Pupil premium strategy statement – Clapgate 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 2024-25	Data 2025-26	Data 2026-27
Number of pupils in school	430	420	420 395 Rec – Y6 25 – N1 & N2
Proportion (%) of pupil premium eligible pupils	149	132	137 Rec- Y6 34.6% 10 Nursery 40% 35% of whole school
1	2024-25	2025-26	2026-27
Date this statement was published	18th October 2024	15th September 25	7th October 2026
Date on which it will be reviewed	September 2025	September 26	September 27
Statement authorised by	Natasha Singleton	Heather Taylor	Heather Taylor
Pupil premium lead	Lydia Jessop	Lydia Jessop	Lydia Jessop

Governor / Trustee lead	Peter Olver	Peter Olver	Peter Olver

Funding overview

Detail	Amount 2024-25	Amount 2025 - 26	Amount 2026-277) (April 2026 – April 2027)
Pupil premium funding allocation this academic year	£213,820	£222,975	£201,500 (deprivation) + £13,450 (previously looked after – 5) + £3200 (CLA - 2)
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0	£0	£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*	£213,820	£222,975	£231,785

Part A: Pupil premium strategy plan

Statement of intent

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 are young carers, or who have social worker or cluster involvement. There are also many children who are not eligible for pupil premium, even though they are living in poverty. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are classed as disadvantaged or not.

High-quality teaching is at the heart of our approach; we know that 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. We have a rigorous staff development programme for teachers and teaching assistants to support high-quality teaching, and senior leaders, phase leaders and subject leaders play a significant role in monitoring and evaluating progress. Our CPD focuses on evidence-based effective strategies, such as metacognition and self-regulation strategies, responsive forms of teaching (enabling and extending) and subject specific content, such as Grammasaurus' Place Value of Punctuation and Grammar.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, particularly focusing on those children who missed out on part of their time in the Early Years

Foundation Stage (and are now in Lower Key Stage 2) as well as new cohorts in EYFS (children who were born during Covid) and therefore are often lacking social and life skills.

We have set out a plan for targeted support. This includes a comprehensive range of evidence-based interventions delivered by class TAs, speech and language support through Chatterbugs and a designated TA and an HLTA working with a small group with specific needs (supported by the SENDCo).

Our wider support focuses on improving attendance, offering therapeutic support, providing experiences to improve cultural capital (such as trips, residentials, event days, clubs and visitors) and engaging parents/carers.

Challenges

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

Challenge number	Detail of challenge
1	Attainment data for reading, writing and maths suggests disadvantaged pupils find it harder to achieve ARE (age related expectations) both at the end of KS1 and the end of KS2. In the year 2023-24, there was a gap of 29.5% between disadvantaged pupils and non-disadvantaged pupils (7.5% more than the national gap of 22%). At the end of KS1, gaps for reading, writing and maths were 23.5%, 29.1% and 43.1% respectively.
2	Low attainment on entry to EYFS in all areas for the majority of our pupils. In the year 2023-24, only 16% of the whole cohort were at the expected level for GLD at the start of the year. The biggest gaps between PP and Non-PP were in PSED, particularly managing self (29% gap), and Expressive Arts and Design, particularly creating with materials (29% gap). There was also a large gap in the strand of fine motor (27% gap).

3	Phonics – disadvantaged pupils have greater difficulties with phonics than their peers which negatively impacts their development as readers. The end of Y1 phonics assessments in the last academic year (2023-24) showed a gap of 37% (27% of pupil premium children achieved the expected level, whereas 64% of non-pupil premium children achieved this).
4	Disadvantaged pupils in Lower Key Stage 2, who missed time in Reception and Nursery due to Covid school closures, have more significant knowledge gaps than non-pupil premium children. Only 15.4% of pupil premium children in the current Y4 cohort achieved ARE (Age Related Expectations) across maths, reading and writing at the end of Year 2.
5	Low attendance and punctuality Our attendance since 2021 indicates that attendance among disadvantaged pupils is significantly lower than our non-disadvantaged pupils. Last year's attendance data shows a gap of 3.3%. This has decreased from 4.8% in 2021-22, however there is still work to do here to further reduce the gap. Persistent absence data shows a gap of 9.5%. Whilst this is a large gap and therefore remains one of our challenges, this has reduced from 25.05% in 2021-22. 58.9% of our persistently absent children were disadvantaged in 2023-24. Assessment, observations, teacher voice and pupil progress meetings indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	More disadvantaged pupils need extra support with SEMH. We have also found, in the wake of the cost-of-living crisis and as a long-term result of Covid, many of our families with children who receive pupil premium funding are struggling with mental health issues.

