

Pupil premium strategy statement 24-25

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 in the last academic year.

School overview

Detail	Data
School name	Steeple Claydon
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	20% (43)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was first published	December 2024
Date on which it will be reviewed next	December 2025
Statement authorised by	Justine Dudley*
Pupil premium lead	Theresa Wheeldon
Governor lead	Jenny Shaw

*interim headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2024-25	£60,221
Recovery premium funding allocation this academic year	£ 1,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2024-25 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61,671

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: home support, limited access to oral language and vocabulary, breadth of experience, SEMH needs, poor attendance and low expectations. Our approach will be responsive, to both common challenges and our pupils' individual needs, not assumptions about the impact of disadvantage. Taking part in the 'Buckinghamshire Challenge' project will support these intentions.

Our expectation at Steeple Claydon School is that we give 'every child the chance to shine,' irrespective of background or the challenges they face. This is particularly crucial in the core subjects in order to support learning across the curriculum, broaden horizons and ensure all pupils become interested and interesting citizens. Levels of disadvantage within our community have increased significantly over the last few years and are now above national averages. This community which appears to be relatively affluent, actually now has high levels of disadvantage.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are successful, we will:

Ensure disadvantaged pupils are challenged appropriately.

Act early to intervene at the point need is identified.

Adopt a whole school approach in which 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	<p>Attainment</p> <p>There is an attainment gap between our disadvantaged pupils compared to our non-disadvantaged pupils in reading, writing and maths.</p>
2	<p>SEMH Needs</p> <p>Through observations, conversations and assessments with families and pupils we have identified social and emotional issues for many of our disadvantaged pupils. This is influenced by home circumstances and SEND needs.</p>
3	<p>Parental Engagement</p> <p>Evidence from the attendance of parental workshops, parent's evenings, communication and support with home learning for disadvantaged children shows less parental engagement than those non-disadvantaged children.</p>
4	<p>Attendance</p> <p>The attendance of disadvantaged pupils is lower than other children in the school. Attendance is impacted by a variety of factors including SEND, SEMH and challenges within the home environment.</p> <p>87.15% Attendance for pupil premium children 94.16% Attendance for non-pupil premium children</p>
5	<p>Reading Skills</p> <p>Internal assessment, KS2 SATs data and reading practise shows reading ages lower than peers for disadvantaged children.</p> <p>KS2 Reading 60% 37% children of the cohort received pupil premium funding and 20% of those children attained age related expectations in Reading at the end of Key stage 2.</p>
6	<p>Oral Language Skills</p> <p>Internal assessment and pupil voice indicates slower language development amongst disadvantaged pupils as a result of less experiences/visits and lower levels of oracy, language and conversation used at home.</p>

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>1. Attainment Disadvantaged children achieve as well as their peers in Reading, Writing and Maths, so they make the same or better progress as their peers.</p>	<ul style="list-style-type: none"> • Whole school tracking of attainment and progress of disadvantaged children. • Pre and post teaching to support knowledge and understanding where appropriate. • Same day interventions to close the gap. • Quality first teaching for all, including suitable adaptations. • CPD to ensure CTs and TAs can support all children's learning. • Live marking in lessons to provide on the spot feedback.
<p>2. SEMH Needs Disadvantaged children are supported in their social, emotional and mental health needs at school.</p>	<ul style="list-style-type: none"> • Nurture group to support disadvantaged children struggling in class. • ELSA for individual targeted support. • Well-being interventions for disadvantaged as and when needed. • Whole school zones of regulation to support emotional dysregulation. • Children know who their trusted adult is and who to go to if needed. • Support from Pets as therapy dog.
<p>3. Parental engagement Parental engagement for children entitled to pupil premium increases to support their learning through better communication, opportunities and engagement.</p>	<ul style="list-style-type: none"> • Engagement at parent consultation meetings. • Engagement in parent workshops. • Positive feedback from parent voice questionnaire. • Update website to support home learning – easily accessible. • Support networks for parents shared and accessed.
<p>4. Attendance Attendance of disadvantaged pupils is in line with peers and in line with national data.</p>	<ul style="list-style-type: none"> • Children at risk tracked and supported by Safeguarding team. • Class rewards to encourage good attendance. • Parental support and communication good to encourage attendance of Pupil Premium children. • Attendance protocol is robust and monitored regularly.
<p>5. Reading skills Disadvantaged children achieve as well as their peers at reading and make accelerated progress, allowing them equal opportunity.</p>	<ul style="list-style-type: none"> • Develop a culture of reading for pleasure throughout the school. • Daily reading with PP children at risk. • Support for parents ie reading workshops to develop parental engagement and knowledge.

