

Pupil premium strategy statement – Clavering 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 | 373 |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2026 2026-2027 2027-2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Sonya Black |
| Pupil premium lead | Kelly Corr |
| Governor / Trustee lead | Sarah Alton |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £131,949 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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> | £131,949 |

Part A: Pupil premium strategy plan

Statement of intent

At Clavering Primary School, our intention is that every pupil at our school, irrespective of background, need or challenge, makes strong progress, achieves well and participates fully in all aspects of school life. As a school community, we share a firm belief that every child can succeed and we are collectively responsible for ensuring this happens. Our Pupil Premium strategy reflects our commitment to providing high-quality, inclusive teaching in every class, every day. This remains the most effective way to raise attainment and prevent gaps from widening. Early identification of need is central to our approach, allowing us to intervene swiftly and effectively so that learning barriers are removed before they have the chance to grow. We aim not only to support disadvantaged pupils to catch up, but to enable them to thrive. This includes ensuring high attainers continue to be challenged and make sustained progress. By prioritising excellent teaching, targeted support and equitable opportunities, we are ensuring that every pupil is well placed to make strong and sustained progress.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Lower outcomes in Maths at the end of KS2, particularly for disadvantaged pupils. |
| 2 | Decline in Year 4 Multiplication Check results, indicating gaps in fluency and rapid recall across Years 3 and 4. |
| 3 | Significant GLD gap between disadvantaged and non-disadvantaged pupils, highlighting the need for earlier identification and intervention. |
| 4 | Increased social, emotional and mental health needs impacting attendance and readiness to learn. |
| 5 | Attendance for disadvantaged pupils remains below that of their peers, requiring targeted support and improved analysis of underlying causes. |
| 6 | Financial barriers continue to limit access to enrichment opportunities for some disadvantaged pupils. |
| 7 | Rising numbers of pupils entering EYFS with underdeveloped oral language and vocabulary, disproportionately affecting 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 |
|---|--|
| Improved attainment in Maths at the end of KS2, with disadvantaged pupils making strong and sustained progress to narrow the gap with their peers. | <p>Increased proportion of disadvantaged pupils meeting or exceeding expected standards in KS2 Maths.</p> <p>Narrowed attainment gap between disadvantaged and non-disadvantaged pupils.</p> <p>Measurable progress in fluency, reasoning, and problem-solving for disadvantaged pupils.</p> |
| Improved fluency and rapid recall of multiplication facts in Years 3 and 4, leading to stronger outcomes in the Year 4 Multiplication Check and a narrowing of gaps for disadvantaged pupils. | <p>Increased proportion of pupils, particularly disadvantaged pupils, achieving the expected standard in the Year 4 Multiplication Check.</p> <p>Narrowed gaps in multiplication fluency and rapid recall between disadvantaged and non-disadvantaged pupils.</p> <p>Improved confidence and accuracy with multiplication facts across Years 3 and 4, evidenced through fluent recall, application in problem-solving, agreed termly assessments and teacher assessment.</p> |
| Disadvantaged pupils achieve a Good Level of Development (GLD) in the EYFS in line with their peers, supported by early identification and targeted interventions. | <p>Increased proportion of disadvantaged pupils achieving GLD at the end of EYFS.</p> <p>Narrowed gap between disadvantaged and non-disadvantaged pupils.</p> <p>Early identification and intervention implemented effectively with progress tracked termly.</p> |
| Improved social, emotional and mental health (SEMH) support leading to better attendance and increased readiness to learn, with a clear focus on disadvantaged pupils. | <p>Improved attendance for disadvantaged pupils and reduced persistent absence.</p> <p>Evidence of stronger readiness to learn through teacher observations, pupil participation and pupil voice.</p> <p>Positive impact of targeted SEMH interventions demonstrated through termly reviews.</p> |
| Improved overall attendance for disadvantaged pupils reduces barriers to learning. | <p>Increased overall attendance for disadvantaged pupils.</p> <p>Reduced persistent absence for disadvantaged pupils.</p> <p>Clear understanding of causes for absence and timely interventions implemented.</p> |

| | |
|--|---|
| Disadvantaged pupils have full access to enrichment and extracurricular opportunities, ensuring equitable participation. | <p>All disadvantaged pupils participate in enrichment activities.</p> <p>Reduction in financial barriers affecting access to enrichment activities.</p> <p>Evidence of impact on engagement, confidence and wellbeing.</p> |
| Disadvantaged pupils develop strong early language, communication and vocabulary skills to support learning across the curriculum. | <p>Increased proportion of disadvantaged pupils meeting early language and communication milestones.</p> <p>Narrowed gaps in oral language and vocabulary between disadvantaged and non-disadvantaged pupils.</p> <p>Early identification and targeted interventions embedded in EYFS practice, with progress tracked termly.</p> |