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 outcomes for disadvantaged pupils in reading, writing and maths by the end of KS2.	Disadvantaged pupils achieving ARE to be above national figures for disadvantaged children.
To close the gap between pupil premium and non-pupil premium children as early as possible.	Disadvantaged pupils achieving GLD to be above national figures for disadvantaged children.

To improve outcomes for pupil premium children in phonics.	Disadvantaged pupils at Clapgate to achieve the national average expected standard for disadvantaged pupils in the phonics screening check. (23-24 disadvantaged nationally 68% pass 23-24 gap nationally of 16%)
To improve outcomes for disadvantaged pupils in Lower Key Stage 2.	The same proportion of disadvantaged pupils and non-disadvantaged pupils to meet their targets. Disadvantaged pupil voice to evidence that they feel they have made progress. Disadvantaged pupils' workbooks to be presented to the same standard as non-disadvantaged pupils' workbooks.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance to be demonstrated by: • Reduce persistent absence of disadvantaged pupils to be less than 10% above disadvantaged pupils nationally (for 2023/24, 30.1% of Clapgate's disadvantaged cohort were persistently absent compared to the national non-disadvantaged cohort at 12% meaning the school's gap to non-disadvantaged pupils nationally has decreased by 3.2% from +21.3% in 22/23 to +18.1% in 23/24). • Increase the overall attendance figure of pupil premium children so that it is in line with national attendance figures for pupil premium children. (In 2023-24, our overall absence for disadvantaged pupils was 8.6%, 1.1% greater than national overall absence for disadvantaged pupils).
To improve outcomes for pupils with SEMH needs.	Currently, 33 children have regular therapeutic support. 25 of these children are pupil premium (75.7%). Improved outcomes for these children to be evidenced through staff and pupil voice and entry and exit scores.

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.

	2024-25	2025-26	2026-27
Teaching	£ 106,910	£111,487.50	£115,892.50
Targeted academic support	£ 53,455	£55,743.75	£57,946.25
Wider strategies	£ 53,455	£55,743.75	£57,946.25
Total	£ 213,820	£222,975 (PP: £201,495 PP+: £21,480)	£231,785

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 106,910

Activity	Evidence that supports this approach	Challenge number(s)	Year

		addressed	
Contribution to leadership time for subject leaders	EEF research on quality first teaching. Monitoring evidence shows us that improving teacher subject knowledge is a priority. All our training is in line with EEF recommendations, and we have a strong emphasis on metacognition, and self-regulation strategies, responsive forms of teaching (enabling and extending) and subject specific content, such as Grammasaurus' Place Value of Punctuation and Grammar https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 3	24-25
Out of class SENDCo (contribution)	Internal monitoring evidence and pupil progress meetings show that teachers need support and advice to meet the needs of the children with a wide range of SEN in school. **GOV.UK** https://assets.publishing.service.gov.uk/media/61af936fd3bf7f055c4b77bb/SEN_support_-_Findings_from_a_qualitative_study.pdf **EEF** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send **Leeds for Learning** https://www.leedsforlearning.co.uk/Page/24561	1, 2, 3, 4, 6	24-25
HLTA working with small group of Y6 children below ARE	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1731599927 - Bespoke planning for writing by the SENDCo - Computerised approach Fresh Start: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start/	1, 6	24-25