	<ul style="list-style-type: none"> • PP children achieve in line with national average in Year 1 PSC through use of robust Phonics scheme (RWInc) • Pre/post teaching • Fluency of reading developed for PP children to progress.
<p>6. Oral Language skills Disadvantaged children demonstrate improved oral language and vocabulary skills.</p>	<ul style="list-style-type: none"> • All children identified in Rec for language link intervention to show significant improvement. • NELI assessment screened in preschool and interventions put into place to show significant improvement. • Speech link interventions targeted for PP children to show significant improvement. • Children confident to use vocabulary in a wide range of contexts.

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: £30110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of targeted CPD to develop pedagogy and subject knowledge, to support subject leaders, class teachers and teaching assistants in their roles to ensure quality first teaching for all.</p> <p>Subject Leader release time to professionally develop subject area.</p> <p>Development of Leaders – NPQSL, NPQLL.</p>	<p>EEF Guide to PP- tiered approach- identifies teaching as top priority.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801</p> <p>Implementation of PKC, development and tracking. RSW CPD Support from SSPC Support from iSEND</p>	1, 5, 6

<p>Develop teaching of reading through RWInc phonics scheme, high quality guided reading sessions, daily reading and developing whole school approach for a love of reading.</p>	<p>DFE Reading Framework shares expectations for practise of reading</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801</p> <p>English Education Subject Report DFE</p> <p>https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report</p>	<p>1, 5, 6</p>
<p>Develop teaching of writing through embedding Ready, steady, write to ensure interactive and exciting lessons to develop passionate and successful writers.</p>	<p>Writing research evidence DFE</p> <p>https://assets.publishing.service.gov.uk/media/5a7b1474ed915d429748cadf/DFE-RR238.pdf</p> <p>English Education Subject Report DFE</p> <p>https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report</p> <p>Moderation training Bucks CPD Bucks Bucks English conference Release time RSW CPD</p>	<p>1, 5, 6</p>
<p>Develop teaching of maths through White Rose and Mastering Number. Ongoing training for staff to ensure all lessons use the mastery approach with same expectations for all.</p>	<p>Teaching through mastery – NCETM</p> <p>https://www.ncetm.org.uk/classroom-resources/cs-school-sees-better-results-through-teaching-for-mastery/</p> <p>Mathematics guidance DFE</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>Enigma Maths Hub – mastering number White rose cpd Peer support</p>	<p>1, 6</p>

<p>Oracy and vocabulary development through NELI in preschool, language link in Rec and KS1 alongside speechlink throughout school. CPD for staff from SALT to support development of language skills for all pupils including disadvantaged.</p>	<p>Importance of spoken language EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oracy Education Commission</p> <p>https://oracyeducationcommission.co.uk/wp-content/uploads/2024/10/We-need-to-talk-2024.pdf</p> <p>English Education Subject Report DFE</p> <p>https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report</p> <p>Support from SALT</p>	<p>1, 5, 6</p>
<p>Continue to develop the teaching of SEMH through use of Kapow PSHE, Well-being Wednesdays, ELSA, Nurture group and well-being intervention groups.</p>	<p>Research school's whole school response</p> <p>https://researchschool.org.uk/greenshaw/news/semh</p> <p>Improving emotional and social learning in school EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>2, 3</p>

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Phonics targeted sessions for PP children who need keep up sessions from dedicated TA.</p>	<p>Year1 Phonics Screening Check Internal assessment data</p> <p>Developing children's reading with phonics DFE</p> <p>https://teaching.blog.gov.uk/2023/05/16/developing-childrens-reading-skills-with-phonics/</p>	<p>1, 5, 6</p>

