

Pupil Premium Strategy Statement

2025 – 2026



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.

Overview of the school

Total number of pupils on roll	219
Total number of pupils eligible for PPG and PPG+	33
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Pupil Premium Lead	A. Hulme
Governor Lead	C. Myers
Statement authorised by	Curriculum and Inclusion Committee

Funding Overview

Pupil premium funding allocation this financial year	£40 905
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£40 905

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Claypool, we intend to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the right support and provision in place, all pupils can achieve their full potential.

We aim to:

- Remove barriers to learning created by poverty, family circumstance and background;
- Narrow the attainment gaps between disadvantaged and non-disadvantaged children both within school and nationally;
- Ensure that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- Develop confidence in their ability to communicate effectively in a wide range of contexts;
- Enable pupils to look after their social and emotional wellbeing and to develop resilience and have aspirations;
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our aims and overcome identified barriers to learning we will:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils;
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed;
- Make provision for disadvantaged pupils, whilst recognising that not all pupils who receive free school meals will be disadvantaged;
- Recognise that not all pupils who are 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 disadvantaged;
- Ensure that pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time;
- Provide opportunities for all pupils to participate in enrichment activities including sport and music;
- Provide appropriate nurture support to support pupils in their emotional and social development;
- Review the Pupil Premium strategy annually and the next review will be September 2026.

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

1	Some children's vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.
2	Disadvantaged pupil's opportunities to engage with enrichment and arts based activities is limited – therefore cultural knowledge is poor.
3	Oral language skills for some pupils are low at the start of Foundation class. This could hinder reading, phonics and writing attainment in EYFS and KS1.
4	Parental engagement in home reading routines is varied for disadvantaged pupils, decoding and comprehension skills for some children may be below age related expectation.
5	Some children did not complete home learning related to mental mathematics resulting in difficulty recalling mental maths facts.
6	Pupils achieve well by the end of KS2 but some disadvantaged pupils do not meet the standard due to gaps in prior knowledge.
7	Attendance and punctuality of disadvantaged pupils is lower than that of non-disadvantaged pupils (although higher than the rates found nationally). Low attendance impacts negatively on academic achievement.

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 met

Intended Outcome		Success Criteria
1	Pupil's vocabulary has widened and is more varied.	A wider range of vocabulary is evident in everyday conversations with others. Vocabulary in the pupils writing is more varied as evidenced through work scrutiny.
2	Pupil's attainment in phonics will have improved at the end of Year 1	Children will score at least 32 in the phonics screen at the end of Year 1
3	Pupil access a wide range of activities to improve their cultural capital and their life experiences.	Children will have accessed a number of cultural experiences during the school year, as evidenced through digi-books
4	Increased oral literacy skills across school through dedicated sessions linked to oracy activities, games and increased Talk4Writing opportunities	Pupils will feel more confident when speak to others, when performing Talk 4 Write sessions and during opportunities to speak in assemblies and other events. The improvement in oracy skills will be evident in Learning Journals.
5	All pupils, without other complicating factors, are confident readers by the end of KS1.	Tracking data will indicate that pupils are successfully moving through the book bands and

		are working on age related expectations books in preparation for KS2.
6	Pupil's mental maths recall improves	Tracking data will indicate that pupil's progress in mathematics is good.
7	Reduce the gap between disadvantaged and non-disadvantaged pupils in terms of achieving outcomes in reading, phonics, writing and mathematics at the end of KS2.	Pupil data from the end of KS2 shows an upward trend of disadvantaged pupils achieving at least the standard in reading, writing and mathematics.
8	Persistent absence will improve for all disadvantaged pupil	School attendance data indicates a decrease in persistent absence for disadvantaged children and the gap compared to national attendance data decreases.

