

Clarendon Junior School



Pupil Premium Strategy Reporting to Parents

2023/2024

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Clarendon Junior School
Number of pupils in school (on roll at Dec 2024)	268
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2025
Date on which it will be reviewed	October 2025
Statement authorised by	Pam Evans Executive Headteacher
Pupil premium lead	Lisa Ashford Smith Head of School
Governor / Trustee lead	Andrew White, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48015
Recovery premium funding allocation this academic year (including school led tutoring)	£0
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	£48015

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 under- developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Y3 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 XX than their peers. This negatively impacts their development as XX.
3	<p>Our assessments and observations indicate that the attainment and wellbeing of many of our disadvantaged pupils have continued to increase post pandemic. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
4	<p>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.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 43 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs and are receiving small group or 1:1 interventions.</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
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 more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, SEMH assessments, monitoring activities and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	<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> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3,

<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</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>	3
<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 training).</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	
<p>Improve the quality of social and emotional (SEL) learning, including access to Art Therapy and Time to Talk counselling.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading comprehension sessions targeted at disadvantaged pupils who require further support.	Reading approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Provide intervention for pupils whose education has been most impacted by the pandemic.	Intervention 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £13015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on a trauma informed approach to 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

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours with high levels of mobility, 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
------------------------------------	---	-----

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.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in previous years of this plan cycle, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We have 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.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was higher in reading and writing and lower in Maths than in the previous 2 years in key areas of the curriculum. However, this year there has been an upward trend in raising attainment of Disadvantaged pupils in key areas of Reading, Writing and Maths.

A breakdown of attainment is below:

In Reading outcomes show that there was a rise in disadvantaged pupils reaching the expected standard by the end of their year. This has decreased from 66% in 22-23 to 55 % of disadvantaged pupils achieving the expected standard in 23-24.

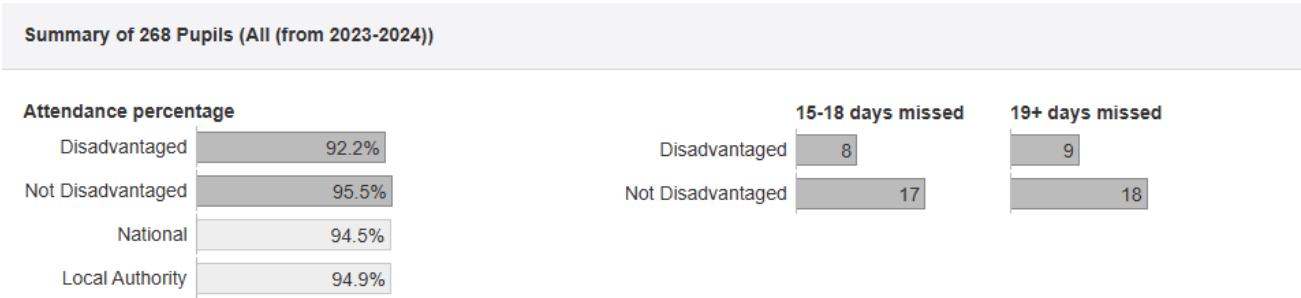
In Writing, outcomes show that there was a rise in disadvantaged pupils reaching the expected standard by the end of their year. This has risen from 30% in 22-23 to 39 % of disadvantaged pupils achieving the expected standard in 23-24.

In Maths, outcomes show that there was a rise in disadvantaged pupils reaching the expected standard by the end of their year. This has risen from 62% in 22-23 to 75 % of disadvantaged pupils achieving the expected standard in 23-24.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact of catch up interventions that targeted Disadvantaged Pupils and staff CPD which enabled to benefit from our pupil premium funded improvements to teaching.

Reading will be a whole school priority in the year 24/25 with a focus on improving the attainment of Disadvantaged Pupils in this area.

Attendance in 2023-2024 for the school was slightly above the national average at 95.1% . However Disadvantaged pupils attendance was slightly below that of Non Disadvantaged pupils.



The gap between national attendance figures and Disadvantaged attendance figures this year has widened. In the previous year, disadvantaged attendance % was 94% and for the year 2023-2024 was 92 %. This gap although closing, still remains and this is why attendance is a focus of our current plan.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality enrichment activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.