

PUPIL PREMIUM STRATEGY STATEMENT

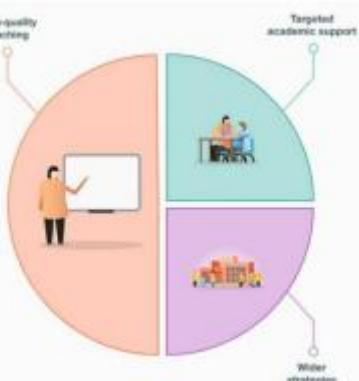
This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data | | |
|--|-------------------------------------|-----------|-----------|
| School Name | Claremont Primary School | | |
| Number of pupils in school | 2024/2025 582 | 2025/2026 | 2026/2027 |
| Proportion (%) of pupil premium eligible pupils | 2024/2025 67% (390) | 2025/2026 | 2026/2027 |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2024/2025 2025/2026 2026/2027 | | |
| Date this statement was published | November 2024 | | |
| Date on which it will be reviewed | July 2025 July 2026 July 2027 | | |
| Statement authorised by | Anne Conboy | | |
| Pupil premium lead | Martin Killeen | | |
| Governor / Trustee lead | Alan Cross | | |

Funding overview

| Detail | Amount | |
|---|---|----------------------------------|
| Pupil premium funding allocation this academic year | £491,395 | |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 | |
| Total budget for this academic year | £491,395 | |
| <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | | |
| Distribution of Spending 2023/2024  <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> | High Quality Teaching Targeted Academic Support Wider Strategies | £245,697 £122,849 £122,849 |

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, and we aim to provide all children access to a variety of exciting opportunities and a rich and varied curriculum.

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 | The majority of pupils start the Foundation Stage well below age related expectations in all areas. |
| 2 | Very low attainment in reading writing and Maths on entry to Early Years and mobile children in Key Stages 1 & 2. |
| 3 | Very high percentage of pupils have EAL. |
| 4 | Many children have a limited life experience to draw upon which impacts on attainment, progress, self-confidence and resilience. |
| 5 | High levels of socio-economic deprivation impacting on the social, emotional and mental health of adults and children. |

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 | Review End 2024/2025 | | | | | | | | | |
|--|---|--|-------------------------|-----|-----|-----------------------|-------------------------|-----|---|------|-----|
| Accelerate attainment from entry to the end of EY of pupils eligible for PPF | Pupils eligible for PPF will achieve aspirational targets by the end of Early Years | Year group | Entry to Reception ARE+ | | | | End of Early Years ARE+ | | | | |
| | | | GLD | R | W | M | GLD | R | W | M | |
| | | Reception - PP | 6% | 12% | 15% | 21% | 48% | 48% | 48% | 48% | |
| | | Reception - Not PP | 14% | 21% | 17% | 17% | 45% | 48% | 45% | 52% | |
| | | Pupils eligible for PPF, make excellent progress across the Early Years. For the academic year of 2024/2025, pupils eligible for PPF in reception achieved broadly inline with pupils non-eligible for PPF and in some areas achieved better. | | | | | | | | | |
| Accelerate progress from entry to the end of either Key Stage in Reading, Writing and Maths of pupils eligible for PPF | Pupils eligible for PPF will achieve aspirational targets by the end of their key stage. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. | Key Stage | Entry to Key Stage ARE+ | | | End of Key Stage ARE+ | | | Met or exceeded end of Key Stage Target | | |
| | | | R | W | M | R | W | M | R | W | M |
| | | KS1 - PP | 33% | 36% | 43% | 49% | 36% | 52% | 89% | 85% | 62% |
| | | KS1 – Not PP | 53% | 53% | 58% | 63% | 50% | 63% | 89% | 63% | 68% |
| | | KS2 - PP | 52% | 51% | 56% | 54% | 57% | 57% | 77% | 80% | 70% |
| | | KS2 – Not PP | 58% | 50% | 83% | 56% | 69% | 82% | 92% | 100% | 92% |
| | | For the academic year 2025/2025, across KS1 the gap between pupils eligible for PPF and those not eligible reduces, however there is still a difference. In KS2, in reading and maths pupils eligible for PPF have closed the gap to their non-eligible peers. However, this is not the case in Writing. | | | | | | | | | |

