

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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
School name	St Clement's CE PRIMARY ACADEMY
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	77%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	
Pupil premium lead	Jane Nizamis
Governor / Trustee lead	Melanie Peedell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£189,375
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Total budget for this academic year	£189,375

Part A: Pupil premium strategy plan

Statement of intent

- At St.Clement's Church of England Primary Academy, we are committed to ensuring that every pupil, regardless of background or financial circumstance, has equal access to high-quality teaching, learning opportunities, and enrichment experiences. Our Pupil Premium strategy is designed to close the attainment gap between disadvantaged pupils and their peers, while also supporting the wider well-being and personal development of all pupils.
- We have used data comparisons and our extensive knowledge of our school community and need alongside existing research and publications including advice from the OFSTED good practice series to support and enable us to make decisions about expenditure and the effective use of our pupil premium funding. In making provision for socially disadvantaged pupils, we recognize that not all pupils who receive free school meals will be socially disadvantaged.
- We recognize that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- We also recognise that disadvantage is not a barrier to achievement. Through targeted interventions, evidence-based practices, and a whole-school approach, we aim to:
- **Raise attainment** for disadvantaged pupils across all key stages.
- **Improve progress** by addressing barriers to learning, including academic, social, and emotional needs.
- **Enhance cultural capital** by providing access to enrichment opportunities that broaden horizons.
- **To meet the needs of the whole child**, with a focus on their social and emotional, mental health issues given the high number of vulnerable pupils in our school with 4+ ACES
- **Support attendance and engagement** to ensure pupils are fully included in school life.
- Our strategy is rooted in research and informed by ongoing evaluation. We prioritise high-quality teaching as the most effective way to improve outcomes, complemented by targeted academic support and wider strategies that promote resilience and aspiration. We work closely with families and external partners to ensure a holistic approach that meets individual needs.
- Ultimately, our goal is to empower every pupil to thrive, achieve their potential, and leave school prepared for the next stage of education and life.

Challenges

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

Challenge number	Detail of challenge
1	<i>129 pupils – 77% of whole school are disadvantaged</i>
2a	Resilience and anxiety: Assessments through Motional, observations and the voice of the child have identified social, emotional and mental health issues for a number of disadvantaged children: 53% of our pupils are on the vulnerable list with 61(48%) of all boys and 42 (34%) of all girls.
2b	58% of all disadvantaged pupils are vulnerable

2c	Almost a third of all disadvantaged pupils' vulnerabilities are Domestic abuse related As a result: Some of our pupils have lower resilience and struggle to bounce back, and struggle to develop a positive mindset to persevere with their work. Due to their home lives some of our disadvantaged pupils suffer high anxiety poor mental health and wellbeing.
3	Lasting effects of COVID lockdowns, means some pupils are still entering the EY and KS1 with poor language and communication skills. Lack of time in a nursery (due to COVID) ; Poor language and communication skills on entry significantly impact upon the pre skills and knowledge needed to access the curriculum; Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils; lack of self-care skills and attachment concerns of parents.
4	Disadvantaged boys underperform in reading, writing and maths compared to non-pupil premium.
5	Disadvantaged pupils do not perform as well as non-disadvantaged when working at greater depth.
6	Disadvantaged girls do less well in maths and writing than non-disadvantaged girls in most year groups.
7	Approx. 25% of our disadvantaged pupils who are also on our vulnerable list are pupils with SEND with high need- awaiting SSP/EHCPs

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
Pupil premium children will make good or better progress in reading and comprehension strategies PP children attain in line with their peers nationally by the end of year 6	PP children will develop a love of reading and expand their Tier 2 and Tier 3 vocabulary, using extensive strategies tailored to individual need for comprehension skills. They will engage with a variety of genres of books and be able to talk fluently about why they enjoyed a book and make comparisons with other books they have read.
Pupil premium children will make accelerated progress in order to increase percentages working at or above the expected standard at the end of each year in writing.	High quality first teaching. Improved access to the curriculum through effective targeted intervention. Working with families and outside agencies to remove barriers and close gaps in learning.
Pupil premium children will make good or better progress in maths at the end of each key stage using metacognitive approach to understand how they learn.	High quality Teaching for mastery lessons Children demonstrate mastery in their work reasoning and problem solving. Children can explain strategies they use and work efficiently to solve problems.
Pupil premium children will make better progress towards greater depth attainment targets where barriers may have impacted their ability to achieve above age-related expectations.	Pupil premium children will be able to reason and explain their thinking and demonstrate depth and mastery of skills and learning across the curriculum.