<p>CTs and TAs deliver same day interventions for PP pupils for identified need.</p>	<p>Intervention records</p> <p>Same day intervention Maths EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention</p>	<p>1, 5, 6</p>
<p>Use of NELI project, Speech Link and Junior Language Link to assess and provide support for pupils with specific language needs.</p>	<p>The EEF Toolkit has found that oral language interventions have a very high impact. These interventions are recommended and in some cases funded, by the DfE/Buckinghamshire Council and will provide specific support for PP pupils in EYFS and further up the school who would benefit.</p> <p>Importance of spoken language EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2, 5, 6</p>
<p>ELSA trained to support SEMH for pp pupils.</p>	<p>Weekly sessions for targeted children Plan, do, review. Parental feedback</p> <p>Improving emotional and social learning in school EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>2, 3</p>

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

Budgeted cost £5110

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Use of peer mentoring scheme to support pupil wellbeing.</p>	<p>Pupil wellbeing is recognised as being an important part of our approach. This is therefore an essential part of our overall strategy and was endorsed in our most recent Ofsted inspection.</p>	<p>2</p>
<p>Close monthly monitoring by attendance champion of individual pupil's attendance and follow up communication and meetings with families where there are concerns.</p>	<p>The EEF pupil premium guidance recommends that wider strategies such as improving attendance should form part of our tiered approach. Pupil premium pupils' attendance at our school is lower than overall figures and so close monitoring and communication with these families is important as part of our strategy.</p>	<p>3, 4</p>
<p>Provide financial support to enable pupils to attend trips and experiences which will boost their wellbeing and facilitate effective learning. This will include day trips, Y6 residential, Bikeability training for cycling safety, Young Voices Choir Concert etc.</p>	<p>Our knowledge of our locality and particularly the families who are eligible for pupil premium tells us that many families do not have a driver in the household or access to a car and so travelling outside the village on trips and experiences is very difficult in addition to paying entry fees. We believe it is an important part of every child's education to have experiences which will develop language, give pupils a reason to write/learn and have those enhanced experiences which they will remember forever and which build their 'cultural capital.'</p>	<p>3,5,6</p>
<p>Nurture group set up to support PP children with trauma needs.</p>	<p>Development of children's SEMH through nurture group attendance</p> <p>https://www.researchgate.net/publication/370630417_How_effectively_can_nurture_groups_be_used_in_improving_outcomes_for_young_children_with_emotional_behavioural_and_social_difficulties_in_primary</p>	<p>2, 3</p>

Total budgeted cost: £60221+£1450=£61671

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 academic year 2023 to 2024.

<p>Ensure all PP pupils achieve in line with their peers in reading and maths.</p>	<p>2024 assessments (37% PP in Y6 class)</p> <p>Reading 60% / 20% PP achieved ARE or above</p> <p>SPAG 47% / 14% PP achieved ARE or above</p> <p>Maths 44% / 10% PP achieved ARE or above</p>
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<p>All pupil premium pupils who are not making expected progress are supported through personalised targets on a plan even if they are not on the SEN register.</p>	<p>To be reviewed with class teachers during Pupil Progress Meetings.</p>
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Pupil premium pupils are supported to access experiences such as trips and in-school visitors as well as interventions which will improve their language development.	All PP children were supported in attending all trips, visits, residential and visitors. Language and speech link interventions in place to support PP children
All PP pupils to be emotionally ready for learning	Pupil and staff surveys agree that the peer mentor programme and the Artis project in particular are benefitting all our pupils but the disadvantaged are seeing greater impact on their wellbeing and readiness to learn.
Overall attendance among pupil premium pupils to improve.	Pupil premium pupils had an overall attendance figure of 87.15% This includes one pupil who only attends school during the mornings due to severe ME as advised by medical professionals, one EBSNA child struggling to attend school, two children with social care support struggling to attend and two children with SEMH difficulties. Whole school attendance 94.16%

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
Accelerated Reader	
Read Write Inc	
NESSIE dyslexia programme	
Dynamo Maths programme	
Dyslexia screener	
Times tables Rockstars	
Numbots	

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?	
What was the impact of that spending on service pupil premium eligible pupils?	