| <p>Accelerate language acquisition and its comprehension for pupils eligible for PPF with EAL</p> | <p>Pupils eligible for PPF who have EAL make expected or more progress.</p> | <table border="1"> <thead> <tr> <th>Expected or better progress</th><th>Reading</th><th>Writing</th><th>Maths</th></tr> </thead> <tbody> <tr> <td>EAL - PP</td><td>97%</td><td>97%</td><td>96%</td></tr> <tr> <td>EAL - Not PP</td><td>98%</td><td>94%</td><td>98%</td></tr> </tbody> </table> <p>EAL pupils who are eligible for PPF are making similar progress than non-eligible pupils.</p> | Expected or better progress | Reading | Writing | Maths | EAL - PP | 97% | 97% | 96% | EAL - Not PP | 98% | 94% | 98% | | | | | |
|---|--|--|-----------------------------|---|---------|---------|----------|----------|-----|-----|--------------|-----|-----|----------|-----|-----|--------------|-----|------|
| Expected or better progress | Reading | Writing | Maths | | | | | | | | | | | | | | | | |
| EAL - PP | 97% | 97% | 96% | | | | | | | | | | | | | | | | |
| EAL - Not PP | 98% | 94% | 98% | | | | | | | | | | | | | | | | |
| <p>To develop the oracy skills of pupils eligible for PPF to diminish the difference.</p> | <p>Pupils eligible for PPF will achieve aspirational targets by the end of their key stage.</p> | <table border="1"> <thead> <tr> <th rowspan="2">Key Stage</th><th colspan="2">Met or exceeded end of Key Stage Target</th></tr> <tr> <th>Reading</th><th>Writing</th></tr> </thead> <tbody> <tr> <td>KS1 - PP</td><td>89%</td><td>85%</td></tr> <tr> <td>KS1 – Not PP</td><td>89%</td><td>63%</td></tr> <tr> <td>KS2 - PP</td><td>77%</td><td>80%</td></tr> <tr> <td>KS2 – Not PP</td><td>92%</td><td>100%</td></tr> </tbody> </table> <p>For the academic year 2024/2025, more pupils that eligible for PPF in KS1 are meeting or exceeding their target in literacy than pupil that are not eligible. This was not case for KS2 where the reverse happened.</p> | Key Stage | Met or exceeded end of Key Stage Target | | Reading | Writing | KS1 - PP | 89% | 85% | KS1 – Not PP | 89% | 63% | KS2 - PP | 77% | 80% | KS2 – Not PP | 92% | 100% |
| Key Stage | Met or exceeded end of Key Stage Target | | | | | | | | | | | | | | | | | | |
| | Reading | Writing | | | | | | | | | | | | | | | | | |
| KS1 - PP | 89% | 85% | | | | | | | | | | | | | | | | | |
| KS1 – Not PP | 89% | 63% | | | | | | | | | | | | | | | | | |
| KS2 - PP | 77% | 80% | | | | | | | | | | | | | | | | | |
| KS2 – Not PP | 92% | 100% | | | | | | | | | | | | | | | | | |
| <p>To enrich the experience of pupils eligible for PPF through a range of different activities.</p> | <p>Sustained high levels of wellbeing 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>Educational Visits are part funded by school. Visits are carefully planned to support curriculum content as well as visits that provide experiences for all children including those who are eligible for PPF. Partly funded residential offered to all Year 6 pupils in order to provide opportunities to visit contrasting location to Moss Side and experience of different outdoor activities.</p> <p>Working with Drama and Dance specialist to support teaching of history curriculum and provide experience of performing.</p> <p>Working with an artist to support teaching of art and provide experience of producing larger, collaborative pieces of art.</p> | | | | | | | | | | | | | | | | | |
| <p>To improve the physical and mental health and well-being of pupils eligible for PPF</p> | <p>Pupils will be more ready to learn and engage with the curriculum and those eligible for PPF will achieve aspirational targets by the end of their key stage.</p> | <p>National Nurturing School Programme School accredited as Nurturing School.</p> <p>Child-in-mind and Art Therapy Most vulnerable pupils provided with this intervention.</p> <p>Boxall Profiles Reduction in number of children with high levels of difficulty for both developmental and diagnostic areas. Increase in number of children with no apparent difficulty for both developmental and diagnostic areas.</p> | | | | | | | | | | | | | | | | | |

| | | |
|--|--|--|
| | | Staff CPD that supports the wellbeing and mental health of pupils and development of relational approach to behaviour management. |
| To enable parents of children eligible for PPF, to be able to support their children's learning. | Better parental engagement and accelerated progress and attainment in each year group. | Weekly parent coffee mornings with programme of parental support sessions both led by school staff (e.g. maths for parents) and external agencies (e.g PCSOs). |