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 £9 500			
Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Early reading and phonics training for all staff	EEF toolkit – Phonics +5 months impact	1, 2, 5, 7	£1 000
Training for all staff linked to Pathways to Write and Pathways to Read	EEF toolkit – Phonics +5 months impact	1, 2, 5, 7	£2 000
Introduction of new guided reading books in KS1 and KS2	EEF toolkit – Mastery learning +5 months impact	6, 7	£3 000
Training for all new staff related to Positive Psychology	EEF toolkit – Metacognition and self-regulation +7 months impact	7	£1 000
Training for all staff linked to Restorative Practice led by Mark Innis and Meeting the Generational Need led by Positive Regard Ltd	EEF toolkit – Metacognition and self-regulation +7 months impact	7	£2 500

Targeted academic support: Budgeted cost £22 600

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Introduction of daily oracy activities and games in all year groups	EEF toolkit – Oral language intervention +6 months impact	4	£700
Small group intervention in reading, phonics, writing and mathematics with a qualified teacher or LSA	EEF toolkit – Small group tuition +4 months impact EEF toolkit – LSA interventions +4 months impact	7	0.5 L2 LSA £10 950
1:1 support in reading, phonics, writing and/or mathematics for disadvantaged children as needed with a qualified teacher or LSA	EEF toolkit – One to one tuition +5 months impact	7	0.5 L2 LSA £10 950

Wider strategies: Budgeted cost £11 100

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Additional cultural capital opportunities for all children; subsidised as necessary for children who are disadvantaged.	EEF toolkit – Arts participation +3 months impact	3	£2 000
Fund music tuition for 4 children	EEF toolkit – Arts participation +3 months impact	3	£1 000
Part fund educational visits including residential visits	EEF toolkit – Arts participation +3 months impact	3	£2 000
Introduction of year group specific oracy, mental maths and 60 active minutes booklets for parents	EEF toolkit – Parental engagement +4 months impact	4	£200

Learning conference for parents and carers related to supporting children at home with phonics.	EEF toolkit – Parental Engagement +4 months impact	2	£200
Increased outdoor curriculum opportunities	EEF toolkit – Physical activity +1 months impact	7, 8	£3 000
Continue with Pastoral Guidance groups to support children with improving self-esteem and self-worth or in making positive choices.	EEF toolkit – Social and emotional learning +4 months impact	3, 7	£1 500
Continue to monitor attendance for disadvantaged children and work with families to improve overall attendance and punctuality.	EEF toolkit – Parental Engagement +4 months impact	8	£1000
Encourage children to participate in after school activities and competitions	EEF toolkit – Arts participation +3 months impact	3	£200

Total budgeted cost: £43 200

Part B: Review of outcomes in the previous academic year

Number of pupils and pupil premium grant (PPG) received for 2024/25	
Total number of pupils on roll	219
Total number of pupils eligible for PPG and PPG+	24

Pupil Premium Strategy Outcomes This details the impact that our pupil premium activity had on pupils in the 2024 – 2025 academic year				
Attendance				
	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025
FSM	89.89%	89.2%	92.8%	92.2%
No FSM	96.36%	95.8%	95.3%	96.1%
Attendance of those children with FSM is below that of no FSM children again this year. - Five children in this group have attendance that falls below 90%. One child's attendance is 79% - absence has improved over the Summer term following meetings with parents. - FSM children will be monitored half termly and picked up individually by A. Hulme as necessary. Attainment 63% of pupils met the standard in reading, of which 13% were working at greater depth 58% of pupils met the standard in writing, of which 4% were working at greater depth 58% of pupils met the standard in mathematics; of which 8% were working at greater depth Well-being - Three children accessed counselling each week for 12 weeks and their mental health improved significantly. - All disadvantaged pupils fully participated in educational and residential visits. - All disadvantaged pupils at KS2 took part in at least one sporting event. - Four pupils received funding for music tuition in school and two pupils accessed fully funded drama sessions.				

Externally provided programmes	
Programme	Provider
TT Rockstars	Maths Circle Ltd
Century Tech	Century Tech
PurpleMash	2simple
Rising Stars Reading Planet	Hodder and Stoughton Ltd
Spelling Shed	Education Shed Ltd
Kapow	Kapow Primary
Grammarsarus	Grammarsarus Ltd
Sparkyard	Out of the Ark
Complete PE	Complete PE
Picture News	Picture News Ltd
Smart School Councils	Smart School Councils