Training and participation in NCETM Mastering Number Programme	**NCETM** https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/ **EEF** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1, 4	24-25
In Harmony music provision	**GOV.UK** Music plays a key role in brain development. It helps to develop language, motor skills, emotional intelligence and collaboration skills. https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people/what-the-national-plan-for-music-education-means-for-children-and-young-people#:~:text=Music%20plays%20a%20key%20role,of%20music%20to%20our%20economy. **NFER** https://www.nfer.ac.uk/publications/evaluation-of-in-harmony-final-report/	5, 6	24-25
Place Value of Punctuation and Grammar	**GOV.UK** 'The Research Evidence on Writing' https://assets.publishing.service.gov.uk/media/5a7b63a740f0b6425d592d3f/what_is_the_research_evidence_on_writing.pdf Particularly 'teach pupils to become fluent with handwriting....[and] sentence construction'	1, 4	24-25

	Facebook groups made up of teachers have suggested significant positive impact through the implementation of PVPG in their classrooms. Teachers shared images of their pupils' work before and after introducing PVPG which show great improvements. Y4 trial in 2023: 4SM 47% chn EXS baseline through to Spring 60% chn EXS by Summer No SBLW children in writing by the end of the year Mitch Hudson (creator) - all schools he worked at in Birmingham had approximately 20% children working at EXS and his approach enabled this to improve so 80 – 90% of these children achieved EXS.		
Outdoor learning	Playing and learning outside has many proven benefits: - Gives children a chance to make sense of the world around them - Frees children from the physical restrictions of the classroom - Gives children the sensory input they may be lacking and will certainly benefit from - Inspires children to try new things and take risks - Allows children to be explorers and expand their imagination - Improves children's mental health - Supports children to get over fears and anxieties - Allows children to become more independent - Builds physical and mental strength and resilience - Helps children work on their decision-making and problem-solving skills - Develops teamwork and communication	5, 6	24-25
CPD (adaptive teaching, metacognitive strategies)	Education Policy Institute https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ EEF	1, 2, 4, 5, 6	24-25

	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1730818931 The mechanisms of professional development: Building knowledge Motivating teachers Developing teaching techniques Embedding practice		
Mentoring & coaching for ECTs	EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support#:~:text=The%20framework%20will%20provide%20additional,will%20support%20ECTs%20to%20develop. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1	24-25
Recruitment & retention	EEF https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-the-evidence-on-improving-teacher-recruitment-and-retention	1	24-25
Technology & resources – White Rose, Grammasaurus, Social Media presence (Facebook, TikTok)	EEF https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1730821870	1, 2	24-25

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

Budgeted cost: £ 53,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated TA for speech and language programmes in EYFS Chatterbugs speech and language therapist	The Communication Trust https://speechandlanguage.org.uk/wp-content/uploads/2023/12/what_works_criteria_guide.pdf GOV.UK https://assets.publishing.service.gov.uk/media/5f9be9c48fa8f57f3b4cb075/BSSLC_Supporting-evidence.pdf EEF https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. https://chatter-bug.com/2023/06/29/case-study-speech-sound-delay-impacting-attendance/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Evidence suggests a selection of high-quality, structured interventions can enhance pupil progress when delivered as intended, by TAs who are well-trained and well-supported. To date the EEF has found evidence of impact for seven structured interventions led by TAs.	1, 2, 3, 4

Class TAs – support quality first teaching and run interventions	https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture	1, 2, 3, 4
Provision in KS1	https://my.chartered.college/impact_article/researching-play-based-pedagogies-in-year-1/ Ephgrave A (2017) *Year One in Action: A Month-by-Month Guide to Taking Early Years Pedagogy Into KS1*. Milton K, UK: Taylor & Francis.	1, 5
Provision outdoors for LKS2	Staff and pupil voice tells us that pupils benefit from leading their learning. Many children in LKS2 missed out on play-based learning experiences in EYFS and would benefit from it in LKS2.	4, 5
CPD for teaching assistants	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1

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

Budgeted cost: £ 53,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support officer and LA authority	https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/	5

support for case work	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf Clear link between poor attendance and lower academic achievement. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	
Therapeutic team to support vulnerable pupils and those with SEMH difficulties Training for all staff on SEL skills	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 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): Of all the children receiving therapeutic intervention currently, 75.7% of them are PP pupils (2024).	6
Smart Start breakfast club	https://pmc.ncbi.nlm.nih.gov/articles/PMC3737458/	5, 6
Child and family support worker to support vulnerable children and their families	The majority of our children requiring Early Help intervention, family support or other internal and external interventions are pupil premium children. High level of support needed particularly post lockdowns/cost of living difficulties.	6

Contribution to Jess cluster		
Contribution to trips and residentials	Limited number of studies on impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning This is part of our vision to provide all children with experiences that develop resilience, self-confidence, motivation, teambuilding and communication skills and language skills. Trips provide rich learning opportunities and contribute to SMSC development.	5
Clubs	https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf	1, 4, 6

Total budgeted cost: £ 213,820

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium strategy outcomes 24 – 25

Intended outcome: To improve outcomes for disadvantaged pupils in reading, writing and maths by the end of KS1 and KS2.