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: £ 245,697

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Ongoing CPD to support QFT development - Metacognition strategies - Effective feedback - Collaborative learning - Development of mastery curriculum in Maths | EEF Toolkit - Metacognition and self-regulation +7months Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF EEF Toolkit - Feedback +6months Feedback Toolkit Strand Education Endowment Foundation EEF EEF Toolkit - Collaborative learning approaches +5months Collaborative learning approaches Toolkit Strand Education Endowment Foundation EEF EEF Toolkit – Mastery learning +5months Mastery Learning Toolkit Strand Education Endowment Foundation EEF | All |
| Ongoing CPD to support QFT development (EYFS specific) - PE support from PE SLE and Sports coach - Screening for understanding, speaking and listening and attention skills. | EEF EY toolkit - Physical Development approaches +5 months' progress. Physical Development approaches EY Toolkit Strand Education Endowment Foundation EEF EEF EY toolkit - Early Literacy Approaches provide +4 months' progress. Early Literacy Approaches EY Toolkit Strand Education Endowment Foundation EEF | 1 |
| Ongoing CPD and replenish resources of <u>DfE validated</u> Systematic Synthetic Phonics programme: FFT | EEF Toolkit – Phonics +5 months' progress Phonics Toolkit Strand Education Endowment Foundation EEF | 1, 2 |

| | | |
|---|--|------------|
| Success for All to secure stronger phonics teaching for all pupils. | | |
| Introduce whole school Oracy Curriculum (Word Aware) to develop support and develop oracy. | EEF Toolkit – Oral language interventions +6months' progress Oral language interventions Toolkit Strand Education Endowment Foundation EEF EEF EY Toolkit – Communication and language approaches +7months' progress Communication and language approaches EY Toolkit Strand Education Endowment Foundation EEF | 1, 3, 4, 5 |
| Introduction of Faster Reading across school | EEF Toolkit – Reading Comprehension Strategies +6 months' progress Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF | 2 |
| To enrich the curriculum to provide pupils with a greater number of experiences. - Drama specialist - Artist - Residential at Outdoor Adventure Centre | EEF toolkit – Arts participation provides +3 months progress. Arts participation Toolkit Strand Education Endowment Foundation EEF EEF toolkit – Outdoor adventure learning Outdoor adventure learning Toolkit Strand Education Endowment Foundation EEF | 4, 5 |
| Ongoing CPD for National Nurturing School programme to continue as Accredited Nurturing School | EEF toolkit – Social and Emotional Learning +4 month's progress. Social and Emotional Learning Toolkit Strand Education Endowment Foundation EEF | 2,4,5 |

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

Budgeted cost: £ 122,849

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional bespoke academic sessions targeted at all pupils who require further support. - Numbers Stacks - Lightning Squad - Inference - ELKLAN - SPLD | EEF Toolkit – Reading Comprehension Strategies +6 months' progress Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF EEF Toolkit – Phonics +5 months' progress Phonics Toolkit Strand Education Endowment Foundation EEF EEF Toolkit – Teaching Assistant Interventions +3 months' progress Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF EEF Toolkit – Oral language interventions +6months' progress Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 1,2,3,4 |
| Additional bespoke academic sessions targeted at all pupils who require further support. (EY specific) - NELI - Fine and Gross Motor Skills | EEF EY toolkit - Early Literacy Approaches provide +4 months' progress. Early Literacy Approaches EY Toolkit Strand Education Endowment Foundation EEF EEF EY Toolkit – Communication and language approaches +7months' progress Communication and language approaches EY Toolkit Strand Education Endowment Foundation EEF | 1 |