<p>Pupil premium pupils will feel happy and safe at school in order to engage better with learning. Removal of social and emotional barriers to learning allowing pupils to flourish in school</p>	<p>Pupil premium children will have the opportunity to join after school clubs to enrich their school experiences. They will have the opportunity for a variety of social and emotional well being groups, such as Forest school, 1:1 mentoring and 6s and 7s. Motional assessments demonstrate positive changes in pro-social behaviour and emotional literacy. Assessments also demonstrate reductions in the domains of blocks to learning.</p>
<p>For Pupil Premium children to have opportunities to all curriculum enrichment activities to broaden their life experiences Pupil and teacher well-being is high across all year groups</p>	<p>A wide range of extracurricular experiences offered from our 50 things to do list. Financial assistance with trips, visits, residential etc... The voice of the child, monitoring of teaching and learning and feedback from reviews demonstrate that children are engaging positively in school life and the opportunities offered to them, particularly for your disadvantaged children.</p>
<p>Early speech and language intervention to narrow vocabulary gap on entry to school in order to ensure good level of development by the end of the Foundation stage from children's starting points.</p>	<p>All pupils screened using WELCOM on entry for S&L deficit so that interventions can be put in place without delay SALT intervention – most vulnerable children priority (SEND) TA led S and L intervention programs (focused in EYFS initially)- records kept on CPOMS of actions and impact</p>
<p>Pupil premium pupils will develop oracy skills to enable them to develop high quality talk for learning and deepen knowledge and understanding across all subjects.</p>	<p>Pupil premium pupils will have good verbal communication skills where they use classroom talk skillfully to develop thinking and understanding. Pupils can express views, reason and communicate successfully. Self confidence is raised as pupils recognize they have a voice.</p>
<p>Pupil premium pupils will develop effective fine and gross motor skills in order to prepare them for writing, mark making and symbolic representations. Handwriting will be improved as well as stamina so pupils can achieve better levels of development.</p>	<p>Pupils can communicate through writing and drawing effectively raising the standard of work produced. Pupils will have a greater stamina for writing. Pupils self-esteem will be raised.</p>
<p>Parental engagement – support given to parents and families of pupil premium pupils to raise attainment through specific targeted high-quality homework that parents can support pupils with.</p>	<p>Parents feel empowered and skilled to support their children at home with homework tasks. Pupils make better progress across the curriculum because they are well supported at home.</p>

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: £ 120,888

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>RWI training for new teaching assistants & staff- £400</i></p>	<p>EEF Toolkit: Phonics typically yields ~+5 months' additional progress when taught systematically; ensure decodable readers match taught code (EEF Phonics). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF: Phonics ~+5 months; ensure decodable readers match taught code.</p> <p>Monitoring: half-termly phonics assessments, fluency checks.</p>	<p>1,2,3,5,7,8</p>
<p><i>Mastery learning – whole school approach. £120,488 - support staff wages – 50% of TA wages</i></p> <p><i>Deploy trained tutors and teaching assistants to deliver focused sessions in reading, writing, and mathematics- Use pre-teaching and post-teaching strategies to build confidence and reinforce learning</i></p>	<p>EEF Toolkit: Mastery learning is associated with ~+5 months' progress, with clearer impacts when criteria are explicit and used in shorter blocks (<12 weeks). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Provides Highly Targeted, Evidence-Based Intervention PP and PP/SEN pupils often require additional, structured teaching to close gaps in reading, writing and maths. Trained tutors and skilled teaching assistants enable: focused small-group or 1:1 instruction; systematic practice; direct teaching matched to need This is strongly supported by the Education Endowment Foundation (EEF), which identifies small-group tuition, 1:1 tutoring, and teaching assistant-led interventions as high-impact strategies for disadvantaged learners. ☞ This ensures PP pupils receive precise, tailored support that accelerates progress.</p> <p>Pre-Teaching Builds Confidence and Reduces Cognitive Load ;Pre-teaching gives PP and PP/SEND pupils early access to: key vocabulary; core concepts; modelled strategies ;background knowledge This means when the classroom lesson takes place, pupils are: more confident; less anxious; better prepared to understand new learning; able to participate competitively with peers ☞ This boosts self-esteem and increases engagement, helping close the attainment gap.</p>	<p>1,2,3,6,7,8</p>

