

Pupil Premium Strategy Statement

2026 – 2027



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

Number of pupils on roll	214
Proportion of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
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	£41 850 Based on 27 pupils in the October 2025 census
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£41 850

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Claypool Primary School, we are committed to ensuring that no child is disadvantaged by their socio-economic circumstances. We recognise that pupils may face a range of barriers to learning and achievement, and we believe that, through high-quality teaching, targeted support and carefully planned wider opportunities, every pupil can achieve their full potential.

Our strategy is rooted in a commitment to equity, inclusion and high expectations for all. We aim to remove barriers to learning, raise aspirations and ensure that every pupil develops the knowledge, skills and confidence needed to thrive both in school and beyond.

Intended Outcomes

We aim to:

- Narrow the attainment gap between disadvantaged pupils and their peers.
- Develop pupils' language, communication and reading skills to enable full access to the curriculum.
- Ensure disadvantaged pupils achieve well across the curriculum from their individual starting points.
- Improve attendance, punctuality and readiness to learn.
- Support pupils' social, emotional and mental wellbeing.
- Develop resilience, independence and positive learning behaviours.
- Provide enrichment opportunities that broaden experiences, increase cultural capital and raise aspirations.

Our Approach

To achieve these aims, we will:

- Deliver high-quality, evidence-informed teaching that meets the needs of all pupils.
- Identify barriers to learning early and provide timely, targeted support.
- Use Pupil Premium funding strategically to address the needs of disadvantaged and vulnerable pupils.
- Provide targeted academic interventions to close gaps in learning and accelerate progress.
- Work in partnership with families to improve attendance, engagement and outcomes.
- Offer pastoral and wellbeing support to help pupils thrive emotionally and socially.
- Ensure all pupils can access a rich programme of enrichment, including sport, music, the arts, educational visits and leadership opportunities.
- Remove financial and practical barriers that may limit participation in school life.
- Monitor the impact of provision regularly and adapt our strategy in response to need.

The strategy is reviewed throughout the year, with a full evaluation and revision completed annually. The next review will take place in September 2027.

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

1	Language, communication and literacy development Some pupils enter school with underdeveloped oral language skills, limited vocabulary and reduced exposure to wider experiences. This can impact reading fluency, comprehension, writing and communication across the curriculum.
2	Reading engagement and parental support Levels of parental engagement in home reading vary, which can affect pupils' reading frequency, decoding skills, comprehension and overall attainment.
3	Gaps in knowledge and academic attainment Some disadvantaged pupils have gaps in prior learning, limiting their ability to access age-related curriculum content and achieve the expected standard by the end of Key Stage 2.
4	Mathematical fluency and independent learning habits Limited opportunities to practise key skills can hinder pupils' recall of number facts, mathematical fluency and confidence in learning independently.
5	Attendance, punctuality and readiness to learn Attendance and punctuality rates for disadvantaged pupils are lower than those of their non-disadvantaged peers. Reduced time in school negatively impacts academic progress, engagement and wellbeing.
6	Social, emotional and mental wellbeing Some pupils experience social, emotional or mental health challenges that can affect attendance, behaviour, resilience, self-regulation and engagement with learning.
7	Cultural capital, enrichment and aspiration Disadvantaged pupils may have fewer opportunities to access enrichment activities, the arts, leadership experiences and wider life opportunities. This can limit cultural capital, aspirations and confidence for future success.

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	Language, communication and literacy development Disadvantaged pupils develop strong oral language, vocabulary and literacy skills, enabling them to access the full curriculum successfully.	- EYFS Communication and Language outcomes are in line with or above national averages. - Disadvantaged pupils make strong progress in reading and writing from their starting points. - Classroom assessments demonstrate improved vocabulary acquisition and language use.
2	Reading engagement and parental support Disadvantaged pupils develop positive reading habits and read regularly at home and school.	- Increased percentage of disadvantaged pupils achieving ARE in reading. - Reading records demonstrate regular home reading. - Pupils demonstrate improved reading fluency and comprehension.

