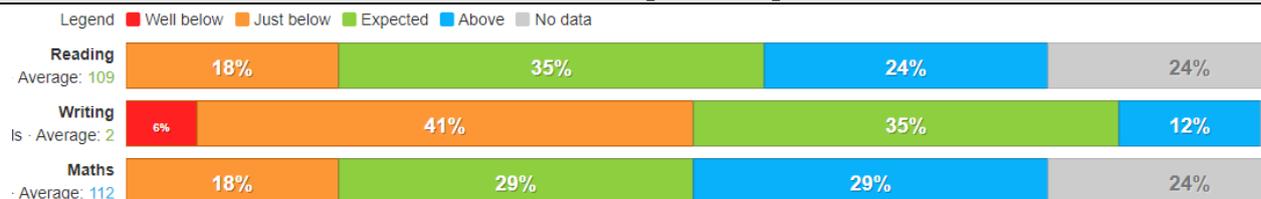
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for all areas of curriculum to be taught with sufficient depth; ensure dedicated time for teachers & subject leads to monitor progress and analyse/diagnose data.	Staff meeting time allocated in advance half termly. Additional release time
Targeted support	Limited space in school in which to work with small groups. Training for new staff.	Ensure that the spaces available have the appropriate resourcing. Clear intervention tracker; understand strength/development areas of staff – source CPD.
Wider strategies	Attendance & punctuality for a small number of children ELSA/SEMH requirements	Regular contact with families. ELSA & SEMH training for additional adults to implement

Review: Last year's aims and outcomes (2023-24)

Aim	Outcome
Progress in Reading and Writing	n/a Reading 83% EXS+ 39 GDS Writing 78% EXS+ 28% GDS
Progress in Mathematics	n/a 83% EXS+ 39% GDS

Phonics	94% (17/18)
Other	Attendance: 99% = 1 (+1) 96% = 9 (-2) 95-90% = 8 (+3) 89%- = 1 (+1) Current FSM average = 94.8% (national: 93.7%) Persistent absence rate: 5.6% (national: 17.7%) Whole school = 96% (national: 94%)

Whole School [internal] Data



- 19 children (13%)
- 2 children (10.5%) of FSM are also SEND (nationally 16%);
- 2 children (10.5%) of FSM are also EAL (nationally 22%);
- 14 children (73.7%) of our FSM register joined us in EYFS;
- 6 children (32%) of our FSM children accessed the SEMH workshops.

Year 6 context:

- Three children FSM;
- Two of whom are SEND;
- One of whom was marked as 'pre-key stage' therefore didn't sit the SATs;
- One of whom accessed the paper but answered minimal questions;
- One of whom is predicted to get EXS for all three subjects.

Measure	Activity
Priority 1 Quality First Teaching	<p>Approach to feedback & marking is about understanding the granular information to make rapid & sustained progress.</p> <p>Renewed subscriptions and embed use of granular checking systems (inc. LBQ: Learning By Question software and BigMaths: CLIC) across all year groups to increase home/school partnerships and progress.</p>
Priority 2 Targeted Support	<p>Establish small group interventions – evaluated termly as part of PPMs - for disadvantaged pupils falling behind age-related expectations.</p> <p>Cycle of review reg' intervention (impact vs): catch-up vs keep-up opportunities...</p> <p>Tracking/assessment software & approach</p>

Priority 3
Wider strategies (inc. attendance,
behaviour, wellbeing)

Attendance:
Medicines/permission.
Holidays (changes in August)
Late children

Behaviour
Differentiated work
Access tools (ipad/laptop; sound operated)
Learning 'passport' approach for individual needs
encouraging completion of homework, independent
learning;

Wellbeing
ELSA & SEMH intervention support & developing
social skills.
Ensuring healthy food provision (Breakfast Club
provision).