	<p>Post-Teaching Reinforces, Consolidates and Secures Learning: Many PP/SEN pupils need additional time and repetition to secure understanding. Post-teaching sessions allow staff to: revisit misconceptions; check understanding; practise fluency; provide scaffolded rehearsal</p> <p>☞ This supports long-term retention and helps prevent pupils falling behind.</p> <p>Enables Immediate, Responsive Intervention :Tutors and TAs can respond quickly to what teachers notice in class: If a pupil did not grasp a concept, they can receive same-day support ;If a gap appears, it can be addressed immediately. This rapid feedback loop is essential for PP and SEN pupils who may otherwise accumulate multiple gaps over time.</p> <p>☞ Quick intervention prevents widening disadvantage.</p> <p>Improves Core Literacy and Numeracy Skills: Focused sessions in reading, writing and maths provide: guided reading support; phonics consolidation; fluency practice; tailored writing scaffolds; maths reasoning and problem-solving help These areas are common barriers for PP and PP/SEN pupils.</p> <p>☞ Strengthening these foundations improves access to the full curriculum.</p> <p>Increases Participation, Confidence and Independence Pre-teaching often means pupils: come into lessons feeling capable; can answer questions; experience success publicly; develop a positive learner identity For pupils with SEN or low prior attainment, this is transformational.</p> <p>☞ Confidence increases motivation, engagement and attendance.</p> <p>Strengthens Relationships and Supports Wellbeing; Regular sessions with consistent adults help PP/SEN pupils develop secure, trusting relationships. Pupils feel: noticed; supported; more willing to take risks in learning</p> <p>☞ This improves emotional security, which is crucial for learning readiness.</p> <p>“We will deploy trained staff to deliver structured small-group and 1:1 interventions that supplement high-quality teaching. EEF evidence shows higher impacts when TAs deliver targeted, evidence-based programmes (~+4 months) compared to general in-class support.”</p> <p>EEF: Mastery learning ~+5 months; explicit criteria, short blocks.</p> <p>Monitoring: exit tickets, intervention logs, reasoning samples.</p>	
<p><i>Cover for staff CPD to develop quality first teaching across the school.</i></p> <p><i>CPD for teachers and TAs : Pedagogical approaches- meta cognition & mastery focused on oral language approaches</i></p> <p><i>a focus on AFL.</i></p> <p><i>Maths Hub training in Mastering Number and</i></p>	<p>EEF Toolkit (updated 2025): Metacognition & self-regulation ~+8 months when strategies are explicitly taught and modelled within subject content.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Metacognition in maths & reading</p> <p>“Teachers will explicitly teach and model metacognitive strategies (plan–monitor–evaluate) within maths</p>	<p>1,3,7,8</p>

<p><i>Specialist Knowledge for teaching Mathematics</i></p>	<p>problem-solving and reading lessons, an approach updated by EEF to ~+8 months' progress."</p> <p>EEF: Metacognition ~+8 months; explicit modelling & strategy instruction.</p> <p>Monitoring: observation of metacognitive modelling, AFL.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7227

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Homework CPG books, resources (Y4 & Y2)</i> £65</p>	<p>EEF Toolkit: Homework has a smaller average impact in primary; maximise effect with short, tightly linked tasks and feedback; consider homework clubs to support access. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>"We will use short, high-quality homework tasks closely linked to classroom learning, provide feedback, and run homework clubs. We will support parents with practical strategies and tailored communications, reflecting EEF's Parental Engagement guidance and the Toolkit (homework +5 months overall but smaller effects in primary; parental engagement +4 months)."</p> <p>EEF: Homework effect smaller in primary; short aligned tasks & feedback.</p> <p>Monitoring: completion/club attendance, feedback frequency.</p>	<p>1,5,6,7</p>
<p><i>WELCOM assessment and intervention groups in KS1 and where needed in KS2</i></p>	<p>EEF Toolkit: Oral language interventions typically yield ~+6 months (especially in EY/KS1) when vocabulary and dialogic teaching are linked to curriculum content. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral language and vocabulary "We will prioritise oral language interventions (EYFS/KS1</p>	<p>1,2,5,6,7,8</p>

