

Pupil premium strategy statement – Clayton-le-Woods CE Primary School

This strategy statement is underpinned by our vision that:

“Together we inspire one another to live life to its fullness, rooted and built up in Christ, so that every member of our school community can learn, develop, flourish, to live in the world as the unique individuals God created us to be.”

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Bashora (Head)
Pupil premium lead	Kayliegh Howlett
Governor / Trustee lead	Anne Woodcock (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,770
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£26,770

Part A: Pupil premium strategy plan

Statement of intent

At Clayton-le-Woods Church of England Primary School, we are committed to providing a high-quality, inclusive, and ambitious curriculum that enables every child to flourish - academically, socially, emotionally, and spiritually. Our Pupil Premium strategy is designed to ensure that disadvantaged pupils are supported to achieve excellent outcomes and to diminish any differences in attainment or opportunity between disadvantaged and non-disadvantaged pupils.

We work as a unified staff team to identify and remove barriers to learning, raise aspirations, and nurture the potential of every child. Our approach follows a clear tiered model. High-quality teaching is at the core of our strategy, delivered within a rich, nurturing, and inclusive environment. We believe that the teacher is the most impactful intervention and has the greatest impact on closing the attainment gap. This is complimented by targeted academic support and a range of wider strategies that address the broader needs of pupils and families.

We recognise that the needs of disadvantaged pupils extend beyond academic learning. As such, we provide robust support for mental health and wellbeing for pupils and their families. Our well-trained staff team is supported by the Head Teacher and Pupil Premium Lead/SENDCo/Attendance Champion. The attendance team monitors and promotes high attendance for all, recognising the link between attendance, engagement, and attainment.

We also acknowledge that some vulnerable pupils may not meet the criteria for Pupil Premium funding but still require additional support. Therefore, we use our funding strategically to benefit all pupils who would gain from this provision. Our approach is rooted in the careful use of diagnostic assessment to identify specific needs, not assumptions about disadvantage. Our chosen strategies work cohesively to support pupils' academic progress, personal development, and broader life experiences.

To ensure our Pupil Premium strategy is effective, we will:

- Identify disadvantaged pupils within each class, ensuring all staff take collective responsibility for their progress, maintain high expectations, and provide appropriate challenge and support.
- Monitor attainment and progress through robust data analysis and pupil progress meetings, engaging in professional dialogue to determine the most effective strategies.
- Provide timely social, emotional, and mental health support, ensuring pupils have access to early intervention and skilled pastoral care.
- Offer high-quality behaviour and nurture support throughout the school day to help pupils feel safe, valued, and ready to learn.
- Enhance cultural capital and enrichment opportunities, ensuring disadvantaged pupils are fully supported to participate in all experiences that broaden horizons and deepen learning.
- Through this strategy, we aim to ensure that disadvantaged pupils at Clayton-le-Woods Church of England Primary School thrive both within and beyond the classroom, equipped with the knowledge, skills, and confidence to succeed in the next stage of their education and in later life.

Challenges

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

Challenge number	Detail of challenge
1 Academic	Narrowing the difference between PP and non-PP in progress and attainment in Reading, Writing and Maths (both at expected standard and greater depth standard.)
2 Attendance	The attendance of pupils in receipt of pupil premium is below that of their peers and a greater proportion are classed as persistent absentees.
3 Wellbeing	Pupil's emotional well-being, social and behavioural needs affecting their readiness to learn and ability to make progress. Referrals for support have increased significantly over the past 3 years.
4 SEND	Pupil's receiving pupil premium sometimes have additional 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
<p>All pupil premium pupils will make good progress from their individual starting points and the gap in attainment of ARE across Reading, Writing and Maths between PP and non-PP pupils will close significantly.</p> <p>To continue to foster a culture of reading across the curriculum, and for pleasure, to secure good achievement for all.</p> <p><i>Summer 2025:</i></p> <p><i>83% pupils passing phonics in Year 1 (100% pupil premium) 1 pupil</i></p> <p><i>90% pupils passing phonics by Year 2 (50% pupil premium) 2 pupils</i></p>	<p>Internal and external progress and attainment data demonstrates good or better progress across EYFS, KS1 and KS2 disadvantaged pupils.</p> <p>The percentage of pupils achieving ARE in Reading, Writing and Maths has increased from Summer 2025 data.</p> <p>Reading is strong – this is evidenced by end of KS2 data demonstrated, 75% achieved EXS + in reading.</p> <p>83% pupils passing phonics in Year 1 90% pupils passing phonics by Year 2</p>
<p>The attendance of pupil premium children will be in line with the attendance of non-pupil premium children.</p> <p><i>Overall in 2024-25 – 95.35%</i></p> <p><i>National in 2024-25 – 94.7%</i></p> <p><i>Pupil Premium pupils in 2024-25 – 82.6%</i></p> <p><i>Nat FSM attendance figure – 89%</i></p>	<p>The attendance of all pupils to be in line with national attendance (94.7%), with a whole school target of 96%.</p> <p>Sustained high attendance by end of 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 1.7%. the percentage of all pupils who are persistently absent being below 10%
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher/SENCO/ELSA observations a significant improvement in sustaining good friendships a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

