

Pupil premium strategy statement CALDER VALE ST. JOHN'S CE PRIMARY SCHOOL

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 last academic year.

School overview

Detail	Data
Number of pupils in school	39
Proportion (%) of pupil premium eligible pupils	25% (10)
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)	2025-2028
Date this statement was published	Sept 2025
Date on which it will be reviewed	Sept 2026
Statement authorised by	Rebecca Scholz
Pupil premium lead	Rebecca Scholz
Governor / Trustee lead	Karen Mills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,385
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£18,385

Part A: Pupil premium strategy plan

Statement of intent

We want to ensure that all our pupils, but especially those who are or have been disadvantaged:

- Are happy, self-assured and resilient individuals who believe in themselves and their abilities
- Fulfil their potential as learners
- Have high aspirations for themselves now and in the future
- Leave our school as competent readers, writers and mathematicians, ready to face the challenges of the next phase of education with confidence

Our ultimate objectives for our disadvantaged pupils are to:

- **Narrow the attainment gap**

To reduce the difference in academic outcomes (e.g., in reading, writing, maths) between disadvantaged pupils (those eligible for PP) and their non-disadvantaged peers, so that PP pupils achieve age-appropriate standards or better.

- **Ensure sustained progress over time**

Because of small cohorts and mixed-age classes, the school would want disadvantaged pupils to make *at least* nationally expected progress year-on-year, and ideally more, measured via scaled scores, teacher assessments, and internal tracking.

- **Support non-academic barriers**

Many disadvantaged pupils face barriers beyond academics — attendance, confidence, language, social-emotional issues. One objective would be to mitigate these barriers so that PP pupils are able to fully engage, behave well, and benefit from the curriculum.

- **Promote equity and inclusion**

Ensure that all pupils, regardless of background or disadvantage, feel part of the school community, have access to enrichment (e.g., trips, clubs), and are supported in their broader development (well-being, self-esteem, social skills).

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Our Key Principles

We will:

- Adopt a tiered approach to Pupil Premium spending which will enable us to balance approaches to improving teaching, targeted academic support and wider strategies
- Focus on a small number of priorities each year in areas that are likely to make the biggest different, with a focus on effective implementation
- Ensure that the approaches we adopt are selected on the basis of strong external evidence
- Implement our approach in a carefully planned and strategic manner- supporting staff; monitoring progress; solving problems and adapting and developing strategies to ensure they meet the needs of individuals

Challenges

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

Challenge number	Detail of challenge
1	Half of our disadvantaged pupils have significant special educational needs. Assessments and observations by a specialist teacher have shown that specific interventions/resources/strategies are required to address these.
2	The vast majority of our disadvantaged pupils have been subject to Adverse Childhood Experiences (ACEs) - potentially traumatic events that occur in childhood, such as abuse, neglect, and household challenges. These experiences can lead to "toxic stress," which may alter brain development and increase the risk of chronic health problems and mental illness in adulthood.
3	The majority of our disadvantaged children have not met the expected standards for their age at key assessment points.
4	90% of our of disadvantaged families have a smaller household income and therefore are not always able to fund extra-curricular activities and school trips as easily as other families. This could mean that these children miss out on the opportunity to pursue their interests and talents and engage in activities which enhance the curriculum.
5	The attendance of some of our disadvantaged pupils is below expected levels leading to missed key learning and subsequent gaps in knowledge and skills.

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
Disadvantaged pupils with identified SEN receive tailored support and resources that allow them to access the curriculum effectively and make measurable progress from their starting points.	<ul style="list-style-type: none"> - SEN PP pupils demonstrate at least expected progress in targeted areas in each assessment cycle. - Teacher and TA feedback indicates pupils are more confident and engaged in learning. - The behaviour for learning of our SEN PP pupils is demonstrably good or better
Disadvantaged pupils impacted by ACEs develop resilience, emotional regulation, and positive social-emotional skills, enabling them to engage fully in learning and school life.	<ul style="list-style-type: none"> - Pupils have regular access to pastoral support, counselling, or therapeutic interventions. - Emotional and behavioural incidents decrease termly, tracked via the school's behaviour system. - Pupil surveys/self-assessments show increased well-being, sense of safety, and engagement. - Teachers report improved readiness to learn and positive participation in lessons and group activities.
Disadvantaged pupils achieve accelerated progress to meet or exceed expected standards for their age in core subjects (reading, writing, maths) at each assessment point.	<ul style="list-style-type: none"> - Termly tracking shows PP pupils closing the gap with non-disadvantaged peers. - Targeted interventions (e.g., small group or 1:1 support) demonstrate measurable impact, evidenced by assessment data. - Progress data indicates all PP pupils make at least expected progress from baseline, with most making better than expected progress. - Standardised tests, teacher assessments, and moderated judgements confirm improved attainment.
All disadvantaged pupils have equal access to enrichment opportunities, allowing them to develop interests, talents, and social skills.	<ul style="list-style-type: none"> - 100% of PP pupils participate in at least one extra-curricular club or school trip per term. - Feedback from pupils indicates increased enjoyment and engagement in school life. - Staff observations record enhanced social skills, confidence, and teamwork abilities. - Parental surveys indicate satisfaction with support provided for extracurricular participation.
Attendance of disadvantaged pupils improves to meet or exceed national expectations,	<ul style="list-style-type: none"> - Termly attendance data shows improvement, with disadvantaged pupils

reducing missed learning and improving academic progress.	<p>achieving $\geq 95\%$ attendance (or reducing persistent absenteeism by at least 50%).</p> <ul style="list-style-type: none"> - Early intervention procedures (phone calls, meetings, support plans) are implemented consistently for pupils at risk of low attendance. - Reduced number of learning gaps, evidenced by assessment and teacher monitoring. - Positive correlation between improved attendance and improved academic and pastoral outcomes.
---	---