	<p>first, then targeted KS2) including structured vocabulary instruction and dialogic reading/structured questioning, typically associated with ~+6 months' progress.</p> <p>EEF: Oral language ~+6 months; vocabulary/dialogic teaching.</p> <p>Monitoring: rescreening, vocab tracker.</p>	
<p><i>Structured maths and literacy interventions</i> Implement programmes : Fresh Start and Precision Teaching for key skills. <i>Target pupils identified through assessment data and teacher recommendations.</i></p>	<p>EEF Toolkit: Reading comprehension strategies (predict, question, clarify, summarise, infer) are ~+7 months when modelled and practised. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Structured opportunities for targeted intervention-With high-quality texts enrich: guided reading, small-group interventions, and individual tutoring. → PP pupils receiving additional support benefit from better resources that strengthen vocabulary and comprehension skills.</p> <p>Targeted tuition & TAs “We will deploy trained staff to deliver structured small-group and 1:1 interventions that supplement high-quality teaching. EEF evidence shows higher impacts when TAs deliver targeted, evidence-based programmes (~+4 months) compared to general in-class support.”</p> <p>EEF: Reading comprehension strategies ~+7 months.</p> <p>Monitoring: entry/exit probes, fidelity checks.</p>	1,5,6,7,8
<p><i>Provide a wider range of high quality texts for the library and classrooms to promote reading enjoyment and writing stimulus</i> £577</p>	<p>Increases access to cultural capital- Many Pupil Premium pupils have fewer books at home and more limited exposure to rich vocabulary and diverse literature. Expanding the school's collection ensures they have equitable access to high-quality texts that broaden their world knowledge and cultural experiences. → This helps close gaps in vocabulary, comprehension, and background knowledge.</p> <p>Improves reading engagement and motivation-A wider range of engaging, modern, culturally inclusive books increases the likelihood that PP pupils will: find texts that interest them, choose to read more frequently, and build positive reading identities. → Reading for pleasure is strongly linked to improved attainment across the curriculum.</p> <p>Enhances the quality of writing: High-quality literature provides rich: vocabulary, sentence structures, hemes, and writing models that teachers can use as writing stimuli. → This directly benefits PP pupils by giving them</p>	1

	<p>strong models to imitate and more support to develop their own ideas.</p> <p>Reading comprehension strategies</p> <p>“We will teach reading comprehension strategies through teacher modelling and guided practice, moving to independent application—an approach associated with ~+7 months’ progress.”</p>	
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<p>Flash Academy subscription</p> <p>£1500</p>	<p>EEF Toolkit: Digital technology shows ~+4 months on average when used to supplement teaching and support collaboration, with clear curriculum integration. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Removes language-related barriers to learning Many Pupil Premium pupils are also EAL learners or come from households with limited English exposure. Flash Academy provides structured vocabulary, grammar, and phonics support that helps pupils: access the curriculum more independently ; understand instructions and class content; build the language foundation needed for success</p> <p>➔ This reduces the attainment gap for PP pupils whose progress may be slowed by language barriers.</p> <p>Supports accelerated progress in reading, writing, and oracy: FlashAcademy builds core English skills through: interactive vocabulary learning; language scanning tools; pronunciation models; bespoke curriculum-linked content</p> <p>➔ PP pupils benefit from improved literacy skills, boosting achievement in all subjects.</p> <p>Improves access to the wider curriculum :Language acquisition is essential for accessing subjects such as maths, science, history, and PSHE. FlashAcademy helps PP/EAL pupils quickly develop the vocabulary and comprehension skills needed to: follow lessons; understand texts; respond accurately in assessments</p> <p>➔ This increases curriculum equity and helps close attainment gaps.</p> <p>EEF: Digital tech ~+4 months when supplementing teaching.</p> <p>Monitoring: EAL scales, usage data.</p>	<p>1</p>
<p>Adult support for pupils with SEMH needs</p> <p>£4500</p>	<p>EEF Toolkit: Behaviour/Social & Emotional Learning programmes have moderate impacts (~+4 months) when structured and sustained; link to self-regulation routines. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Many of our most pupil PP children are also on the vulnerable list for SEMH need and 3+ACES. Having some 1:1 support throughout the week, improves attendance and therefore impacts on progress. As well as academic interventions, pastoral interventions (e.g., friendship groups, self-esteem, resilience); help pupils understand emotions; mediate peer difficulties; provide de-escalation support ➔ Better emotional wellbeing leads to improved attendance, participation and academic performance.</p> <p>EEF: SEL/behaviour ~+4 months when structured.</p> <p>Monitoring: Motional/SDQ, behaviour logs.</p>	