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: £24,617

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Comprehensive CPD plan for all staff to ensure consistent high-quality teaching to improve outcomes across Maths, English, EYFS and wider curriculum, supporting disadvantaged pupils.</p> <p>Provide targeted evidence-based CPD via Great Teacher Toolkit and National College, aligned with Rosenshine's pedagogy, ensuring teaching is consistently evidence-informed, with clear modelling, scaffolding, retrieval practice and regular checks for understanding to</p> | <p>High-quality teaching is the most effective way to close attainment gaps for disadvantaged pupils. Targeted, evidence-based CPD and regular monitoring ensure teaching is consistently strong and interventions support sustained progress.</p> <p>High-quality teaching EEF</p> | 1, 2, 3, 7 |

| | | |
|--|--|-------------------|
| <p>improve outcomes for disadvantaged pupils.</p> <p>Through cyclical self-evaluation, regularly monitor teaching and learning to identify strengths and areas for development, using findings to adjust planning and support targeted interventions that ensure sustained progress for disadvantaged pupils.</p> | | |
| <p>All staff, including teaching assistants and class teachers, deliver high-quality, evidence-based interventions to support disadvantaged pupils in making strong, sustained progress.</p> | <p>Targeted, evidence-based interventions, delivered by trained staff, help disadvantaged pupils make strong, sustained progress and narrow attainment gaps.</p> <p>Targeted academic support EEF</p> | <p>1, 2, 3, 7</p> |
| <p>Embed daily Maths fluency sessions focused on rapid recall of number facts and times tables, directly aligned with the Year 4 Multiplication Check requirements.</p> <p>Monitor teaching and learning in Maths regularly through lesson observations, work scrutiny and pupil progress data, using findings to refine CPD and classroom practice.</p> <p>Implement diagnostic assessments termly to identify specific gaps in Maths for disadvantaged pupils, using this data to inform teaching, planning, and targeted interventions.</p> | <p>Quick retrieval of number facts (addition, subtraction, multiplication, division, number bonds, multiples) is foundational, because pupils who struggle to retrieve these facts may struggle with understanding and using mathematical concepts later on.</p> <p>EEF-Improving-Mathematics-in-Key- Stages-2-and-3-2022-Update.pdf</p> | <p>1, 2, 7</p> |

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

Budgeted cost: £80,555

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Introduce Launchpad to Literacy and continue delivering interventions such as Little Wandle, TT Rockstars and SALT to improve literacy, numeracy, language and supporting disadvantaged pupils to make sustained progress. | EEF research shows targeted, evidence-based interventions in literacy, language, numeracy, and motor skills help disadvantaged pupils make sustained progress and narrow attainment gaps. Teaching Assistant Interventions EEF Oral language interventions EEF | 1, 2, 3, 7, |
| Small-group or 1:1 maths tuition for disadvantaged pupils who are behind in fluency, reasoning or problem-solving, informed by diagnostic assessments. Targeted early numeracy interventions in EYFS to develop number sense, counting and early problem-solving, supporting disadvantaged pupils to achieve GLD. | Small group tuition is highly effective for supporting pupils who need extra help to catch up. Small group interventions typically show +4 months' progress on average, particularly when delivered by trained staff and aligned with classroom teaching. Small group tuition EEF EEF Early Years Toolkit identifies that early structured numeracy interventions have a positive impact on disadvantaged pupils' maths outcomes, helping to close gaps in GLD and early number skills. Improving Mathematics in the Early Years and Key Stage 1 EEF | 1, 2, 3 |
| Commission external services (e.g., EP) for early identification, bespoke pupil interventions, and targeted staff CPD to improve outcomes for disadvantaged pupils. | Research from the EEF and DfE shows that early identification of need, combined with targeted interventions and staff development, improves outcomes for disadvantaged pupils and helps close attainment gaps. | 4 |
| Teaching assistants deliver high quality, evidence-based intervention programmes. | Intervention programmes work best when they are planned, time limited and evidence based. Frequent sessions, three times per week or so, lasting up to an hour over about 10 weeks typically show the greatest impact. Small group tuition EEF | 1, 2, 3, 7 |