To further improve outcomes, in particular, progress of disadvantaged children with additional needs.	Increase progress for pupils with PP and additional needs from their identified baseline.
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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: **£4,180**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support from Y1-Y6.</p> <p>Continued purchase of Read, Write, Inc for whole class and intervention use from Y1-Y6, additional to spelling shed.</p> <p>Curriculum review time for each class teacher/ subject lead to meet with curriculum lead (DHT) ensuring whole school progression</p>	<p>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:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Choosing a phonics teaching programme - GOV.UK</p> <p>See EEF Toolkit: High Quality Teaching Teaching and Learning Toolkit EEF</p>	1, 3, 4

<p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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 alongside White Rose Maths whole school, and Mastering Number across EYFS and KS1.)</p>	<p>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:</p> <p><u>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u>Improving Mathematics in the Early Years and Key Stage 1 EEF</u></p> <p><u>KS2_KS3_Maths_Guidance_2017.pdf</u></p>	1, 3
<p>We will support the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as NPQs.</p>	<p><u>National professional qualification (NPQ) courses - GOV.UK</u></p>	1, 3
<p>Embed Talk for Writing and oracy strategies following previous training for teachers.</p>	<p>See EEF Toolkit: High Quality Teaching <u>Teaching and Learning Toolkit EEF</u></p> <p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’</p>	1, 3, 4
<p>Purchase of standardised diagnostic assessments for reading and maths for years 1, 3, 4, and 5.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	1, 3, 4

Training for staff to ensure assessments are interpreted and administered correctly.	https://d2tic4wvo1iusb.cloudfront.net/product_on/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973	
Ongoing Continuous Professional Development (CPD) for all staff in mastery based approaches to teaching and feedback. Additional to this, further training in mental health and trauma informed approaches.	High quality CPD is essential for staff to be able to support pupils in improving their positive mental health. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	3, 2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and our PSHE scheme (One Decision), supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	1, 3, 4
Continued use of Accelerated Reader and ongoing training for all staff	Decades of reading research has identified the best practices that transform “regular reading” into high-quality reading practice that sends growth soaring. More than 30 years of research prove Accelerated Reader is highly effective at raising reading achievement for students of all ability levels.	1, 4
Use of Outdoor Learning – 6 teachers are trained as Outdoor Teachers, which is equivalent to Forest School Level 3 training. EYFS currently have weekly Welly Wednesday afternoons	Forest Schools: impact on young children in England and Wales – Forest Research This evaluation suggests Forest Schools make a difference in improving: Confidence and independence Social skills. Communication: language development was prompted by the children's sensory experiences. Motivation. Physical skills: these improvements were characterised by the development of	1, 2, 3, 4

in the garden/ woods area.	physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring in maths and writing, led by HLTA's to KS2 pupils, in small groups.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Small group and 1:1 intervention for reading, writing and maths led by Teaching Assistants across school. Specialist teacher 1:1 support for identified pupils.	EEF guidance: Making the best use of teaching assistants New EEF Guidance Report - Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) EEF guidance on Special Educational Needs in Mainstream Schools: Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Continued use of IDL – Literacy	The IDL Literacy Intervention is a multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. Numerous studies have shown that IDL Literacy is a proven solution for increasing the reading and spelling ability of pupils with dyslexia and other learning difficulties, by an average of 11 months after 26 hours of use.	1, 4

EYFS – ELKLAN	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Nuffield Early Language Intervention Scale Up EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4
1:1 Emotional Literacy Support led by our fully qualified ELSA 1 day a week	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	2, 3, 4

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

Budgeted cost: £15,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker/ Speech and Language Therapist, Play Therapist and Counsellor – purchased through Clayton and Whittle Family Centre Extended Services.	<p>EEF guidance:</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</p>	3, 2, 1, 4
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and implementing a new attendance team to improve attendance.</p> <p>Attendance Support from Family Support Worker to help vulnerable pupils improve their attendance, alongside Attendance Team, including our Attendance Champion.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2
Funded extra-curricular activities, including 2 pupils for Rock Steady.	<p>EEF guidance:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	3, 2

Funded 50% of our residential break for 2 pupils.		
Use of: National Online Safety, Socially Speaking, Nurture Programmes	EEF guidance: Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3, 2, 4

Total budgeted cost: £26,770

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS2 data was as follows:

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that there were 4 disadvantaged pupils, of these 4 pupils;

75% achieved EXS + in reading,
50% achieved EXS + in writing,
50% achieved EXS + in maths

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Before and after school intervention groups	School
Social skills and emotional support groups	Clayton and Whittle Alliance
Wellbeing and Early Help Referrals	Wellbeing and Early Help Service
Behavioural Support Packages	CISS
Rocksteady	Rocksteady
Accelerated Reader	Renaissance
IDL Literacy	IDLS Group
Fast Forward Grammar	Lancashire Authority
Read, Write, Inc.	Oxford University Press
White Rose Maths	White Rose