		Disadvantaged			Non-disadvantaged			Progress gaps
		Baseline	Summer	Progress	Baseline	Summer	Progress	
Reading	End of KS1	16.7%	25.0%	+8.3%	70.2%	61.7%	-8.5%	+16.8%
	End of KS2	48%	64.0%	+16%	75%	92.8%	+17.8%	-1.8%
Writing	End of KS1	25%	25.0%	0%	68.1%	40.4%	-27.7%	+27.7%
	End of KS2	40%	60.0%	+20%	71.5%	89.3%	+17.8%	+2.2%
Maths	End of KS1	33.3%	50%	+16.7%	68.1%	80.9%	+12.8%	+3.9%
	End of KS2	40%	64.0%	+24%	78.6%	100%	+21.4%	+2.6%

The data shows that at the end of KS1 and KS2, compared to baseline, pupil premium children are making progress in reading and maths, but have stayed the same in writing. In all subjects, end of KS1 pupil premium children are making more progress than non-pupil premium children. This is the same for end of KS2 pupil premium children apart from in reading where slightly more progress was made by non-pupil premium.

Intended outcome: To close the gap between pupil premium and non-pupil premium children as early as possible.

Pupil Premium Gaps	Group Size	CL: LAU	CL: S	PSED: SR	PSED: MS	PSED: BR	PD: GMS	PD: FMS	LIT: C	LIT: WR	LIT: W	MATHS: N	MATHS: NP	UTW: PP	UTW: PCC	UTW: TNW	EAD: CM	EAD: BIE
Baseline																		
Pupil Premium Eligible	15	13.3%	20.0%	6.7%	6.7%	0.0%	20.0%	13.3%	6.7%	0.0%	0.0%	13.3%	13.3%	6.7%	0.0%	6.7%	6.7%	6.7%
Not Pupil Premium Eligible	37	27.0%	27.0%	32.4%	32.4%	32.4%	48.6%	29.7%	27.0%	21.6%	21.6%	29.7%	27.0%	21.6%	24.3%	24.3%	32.4%	24.3%
Gap		-13.7%	-7.0%	-25.5%	-25.5%	-32.4%	-28.6%	-16.4%	-20.4%	-21.6%	-21.6%	-16.4%	-13.7%	-15.0%	-24.3%	-17.7%	-25.5%	-17.7%
Autumn																		
Pupil Premium Eligible	16	31.3%	31.3%	25.0%	18.8%	31.3%	56.3%	31.3%	25.0%	25.0%	25.0%	31.3%	25.0%	12.5%	12.5%	18.8%	25.0%	18.8%
Not Pupil Premium Eligible	38	36.8%	34.2%	50.0%	47.4%	44.7%	65.8%	39.5%	44.7%	52.6%	42.1%	50.0%	44.7%	26.3%	28.9%	28.9%	44.7%	31.6%
Gap		-5.6%	-3.0%	-25.0%	-28.6%	-13.5%	-9.5%	-8.2%	-19.7%	-27.6%	-17.1%	-18.8%	-19.7%	-13.8%	-16.4%	-10.2%	-19.7%	-12.8%
Spring																		
Pupil Premium Eligible	14	42.9%	64.3%	42.9%	57.1%	50.0%	78.6%	57.1%	42.9%	28.6%	35.7%	35.7%	35.7%	50.0%	35.7%	42.9%	64.3%	64.3%
Not Pupil Premium Eligible	39	59.0%	56.4%	59.0%	61.5%	64.1%	79.5%	59.0%	53.8%	53.8%	46.2%	53.8%	51.3%	53.8%	41.0%	51.3%	66.7%	51.3%
Gap		-16.1%	7.9%	-16.1%	-4.4%	-14.1%	-0.9%	-1.8%	-11.0%	-25.3%	-10.4%	-18.1%	-15.6%	-3.8%	-5.3%	-8.4%	-2.4%	13.0%
Summer																		
Pupil Premium Eligible	14	57.10%	64.30%	57.10%	64.30%	57.10%	78.60%	57.10%	42.90%	42.90%	35.70%	35.70%	35.70%	57.10%	57.10%	57.10%	64.30%	71.40%
Not Pupil Premium Eligible	39	61.50%	64.10%	69.20%	66.70%	66.70%	82.10%	61.50%	61.50%	64.10%	53.80%	71.80%	71.80%	56.40%	53.80%	56.40%	71.80%	66.70%
Gap		-4.40%	0.20%	-12.10%	-2.40%	-9.60%	-3.50%	-4.40%	-18.60%	-21.20%	-18.10%	-36.10%	-36.10%	0.70%	3.30%	0.70%	-7.50%	4.70%