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

Budgeted cost: £61,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Home reading books KS1/EYFS aligned with chosen phonics programme. £1000</i></p> <p><i>decodable home readers matched to taught code</i></p>	<p>EEF Toolkit: Phonics ~+5 months; decodable books matched to taught code improve fluency and confidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Strengthens reading fluency and comprehension High-quality texts at varied levels allow teachers to:</p> <ul style="list-style-type: none"> • match books more precisely to pupils’ reading abilities, • provide targeted support, and • scaffold them toward more complex texts. <p>➡ This supports PP pupils who may be at earlier reading stages or who need carefully chosen books to make accelerated progress.</p> <p>Provides Decodable Books Matched to Pupils’ Phonic Knowledge; PP pupils benefit greatly from decodable books that match exactly what they have been taught. This helps ensure pupils experience success rather than frustration when practising at home or in school. ➡ Success builds fluency and reinforces learning.</p> <p>“We will secure systematic synthetic phonics (RWI), ensuring decodable home readers precisely match taught code, and provide targeted catch-up for pupils at risk—an approach associated with ~+5 months’ progress in the EEF Toolkit.”</p>	<p>1,2,3,6,7</p>
<p><i>Forest schools £3000</i></p> <p><i>For pupils with SEMH needs</i></p>	<p>EEF Toolkit: Outdoor/adventure learning evidence suggests ~+3 months; couple with explicit SEL/self-regulation to support readiness to learn. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Improves Emotional Regulation and Behaviour Many PP pupils experience higher levels of stress, anxiety, or behaviour challenges due to barriers outside school. Forest School activities: offer calming, sensory experiences; provide therapeutic space for pupils to self-regulate ;reduce anxiety through nature-based learning; develop coping strategies in a non-classroom environment</p> <p>➡ This leads to improved readiness to learn, fewer behaviour incidents, and more positive engagement in lessons.</p> <p>Strengthens Social and Communication Skills Forest School creates purposeful opportunities for teamwork, communication, and problem-solving, which are especially beneficial for PP pupils who may have:</p>	<p>2,3,4</p>

	<p>limited experience of cooperative play; reduced confidence; difficulties forming positive peer relationships</p> <p>→ Improved social skills directly support classroom learning and reduce social-related barriers</p> <p>Provides Equitable Access to Experiences: PP pupils may have fewer opportunities for outdoor adventure, exploration or nature-based activities outside school. Forest School ensures equitable access to: enriched learning; physical development; risk-taking in a controlled environment; nature and wellbeing experiences</p> <p>→ This reduces opportunity gaps and supports whole-child development.</p> <p>Enhances Engagement and Attendance: Forest School is often highly motivating. For PP pupils who may feel less connected to school or who struggle with traditional classroom learning: outdoor sessions increase enjoyment; positive relationships with adults develop more quickly; pupils feel more belonging and attachment to school → Improved attitudes to school can lead to better attendance, punctuality and re-engagement with learning.</p> <p>EEF: SEL/behaviour ~+4 months when structured.</p> <p>Monitoring: Motional/SDQ, behaviour logs.</p> <p>EEF: Outdoor learning ~+3 months; link to SEL/oracy.</p> <p>Monitoring: attendance, reflection logs.</p>	
<p><i>Travel costs to & from school plus for trips so ALL pupils can attend</i></p> <p>£ 3000</p>	<p>Removes financial barriers so PP pupils can attend school consistently: Some Pupil Premium families may struggle with transport costs, particularly where: public transport is required; parents work shifts; mobility issues or distance make walking difficult</p> <p>Funding travel ensures pupils can arrive safely and on time, improving: attendance; punctuality; engagement in learning →</p> <p>Consistent attendance is one of the strongest predictors of academic success.</p> <p>Ensures all PP pupils can participate in educational trips: Without support, PP pupils may avoid or miss trips due to cost. Subsidising travel for visits means: no child is excluded from enrichment opportunities; PP pupils access curriculum-enhancing experiences; learning is brought to life through real-world contexts</p> <p>→ This increases cultural capital and improves vocabulary, comprehension, and engagement.</p> <p>Promotes equality and inclusion: Covering transport prevents PP pupils from feeling different, disadvantaged, or unable to join peers. It ensures: full participation; parity of opportunity; confidence and sense of belonging</p> <p>→ This supports wellbeing, peer relationships, and positive attitudes to learning.</p>	<p>1</p>