3	Gaps in knowledge and academic attainment Gaps in prior learning are identified and addressed effectively so that disadvantaged pupils achieve highly across the curriculum.	• Most disadvantaged pupils achieve outcomes in reading, writing and mathematics that are in line with or exceed national averages. • The attainment gap between disadvantaged pupils and their peers is reduced. • Most disadvantaged pupils meet age-related expectations across the curriculum.
4	Mathematical fluency and independent learning habits Disadvantaged pupils develop secure mathematical fluency and positive learning behaviours that support sustained academic success.	• Improved recall of number facts and arithmetic skills. • Increased proportion of disadvantaged pupils achieving ARE in mathematics. • Pupils demonstrate greater independence, resilience and confidence when tackling challenges.
5	Attendance, punctuality and readiness to learn Disadvantaged pupils attend school regularly and arrive punctually, maximising learning opportunities and engagement.	• Attendance of disadvantaged pupils remains above national averages. • Persistent absence rates reduce year on year. • Punctuality improves and learning time lost through absence is minimised. • Attendance gap between disadvantaged and non-disadvantaged pupils narrows.
6	Social, emotional and mental wellbeing Disadvantaged pupils have the emotional resilience, self-regulation skills and wellbeing support needed to thrive in school.	• Pupil voice demonstrates positive attitudes towards school and learning. • Behaviour incidents involving disadvantaged pupils are reduced. • Identified pupils access appropriate support quickly. • Pupils demonstrate increased confidence, resilience and self-esteem.
7	Cultural capital, enrichment and aspiration Disadvantaged pupils access a wide range of enrichment opportunities that broaden experiences, increase aspiration and support personal development.	• Participation in clubs, visits, leadership roles and enrichment activities is at least in line with non-disadvantaged pupils. • Pupil voice demonstrates increased knowledge of the wider world and future opportunities. • All disadvantaged pupils access key enrichment experiences throughout their time at Claypool. • Pupils demonstrate increased confidence, ambition and engagement in wider school life.

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
Explicit teaching of vocabulary, oracy and disciplinary literacy through: • Consistent whole-school approach to vocabulary instruction. • Pre-teaching and revisiting key vocabulary in every subject. • Use of sentence stems, modelled talk and structured discussion. • Vocabulary displayed and revisited over time. • High-quality texts used across the curriculum. • Explicit teaching of subject-specific language and reading strategies.	EEF guidance reports identify oral language interventions as having a high impact on attainment, particularly for disadvantaged pupils. Explicit vocabulary instruction and disciplinary literacy improve pupils' ability to access the curriculum and comprehend increasingly complex texts.	1, 2, 3
High-quality adaptive teaching and responsive assessment through: • Frequent formative assessment used to identify misconceptions. • Responsive teaching and reteaching within lessons. • Effective questioning to check understanding. • Scaffolded support which is gradually removed. • Retrieval activities used to strengthen long-term memory. • Appropriate challenge for all pupils.	The EEF states that high-quality teaching has the greatest impact on closing attainment gaps. Responsive teaching, formative assessment, scaffolding and addressing misconceptions enable pupils to secure key knowledge before gaps widen.	1, 3, 4
Consistent evidence-informed approaches to reading and mathematics through: • Daily reading and story exposure. • Explicit comprehension instruction. • Fluency-focused reading approaches. • Daily arithmetic and fluency practice. • Worked examples and guided practice in mathematics. • Consistent approaches to modelling and feedback across the school.	EEF evidence demonstrates that reading comprehension strategies, phonics, retrieval practice and explicit instruction are among the most effective approaches for improving attainment. Frequent practice supports fluency and automaticity in reading and mathematics.	2, 3, 4

Inclusive and ambitious curriculum with enrichment opportunities through: • Curriculum designed to build cultural capital and background knowledge. • Planned enrichment opportunities linked to curriculum intent. • Exposure to diverse texts, people, places and experiences. • Opportunities for leadership, performance and creativity. • Strong personal development offer embedded within curriculum planning. • Curriculum adaptations enable all pupils to participate and succeed.	EEF research highlights the importance of cultural capital, engagement and aspiration in improving outcomes for disadvantaged pupils. A broad, ambitious curriculum combined with meaningful enrichment opportunities promotes motivation, attendance, wellbeing and readiness for future learning.	1, 5, 6, 7
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Targeted academic support: Budgeted cost £9 500		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted language, vocabulary and communication interventions through: • Early identification of pupils with speech, language and communication needs. • Oral language interventions in EYFS and KS1. • Small-group vocabulary development linked to curriculum learning. • Additional opportunities to rehearse and apply new vocabulary.	EEF evidence shows that oral language interventions can have a high impact on pupil outcomes, particularly for disadvantaged pupils. Structured language programmes support vocabulary acquisition, communication skills and literacy development.	1, 2, 3
Targeted reading support and phonics interventions through: • Daily phonics catch-up sessions for pupils not at age-related expectations. • 1:1 and small-group reading tuition. • Structured reading fluency programmes. • Reading comprehension interventions targeting specific gaps. • Additional reading opportunities with trained adults. • Regular assessment to identify and address barriers to reading progress.	EEF evidence indicates that phonics and reading comprehension interventions are among the most effective approaches for improving literacy outcomes, particularly when pupils receive targeted support matched to need.	1, 2, 3