| | | |
|---|--|---------|
| | EEF EY toolkit - Physical Development approaches +5 months' progress. Physical Development approaches EY Toolkit Strand Education Endowment Foundation EEF | |
| Additional bespoke emotional and social support sessions targeted at all pupils who require further support. - Rays of Sunshine | EEF EY toolkit - Social and emotional learning strategies+5 months' progress. Social and emotional learning strategies EY Toolkit Strand Education Endowment Foundation EEF EEF toolkit - Social and emotional learning +4 months' progress. Social and emotional learning strategies Toolkit Strand Education Endowment Foundation EEF | 1, 2, 5 |
| Additional FT Teaching Assistant trained to deliver targeted EAL intervention. | EEF Toolkit – One to one tuition +5 months' progress One to one tuition Toolkit Strand Education Endowment Foundation EEF EEF Toolkit – Small group tuition+4 months' progress Small group tuition Toolkit Strand Education Endowment Foundation EEF | 2, 3, 5 |
| DLD programme delivered to targeted children: - Additional FT Teaching Assistant - SALT for 1 day | EEF Toolkit – One to one tuition +5 months' progress One to one tuition Toolkit Strand Education Endowment Foundation EEF EEF Toolkit – Small group tuition+4 months' progress Small group tuition Toolkit Strand Education Endowment Foundation EEF | 1,2 |
| Parental Workshops schedule across the year weekly coffee morning. - Academic - Behaviour - Social and emotional - Parental wellbeing support | EEF toolkit – Parental engagement +4 months' progress. Parental engagement Toolkit Strand Education Endowment Foundation EEF EEF EY toolkit - Parental engagement +5 months' progress. Parental engagement EY Toolkit Strand Education Endowment Foundation EEF | All |

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

Budgeted cost: £ 122,849

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Variety of extracurricular enrichment activities including: - Learning musical instrument - Outdoor Adventures Residential - Subsidised educational visits | EEF toolkit – Arts participation provides +3 months progress. Arts participation Toolkit Strand Education Endowment Foundation EEF EEF toolkit – Outdoor adventure learning Outdoor adventure learning Toolkit Strand Education Endowment Foundation EEF | 4,5 |
| Parental Engagement coordinator to strengthen parental links through different parental workshops including parental language support, parental number confidence. | EEF toolkit – Parental engagement +4 months' progress. Parental engagement Toolkit Strand Education Endowment Foundation EEF EEF EY toolkit - Parental engagement +5 months' progress. Parental engagement EY Toolkit Strand Education Endowment Foundation EEF | 3,4 |

| | | |
|---|--|-------|
| Ongoing CPD in use of Boxalls, including purchasing of resources. | EEF EY toolkit - Social and emotional learning strategies+5 months' progress. Social and emotional learning strategies EY Toolkit Strand Education Endowment Foundation EEF EEF toolkit - Social and emotional learning +4 months' progress. Social and emotional learning strategies Toolkit Strand Education Endowment Foundation EEF | 1,2,5 |
| Play therapist 4 days a week | EEF EY toolkit - Social and emotional learning strategies+5 months' progress. Social and emotional learning strategies EY Toolkit Strand Education Endowment Foundation EEF EEF toolkit - Social and emotional learning +4 months' progress. Social and emotional learning strategies Toolkit Strand Education Endowment Foundation EEF | 4, 5 |
| CPD to support international new arrivals through Belonging Matters Programme | EEF toolkit – Parental engagement +4 months' progress. Parental engagement Toolkit Strand Education Endowment Foundation EEF EEF EY toolkit - Parental engagement +5 months' progress. Parental engagement EY Toolkit Strand Education Endowment Foundation EEF EEF EY toolkit - Social and emotional learning strategies+5 months' progress. Social and emotional learning strategies EY Toolkit Strand Education Endowment Foundation EEF EEF toolkit - Social and emotional learning +4 months' progress. Social and emotional learning strategies Toolkit Strand Education Endowment Foundation EEF | 3, 5 |
| 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. | All |

Total budgeted cost: £ 491,395

Externally provided programmes

Non-DfE programmes purchases in 2024/2025.

| Programme | Provider |
|-----------|----------|
| | |

Further information

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|---|
| 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, students 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 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.