<p><i>Uniform £500</i></p>	<p>Financial support for the cost of uniform where families are experiencing financial difficulties and poverty. Will raise self esteem of pupils.</p>	<p>1</p>
<p><i>Before/after school clubs £2500 Registers to be kept of attendance (to inc staff overtime)</i></p>	<p>EEF Toolkit: Extending school time can yield ~+3 months when sessions are structured, curriculum-linked, and staffed by trained adults; monitor attendance of target pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>(breakfast club- improves attendance/ punctuality- can do homework etc with adult support)</p> <p>Extended day & enrichment-“Our before/after-school provision will be curriculum-linked and targeted at identified pupils; EEF suggests such extended time can yield ~+3 months when well-structured.</p> <p>EEF: Extending school time ~+3 months; structured & targeted.</p> <p>Monitoring: attendance of target pupils, attainment links.</p>	<p>1,2,5,6,7</p>
<p><i>Enrichment activities £2000 Non academic enrichment activities</i></p>	<p>EEF Toolkit: Arts participation averages ~+3 months on attainment when pedagogical links to literacy/oracy or maths are explicit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Ensures all PP pupils can participate in educational trips: Without support, PP pupils may avoid or miss trips due to cost. Subsidising travel for visits means: no child is excluded from enrichment opportunities; PP pupils access curriculum-enhancing experiences; learning is brought to life through real-world contexts <input type="checkbox"/> This increases cultural capital and improves vocabulary, comprehension, and engagement. Enables PP pupils to benefit fully from enrichment, SMSC and wider curriculum : Trips often contribute to: social development; life skills; curiosity and motivation; increased aspiration <input type="checkbox"/> These benefits help close gaps in cultural and social experiences that PP pupils may otherwise miss.</p> <p>EEF: Arts ~+3 months when linked to literacy/oracy.</p> <p>Monitoring: pupil voice, linked writing/oracy.</p>	<p>1,2,3</p>
<p><i>Pastoral Team to champion PP children in learning behaviours and encourage parental engagement</i></p>	<p>EEF Toolkit: Parental engagement ~+4 months when schools provide practical strategies and tailored communications; combine with structured SEL routines. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3,4,5,6,7</p>