Small-group tuition and targeted intervention to address learning gaps through: • Timely interventions following assessment. • Same-day intervention to address misconceptions. • Pre-teaching key vocabulary and concepts before lessons. • Small-group tuition in reading, writing and mathematics.	EEF research suggests small-group tuition can deliver around four months' additional progress. Pre-teaching, same-day intervention and precision teaching help pupils keep up with age-related expectations.	3, 4
Targeted mathematics fluency and reasoning support through: • Daily arithmetic intervention sessions. • Times table and number bond support. • Structured maths tutoring focusing on reasoning and problem solving. • Use of diagnostic assessment to identify misconceptions. • Additional opportunities for guided practice and feedback.	Evidence demonstrates that structured mathematics interventions, combined with regular practice and feedback, improve fluency, confidence and attainment in mathematics.	3, 4
Academic mentoring and personalised support for vulnerable pupils through: • Regular mentoring meetings to review learning targets. • Personalised support plans for disadvantaged pupils at risk of underachievement. • Catch-up support following periods of absence. • Additional transition support between phases and year groups. • Coordination between class teachers, support staff and families to ensure barriers are addressed.	EEF guidance highlights that targeted support can help pupils overcome barriers to engagement, improve attendance and increase access to learning opportunities.	3, 5, 6

Wider strategies: Budgeted cost £9 500		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance, punctuality and family engagement • Dedicated attendance monitoring and first-day response procedures. • Early identification of pupils at risk of persistent absence. • Attendance support meetings with families. • Individual attendance plans and agency referrals where appropriate.	DfE and EEF guidance identifies attendance as a key driver of attainment. Early intervention, strong family relationships and effective attendance systems help reduce absence and improve engagement.	2, 5

Social, emotional and mental health support • Wellbeing check-ins and pastoral support. • Access to trusted adults and mentoring. • Referrals to external services when required. • Staff training on relational approaches.	EEF evidence suggests social and emotional learning approaches can add approximately four months' additional progress whilst improving behaviour, wellbeing and attitudes to learning.	5, 6
Parental engagement and support for learning at home • Communication with parents regarding curriculum expectations. • Support to establish home reading routines. • Guidance to help parents support learning at home. • Increased use of online learning platforms and resources. • Targeted engagement with families where participation is low.	EEF research shows that effective parental engagement can positively influence pupil progress when focused on supporting learning and reading at home.	1, 2, 3
Enrichment, cultural capital and aspiration opportunities • Subsidised educational visits and residential experiences. • Music, arts and sporting opportunities. • Leadership roles and pupil responsibility opportunities. • Visitors, workshops and experiences beyond the local community. • Participation in clubs and extracurricular activities.	Research and Ofsted guidance highlight the importance of enrichment experiences in broadening horizons, increasing motivation and supporting personal development and aspiration.	1, 6, 7
Removal of barriers to participation and learning • Financial support for trips, clubs and residential visits. • Provision of books, resources and equipment where needed. • Support with access to technology and online learning. • Assistance with participation in extracurricular activities. • Targeted support to ensure all pupils benefit from wider opportunities regardless of circumstance.	Evidence suggests that addressing practical barriers to learning, including access to clubs, visits, resources, technology and wider opportunities, supports attendance, engagement and achievement.	2, 5, 6, 7

Part B: Review of the previous academic year

Pupil Premium Strategy Outcomes This details the impact that our pupil premium activity had on pupils in the 2025 – 2026 academic year

Attendance

	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026
FSM	89.2%	92.8%	92.2%	94.1%
No FSM	95.8%	95.3%	96.1%	96.3%

Attendance of those children with FSM is below that of no FSM children again this year but has risen this year by almost 2 percentage points.

- Five mainstream children in this group have attendance that falls below 90%. One child's attendance is 84.4% - absence has improved over this academic year following meetings with parents.
- FSM children will be monitored half termly and picked up individually by A. Hulme as necessary.

Attainment

- 68% of pupils met the standard in reading, of which 11% were working at greater depth
- 54% of pupils met the standard in writing, of which 11% were working at greater depth
- 68% of pupils met the standard in mathematics; of which 7% were working at greater depth

Well-being

- Five 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.
- Three 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
Book Creator	Tools for Schools
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