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

Budgeted cost: £26,777

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>PSA to monitor attendance using the school dashboard, with termly and half-termly reviews of data and interventions, enabling targeted support for those at risk of persistent absence.</p> <p>Provide targeted support including mentoring, pastoral care and liaison with families to address barriers.</p> <p>Strengthen school–family communication through early, personalised contact, sharing attendance data, setting clear expectations and supportive follow-ups to prevent rising absence.</p> | <p>Personalised interventions, targeted support, and strong family–school engagement can improve attendance, pupil engagement, and academic outcomes for disadvantaged pupils.</p> <p>Supporting school attendance EEF</p> | 4, 5 |
| <p>Targeted support for pupils with mental health or emotional needs through interventions delivered by trained ELSAs and as recommended by Alliance Counselling, to improve wellbeing, engagement and readiness to learn.</p> | <p>EEF research shows that social and emotional learning interventions improve pupils' attitudes to learning, behaviour, and relationships, alongside supporting academic outcomes, particularly for disadvantaged pupils.</p> <p>Social and emotional learning EEF</p> | 4, 5 |
| <p>Provide experiences that enhance learning, engagement and widen aspirations, including parental workshops to increase family involvement and empower parents to support their child's learning.</p> | <p>EEF's Parental Engagement research reports that effective engagement by parents in their children's learning can lead to around four additional months' progress, helping to support disadvantaged pupils' attainment and reduce disadvantage gaps.</p> <p>Parental engagement EEF</p> | 6, 7 |

| | | |
|---|---|------|
| <p>Subsidised after-school clubs and extracurricular activities to ensure disadvantaged pupils can participate fully and benefit from engagement, wellbeing, and social development.</p> <p>Targeted after-school clubs specifically for Pupil Premium pupils, ensuring full participation in the school's pledge remains a key priority.</p> | <p>Financial barriers can limit participation in enrichment, which contributes to social development, confidence, and broader learning.</p> <p>Physical-activity programmes (which can include after-school clubs) show a small positive impact on academic attainment - on average +2 months' progress (especially when sessions are short, regular, well-structured, and possibly combine academic or social support). Physical activity EEF</p> | 4, 6 |
|---|---|------|

Total budgeted cost: £131,949

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In reviewing our 2024–2025 strategy, the final year of our three-year plan, there is clear evidence of positive impact.

TEACHING – 2024-2025

Phonics outcomes improved this year, with 84% of Year 1 pupils and 89% of Year 2 re-check pupils achieving the expected standard. Disadvantaged pupils performed strongly, with 83% passing in Year 1 and 82% in the Year 2 re-check. The consistent implementation of Little Wandle, alongside targeted daily interventions, led to increased decoding confidence and accelerated progress for disadvantaged pupils. Family workshops further supported home reading routines. The deployment of Teaching Assistants to provide high-quality language modelling and deliver structured interventions has had a positive impact on pupils. Interventions such as Early Talk Boost, NELI and Early Words Together led to clear gains in vocabulary, communication and confidence, particularly for PP pupils who began EYFS with lower starting points. Assessment information and observational evidence show that most children made strong progress, with 88% of Early Talk Boost participants and 83% of Early Words Together children demonstrating improvements. While the PP cohort was small, individual progress was valuable and demonstrated the positive impact of targeted support. One PP child made clear gains through Early Words Together, two PP pupils accessed NELI with 33% reaching expected levels, and 75% of PP pupils achieved the expected standard in Communication & Language overall.

The deployment of TAs had a positive impact on disadvantaged pupils, particularly in reading and phonics. Targeted small-group Little Wandle interventions accelerated progress in decoding, fluency and comprehension. In KS1, the Little Wandle Rapid Catch-Up programme strengthened phonics security, reflected in 80% of Y1 PP pupils and 64% of Y2 PP pupils achieving the expected level. Additional capacity in Y4 addressed the higher cohort need, while tailored support in Y6 has helped an EHC/EAL pupil access the curriculum and boosted overall reading confidence in the group.

The introduction of Great Teaching Toolkit supported teachers in developing subject knowledge and responding to pupils' questions, improving clarity and lesson consistency. CPD helped foster a more supportive classroom environment and encouraged inclusive, responsive teaching. These approaches provided stronger foundations for successful differentiation and support for disadvantaged pupils, enabling all pupils, including Pupil Premium, to access high-quality teaching and benefit from a more equitable learning.

TARGETED ACADEMIC SUPPORT

Year 6 disadvantaged pupils have benefited from small-group SATs booster sessions in English and Maths, while KS2 pupils have also had access to purchased online resources, such as Reading Plus, to support learning. These sessions and resources have provided additional opportunities to address individual needs and strengthen progress. Ongoing use and systematic monitoring of these tools will help ensure their continued impact for disadvantaged pupils.