<p><i>Salaried-47,400</i></p>	<p>Mental health and well being is a high priority from our own research many PP pupils on the vulnerable pupils list have 4+ ACEs. Research and case studies suggest pupils are given emotional and mental resilience and helps schools meet the social and emotional needs of all pupils.</p> <p>Improves Learning Behaviours and Readiness to Learn: Pupil Premium pupils are more likely to face external challenges that affect: concentration; motivation; emotional regulation; organisation; resilience The pastoral team provides proactive support such as: check-ins and mentoring; nurturing routines; behaviour coaching; emotional regulation strategies</p> <ul style="list-style-type: none"> ➔ This reduces barriers to learning so PP pupils are calm, settled and ready to engage in lessons. ➔ Better learning behaviours contribute to accelerated progress and improved outcomes. <p>Builds Strong, Trusting Relationships With Pupils PP pupils often benefit from additional adult relationships who: know them well; advocate for them; notice early signs of difficulty; provide consistent encouragement The pastoral team becomes a safe, stable point of contact, helping pupils feel seen and supported.</p> <ul style="list-style-type: none"> ➔ This improves self-esteem, belonging and engagement across the school day. <p>Supports Emotional Wellbeing and SEMH Needs PP pupils are statistically more likely to experience SEMH challenges. Pastoral champions: run interventions (e.g., friendship groups, self-esteem, resilience); help pupils understand emotions; mediate peer difficulties; provide de-escalation support</p> <ul style="list-style-type: none"> ➔ Better emotional wellbeing leads to improved attendance, participation and academic performance. <p>Increases Parental Engagement and Strengthens Home–School Relationships: some PP families may find it harder to engage with school due to: work patterns; confidence barriers; previous negative experiences; language or system barriers The pastoral team builds supportive relationships through: regular communication; early help support; parenting workshops; face-to-face conversations; practical guidance</p> <ul style="list-style-type: none"> ➔ When families feel supported, pupils attend more regularly, complete homework, and feel positively about school. <p>Provides Early Identification and Targeted Intervention: Pastoral staff spot concerns early, including: attendance decline; emotional struggles; behaviour changes; family challenges; unmet needs They coordinate timely support, work with external agencies, and ensure PP pupils are prioritised.</p> <ul style="list-style-type: none"> ➔ This prevents issues escalating and helps PP pupils stay on track academically and emotionally. <p>Strengthens Inclusion and Equity Pastoral champions ensure PP pupils benefit from: equal access to opportunities ; advocacy in decision-making; consistent monitoring and support</p> <ul style="list-style-type: none"> ➔ This ensures disadvantaged pupils are not overlooked and can fully participate in school life. 	
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	<p>EEF: Parental engagement ~+4 months; practical strategies.</p> <p>Monitoring: parent contact logs, attendance/homework routines.</p>	
<p>RWI Subscription £1860.00</p>	<p>EEF Toolkit: Phonics ~+5 months; subscription supports consistency and targeted catch-up for pupils at risk of falling behind. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Support training and CPD for all staff in the teaching of Phonics across the school across the year and supports continued good practice.</p> <p>Ensures Access to a High-Quality, Systematic Phonics Programme; PP pupils are statistically more likely to start school with lower early literacy skills and less exposure to reading at home.</p> <p>Read Write Inc. provides a structured, consistent phonics programme that is designed to close early reading gaps through: tightly sequenced teaching; repeated practice ; clear progression</p> <p>☞ This supports PP pupils to learn to read quickly and confidently.</p> <p>Provides Consistency Across the School; A subscription ensures all staff have: training updates; access to the latest resources; online videos and materials; planning and assessment tools</p> <p>This means PP pupils receive the same high-quality teaching, whether they are in a phonics group, being supported by a TA, or receiving intervention.</p> <p>☞ Consistency reduces the risk of disadvantaged pupils falling behind due to variation in teaching quality.</p> <p>Offers Targeted Intervention for Children at Risk of Falling Behind; RWI includes specific intervention materials such as: “Fast Track Tutoring”, 1:1 tutoring scripts, catch-up resources This allows staff to rapidly support PP pupils who need more practice with blending, segmenting, or grapheme recognition.</p> <p>☞ Immediate intervention prevents gaps widening and accelerates progress.</p> <p>Builds Early Reading Confidence; PP pupils often need additional support to develop the confidence to read aloud or take risks in learning. RWI’s structure emphasises: successful decoding; repeated routines; small-step progression</p> <p>☞ This supports self-esteem, motivation, and positive attitudes to reading—particularly important for disadvantaged pupils.</p> <p>Improves Reading Fluency and Access to the Curriculum; Strong early phonics skills allow PP pupils to progress more quickly into reading for meaning.</p>	<p>1,2,3,5.7</p>

	<p>By securing decoding early: pupils access lessons more independently; vocabulary grows more rapidly; comprehension improves; writing also strengthens</p> <p>☞ This supports long-term attainment and helps close the disadvantage gap.</p> <p>EEF: Phonics ~+5 months; ensure decodable readers match taught code.</p> <p>Monitoring: half-termly phonics assessments, fluency checks.</p> <p>EEF: Phonics ~+5 months; consistency & catch-up.</p> <p>Monitoring: SSP fidelity, catch-up progress.</p>	
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Total budgeted cost:£189,375

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.

Assessment data for 2024-2025

Assessment	School 2025	National 2025	PP	SEN	PP/SEN
End of KS tests					
GLD	70%	68%	67%	0	0
Year 1 phonics	100%	81%	90%	67%	100%
Year 2 reading	62%		64%	20%	25%
Year 2 writing	47%		46%	10%	25%
Y2 Spag	55%		59%	40%	25%
Year 2 maths	63%		55%	40%	25%
Year 2 combined	47%		46%	10%	25%
Year 6 science (TA)	80%	82%			
Year 6 reading	53%	75%	56%	0	0
Year 6 writing	63%	72%	64%	0	0
Year 6 SPAG	70%	73%	64%	0	0
Year 6 maths	57%	74%	52%	0	0
Year 6 combined (R,W,M)	37%	62%	40%	0	0

Working above the standard

Assessment	National	GD July 24	GD July 25	PP	SEN	SEN/PP
End of KS tests						
Year 2 reading		24%	31%	32%	0	0
Year 2 writing		0%	23%	27%	0	13%
Year 2 maths		10%	19%	18%	0	0
Year 6 reading	33%	15%	31%	40%	17%	17%
Year 6 writing	13%	0	3%	4%	0	0
Year 6 SPAG	30%	19%	27%	40%	0	0
Year 6 maths	26%	15%	3%	4%	17%	17%
Year 6 combined (R,W,M)		4%	0	0	0	0

Whole school teacher assessments and NFER results by year group. In most year groups disadvantaged pupils continue to outperform or perform in line with non-disadvantaged pupils. This demonstrates strategies employed to support disadvantaged pupils has a positive impact on progress and attainment.