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: £ 6120

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD on inclusive teaching, explicit instruction, cognitive load, scaffolding, and adaptive teaching	EEF: <i>High-quality teaching</i> has the greatest impact on disadvantaged pupils; strategies such as explicit instruction, modelling and scaffolding are strongly recommended in the EEF <i>Improving Literacy and Improving Mathematics</i> guidance reports.	1, 2, 3
Whole-school metacognition and self-regulation training (planning, monitoring, reviewing learning)	EEF Toolkit: <i>Metacognition and self-regulation</i> = +7 months progress, one of the highest-impact approaches particularly for pupils with low prior attainment.	2, 3
Implement whole-school feedback approach (responsive teaching, verbal feedback, "close-the-gap" strategies)	EEF Toolkit: <i>Feedback</i> = +6 months progress. Clear, consistent feedback accelerates progress for disadvantaged pupils.	3
Training and coaching for Teaching Assistants to deliver structured interventions and support pupils with SEND	EEF <i>Making Best Use of Teaching Assistants</i> report: structured TA-led interventions lead to 3–4 months additional progress.	1, 3

Trauma-informed practice training for all staff	EEF Toolkit: <i>Behaviour interventions</i> = +4 months; SEL = +4 months. Trauma-informed practice increases emotional safety and engagement, improving academic readiness.	2
---	---	---

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

Budgeted cost: £ 6120

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small-group tuition in phonics, reading comprehension, writing and maths	EEF Toolkit: <i>1:1 tuition</i> = +5 months, <i>small-group tuition</i> = +4 months, <i>phonics</i> = +5 months. High impact when targeted by assessment.	1, 3
Structured SEND interventions (Precision Teaching, dyslexia interventions, speech and language support)	EEF Toolkit: targeted interventions aligned with diagnostic assessment are strongly recommended; structured programmes consistently show positive impact.	1
Additional tutoring sessions for disadvantaged pupils falling behind age-related expectations	EEF Toolkit: <i>Tutoring and targeted intervention produce high gains when tightly focused on gaps.</i>	3
Reading comprehension strategy groups (inference, prediction, summarising)	EEF Toolkit: <i>Reading comprehension strategies</i> = +6 months. Particularly beneficial for low-attaining and disadvantaged pupils.	3
Targeted vocabulary/oracy development	EEF <i>Oral Language Interventions</i> = +6 months; building vocabulary is especially impactful for pupils with language delays and those affected by ACEs.	1,2,3

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

Budgeted cost: £ 6145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Social and Emotional Learning (SEL) curriculum (e.g., Zones of Regulation, emotion coaching)	EEF Toolkit: SEL = +4 months. Effective for pupils with trauma/ACEs; improves self-regulation and readiness to learn.	2
Pastoral mentoring / key adult support for pupils impacted by ACEs	EEF: Mentoring has mixed evidence overall but strong results when structured; SEL and behaviour interventions (both +4 months) significantly improve engagement and attendance.	2,5
Attendance strategy including early intervention, behaviourally informed communication, family meetings, and attendance incentives	EEF: Attendance interventions show indirect academic benefits; parental engagement and behaviour approaches (each +4 months) improve attendance.	5
Subsidised access to enrichment (trips, clubs, residential, music tuition, after-school provision)	EEF Toolkit: Arts participation = +3 months; enrichment builds cultural capital and motivates engagement; parental engagement improves participation.	4
Breakfast/transition support for vulnerable pupils to ensure smooth start to the school day	EEF evidence: environment and routines reduce anxiety and increase readiness to learn; linked to behaviour and attendance improvements.	2,5
Parental engagement programmes to support routines, attendance and confidence in supporting learning	EEF Toolkit: Parental engagement = +4 months. Especially powerful for disadvantaged families.	2,4,5

Total budgeted cost: £ 18,385

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024/25

NOTE:

- 3 of the 11 disadvantaged pupils have EHCPs
- we have requested statutory assessment for 1 pupil
- 4 of our disadvantaged pupils are at School Action +
- 8 of the 11 pupils did not start with us in EYFS but joined our school later having attended another setting previously

Aim	Target	Target date	Evaluation
Progress in Reading	All children in receipt of Pupil Premium are on track at the end of the academic year	July 2025	36% (4 out of 11) Not disadvantaged pupils: 86% (19 out of 22)
Progress in Writing	All children in receipt of Pupil Premium are on track at the end of the academic year	July 2025	11% (1 out of 11) Not disadvantaged pupils: 86% (19 out of 22)
Progress in Mathematics	All children in receipt of Pupil Premium are on track at the end of the academic year	July 2025	36% (4 out of 11) Not disadvantaged pupils: 86% (19 out of 22)
Phonics	All children in receipt of Pupil Premium meet the expected standard in their phonics check at the end of KS1	July 2025	50% (1 of 2) Not disadvantaged pupils: 88% (7 out of 8)