

Pupil Premium Strategy Statement: Claybrooke

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. (Data is based on figures in June 2025)

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	Claybrooke Primary
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	40.7% (12.7% in 23/4)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 to 2027/2028
Date this statement was published	June 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Paul Rock Head of School
Pupil premium lead	Paul Rock Head of School
Governor / Trustee lead	Hugo Venter, lead for disadvantaged pupils

Funding overview (24-25)

Detail	Amount
Pupil premium funding allocation this academic year	£40,126.25
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,126.25

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is 'Together We Flourish'

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, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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
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1	Attendance and punctuality of disadvantaged pupils is below that of their non-disadvantaged peers
2	Low cross-generational aspiration of disadvantaged families
3	A high proportion of our disadvantaged children have additional needs and often lack a family advocate.
4	A high proportion of our disadvantaged children experience challenging family circumstances with ongoing involvement with outside agencies.
5	A high proportion of our disadvantaged children have underdeveloped oral language skills and persistent vocabulary gaps among many disadvantaged pupils.

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
To improve attendance of disadvantaged pupils.	Attendance of disadvantaged pupils improved to close the gap with the attendance of non-disadvantaged pupils by 2025/26. (Cohort specific)
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that the majority of disadvantaged pupils make at least expected progress.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that the majority of disadvantaged pupils make at least expected progress from their starting points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Pupil wellbeing surveys show that disadvantaged pupils have improved mental health and emotional wellbeing. Children make good progress during targeted interventions.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. This is evident through learning walks, pupil interviews, book looks, engagement in lessons and ongoing formative assessment.

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: **£6019**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of CUSP as an ambitious curriculum framework	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well....the potential impact of these approaches is very high, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1, 2 3, 4 & 5 £6019 25/26

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

Budgeted cost: **£23,475**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 and small groups targeted intervention for pupils falling behind in reading, Writing and maths for disadvantaged pupils in the classroom.	Support staff should be used to support children of all abilities and they should support pupils to develop independent learning skills and to manage their own learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,4 £1000
HLTA EYFS lead practitioner	To ensure that EYFS has a dedicated practitioner with sound understanding of	2, 5 £13,306

	<p>EYFS to enable focussed continuous provision is evident.</p> <p>This enables our EYFS children to be taught separately from KS1.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-part-2-unlocking-the-role-of-a-key-person-in-early-years</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years</p>	
<p>Close the gap in outcomes between our disadvantaged pupils (including GRT pupils) and their peers</p>	<p>National analyses show that GRT pupils have significant attainment gaps and much lower attendance compared to peers, reinforcing the need for targeted support. For example:</p> <p>National data indicates large attainment differences for Gypsy, Roma and Traveller pupils, showing they have among the largest gaps compared with White British pupils at key stages. Education Policy Institute</p> <p>Evidence and policy discussions recommend improving engagement with families and community connections to support educational outcomes for these pupils. committees.parliament.uk</p>	<p>£6000 1,2,3,4,5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered via small group or 1:1</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	<p>3 & 5 £2500 24/25 Training and resourcing £3169 (38 weeks at 5 x 1hr a week)</p>

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

Budgeted cost: **£10,632**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for disadvantaged children to access enrichment opportunities and increase their cultural capital e.g. trips, residential and events. Provision of school uniform.	Children with less cultural capital have difficulty with responding to setbacks, working with others, managing emotions and coping with difficult situations. Evidence shows they also have less oral language skills as a result of having fewer opportunities. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3,4,5 £3332 Uniform
ELSA used as interventions to support mental and emotional health.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 3, 4 & 5 ELSA topslice £1100
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.	£200
Costings of Family support worker		1, 3 £6000 top slice

Total budgeted cost: £40,126

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 2024 to 2025 academic year.



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Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

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 also commissioned a pupil premium review to get an external perspective.

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 also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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, particularly the 'explore' phase 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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.