Impact upon data

| | School 2023 | School 2024 | School 2025 |
|-------------------|--------------------|--------------------|--------------------|
| GLD | 68% | 76% | 75% |
| Phonics Y1 | 85% | 86% | 84% |
| Phonics Y2 | 92% | 88% | 89% |
| Y4 Multiplication | 33% | 40% | 24% |
| KS2 Reading | 81% | 88% | 72% |
| KS2 Writing | 79% | 82% | 81% |
| KS2 Maths | 83% | 82% | 61% |
| GPS | 81% | 76% | 60% |
| Combined | 79% | 71% | 54% |

Early Years and Phonics

Outcomes in the EYFS remain positive. GLD rose sharply from 2023 to 2024 and remained broadly stable in 2025, reflecting the strength of early provision. Phonics outcomes in Year 1 and Year 2 have been consistently strong across the last three years, with results above 84%, indicating effective early reading teaching. Despite this positive picture, there remain notable gaps between disadvantaged and non-disadvantaged pupils. Addressing these gaps continues to be a key priority, ensuring disadvantaged pupils secure equally strong early language and reading foundations.

Lower Key Stage (Multiplication Check)

The Year 4 Multiplication Check showed improvement in 2024, with a subsequent dip in 2025 that appears linked to cohort-specific variation in pupils' fluency and rapid recall of multiplication facts in Lower Key Stage 2. This has helped to identify a clear area for development, enabling the school to strengthen the teaching and practice of multiplication fluency in Years 3 and 4.

Key Stage 2 Outcomes

KS2 results improved from 2023 to 2024 across most subjects; however, 2025 reflects a notable downturn. Reading, Maths and GPS all show a decline, particularly Maths and GPS. Writing remains comparatively stable. The Combined measure dropped significantly in 2025, driven by weaker performance in Maths.

Overall Summary

The data shows that early provision remains strong, with well-embedded phonics teaching providing a solid foundation for pupils. Although the 2025 Key Stage 2 results show a dip, this appears to be linked to specific characteristics and challenges within the cohort rather than a wider trend. This presents an opportunity to further refine curriculum sequencing and strengthen targeted interventions in upper Key Stage 2, particularly in Maths and Reading. With these adjustments, the school is well-placed to build on its strong practice and secure improved outcomes for pupils moving forward.

WIDER STRATEGIES

Improved attendance across school

| | 2023-2024 | 2024-2025 |
|--------------------------------|--------------|--------------|
| Whole School Attendance | 94.5% | 95.7% |
| PA | 13.4% | 12.8% |
| Pupil Premium | 92.8% | 94.2% |
| Non Pupil Premium | 95.1% | 96.2% |

Reading and phonics workshops have provided families with information about how reading and phonics are taught across the school, as well as guidance on statutory assessments such as SATs, MTC, and the Phonics Screening Check. Workshops have supported parents in understanding how to reinforce learning at home, particularly for disadvantaged pupils. Early feedback indicates that parents feel more confident in supporting their child's learning. Staff trained in ELSA and the Friends programme have strengthened the school's capacity to support pupils' social and emotional needs. The Hive room is used effectively to monitor and guide support, providing a foundation to promote emotional resilience, social skills and wellbeing, particularly for disadvantaged pupils.

Subsidies for after-school sports clubs have enabled disadvantaged pupils to access extracurricular activities that might otherwise be a barrier. Currently, approximately 19% of Pupil Premium children participate, indicating that while reduced costs support engagement, wellbeing, and social development, participation remains lower than desired. Increasing uptake will ensure more disadvantaged pupils benefit from these opportunities, contributing to a broader, more inclusive school experience.

As we enter the first year of our new three-year Pupil Premium strategy (2025–2026), following the conclusion of the current cycle, the focus will be on securing high-quality teaching and removing barriers to learning from the earliest stage. Targeted support in English and Maths, including small-group tuition, booster sessions and structured interventions, will help pupils catch up, with a particular focus on Maths. Early identification will be strengthened through the introduction of Launchpad to Literacy, alongside the ongoing Little Wandle Phonics programme and targeted language interventions, ensuring pupils receive timely support from the start. Wider strategies, including targeted, subsidised after-school clubs, parental workshops, and social and emotional support, will be more closely targeted to the needs of disadvantaged pupils. The impact on engagement, wellbeing and learning will be systematically monitored, alongside ongoing staff development, to ensure all Pupil Premium pupils benefit from high-quality, inclusive teaching and measurable progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| None used | |