Assessment	TA	PP	SEN		TEST	PP	Sen
Pupil numbers	13	11	3				
Y1 read	78	80	33		85	90	33
Y1 write/spag	85	80	33				
Y1 maths	78	80	33		78	70	33
Pupil numbers	28	22	10				
Y2 read	49	46	30				
Y2 write/spag	47	46	10				
Y2 maths	62	64	20				
Y2 Comb	47	46	10				
Pupil numbers	30	21	5				
Y3 Read	58	40	25		55	55	0
Y3 write/spag	67	60	25		65	60	25
Y3 maths	62	55	25		65	75	25
Pupil numbers	29	23	5				

Y4 Read	69	67	20		69	67	20
Y4 Write/spag	58	52	20		69	67	20
Y4 maths	65	62	20		58	52	0
Assessment	TA	PP	SEN		TEST	PP	Sen
Pupil numbers	32	24	6				
Y5 Read	71	70	17		67	60	17
Y5 write/spag	68	68	17		50	44	17
Y5 maths	59	60	17		54	63	17
Pupil numbers	30	25	6				
Y6 Read	61	60	14		53%		
Y6 write/spag	63	64	14		63%		
Y6 maths	70	68	14		57%		
Y6 comb	61	60	14		37%		

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
RWI subscription	Ruth Miskin EEF: Phonics ~+5 months; ensure decodable readers match taught code. Monitoring: half-termly phonics assessments, fluency checks.
WELLCOMM	GL assessment
Homework packs	CPG EEF: Homework effect smaller in primary; short aligned tasks & feedback. Monitoring: completion/club attendance, feedback frequency.
Targeted interventions	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

1. Structured Literacy and Numeracy Interventions

School staff led homework clubs.

EEF Toolkit: Homework effects strengthen with feedback and alignment to classroom learning; clubs help address access barriers. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>

2. Speech and Language Support

3. Digital Learning Tools

- Use adaptive software (e.g., Lexia for literacy, Mathletics for numeracy) to personalise learning and provide additional practice.
- *EEF evidence: Digital technology (+4 months progress when used to supplement teaching).*

4. Homework and Study Support

- Establish after-school homework clubs with staff support to ensure disadvantaged pupils complete tasks and develop independent learning skills.

5. Exam Preparation and Transition Support

- Offer booster classes for KS2 SATs and GCSE pupils.
- Provide summer school programmes for Year 6 pupils transitioning to Year 7.
- *EEF evidence: Summer schools (+3 months progress).*

Monitoring and Evaluation

- Regular assessment data analysis to track progress and adjust interventions.
- Pupil voice and parental feedback to evaluate engagement and impact.
- Termly review of intervention effectiveness against intended outcomes.

Appendix: EEF evidence alignment (updated May–June 2025)

- Phonics: ~+5 months; ensure systematic SSP and decodable texts matched to taught code – EEF Phonics: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>
- Teaching assistant interventions: targeted, trained TA delivery out-of-class ~+4 months; Small group ~+4; 1:1 ~+5 – EEF Toolkit TA/small-group/one-to-one: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>
- Mastery learning: ~+5 months when criteria are explicit and used in shorter blocks – EEF Mastery learning: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>
- Metacognition & self-regulation: ~+8 months (updated 2025); teach and model plan–monitor–evaluate strategies within subject content – EEF Metacognition: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>
- Oral language interventions: ~+6 months (strong in EY/KS1) when vocabulary/dialogic teaching are curriculum-linked – EEF Oral language: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions>
- Reading comprehension strategies: ~+7 months with explicit modelling and guided practice – EEF Reading comprehension: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>
- Homework: overall ~+5 months but smaller in primary; maximise with short, aligned tasks and feedback; homework clubs support access – EEF Homework: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework>
- Extending school time: ~+3 months when sessions are structured and curriculum-linked – EEF Extending school time: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time>
- Arts participation: ~+3 months on attainment when pedagogical links to literacy/oracy or maths are explicit – EEF Arts participation: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>
- Parental engagement: ~+4 months when schools provide practical strategies and tailored communications – EEF Parental engagement: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>