- 26% of children in the Reception cohort are PP (14/53)
- PP children have progressed well throughout the year. Large jumps can be seen in all areas from baseline to summer.
- Non-PP are outperforming those PP children, apart from in Speaking, UTW strands and Being Imaginative.
- Gaps have narrowed in all areas from baseline to summer, apart from in Maths, where the gaps have widened by 20%. Gaps have narrowed the least in Literacy.
- Largest gaps- Maths strands (-36) and Word Reading (-21)
- % of PP achieved GLD- 35% (5/14)
- % of non-PP achieved GLD- 53% (21/39)

To improve outcomes for pupil premium children in phonics.

To improve outcomes for disadvantaged pupils in Lower Key Stage 2.

Reading	Disadvantaged					Non-disadvantaged			
	Baseline	Christmas	Easter	Summer	Overall progress	Baseline	Summer	Overall progress	Disadvantaged vs non-disadvantaged progress gap (+for disadvantaged, - for non-disadvantaged)
Y1	66.7%	66.7%	66.7%	66.6%	-0.1%	80.6%	73%	-7.6%	+7.5%
Y2	16.7%	25.0%	25.0%	25.0%	+8.3%	70.2%	61.7%	-8.5%	+16.8%
Y3	42.3%	53.8%	53.9%	61.5%	+19.2%	62.9%	85.8%	+22.9%	-3.7%
Y4	33.4%	36.7%	42.0%	43.3%	+9.9%	60%	65.5%	+5.5%	+4.4%
Y5	60.0%	52.0%	44.0%	56.0%	-4%	72.3%	65.5%	-6.8%	+2.8%
Y6	48.0%	56.0%	60.0%	64.0%	+16%	75%	92.8%	+17.8%	-1.8%
All	44.6%	48.5%	48.9%	53.9%	+9.3%	70.6%	76.1%	+5.5%	+3.8%

Writing	Disadvantaged					Non- Disadvantaged			
	Baseline	Christmas	Easter	Summer	Overall progress	Baseline	Summer	Overall progress	Disadvantaged vs non-disadvantaged progress gap (+for disadvantaged, - for non-disadvantaged)
Y1	41.7%	41.7%	41.7%	33.3%	-8.4%	66.7%	62.2%	-4.5%	-3.9%
Y2	25.0%	25.0%	16.7%	25.0%	0%	68.1%	40.4%	-27.7%	+27.7%
Y3	34.6%	34.6%	38.5%	26.9%	-7.7%	59.3%	57.1%	-2.2%	-5.5%
Y4	13.3%	16.7%	6.5%	10.0%	-3.3%	43.3%	34.5%	-8.8%	+5.5%
Y5	36.0%	24.0%	28.0%	28.0%	-8%	69.4%	72.3%	+2.9%	-10.9%
Y6	40.0%	44.0%	48.0%	60.0%	+20%	71.5%	89.3%	+17.8%	+2.2%
All	30.8%	30.0%	29.0%	30.0%	-0.8%	63.7%	58.1%	-5.6%	+ 4.8%

Maths	Disadvantaged					Non-disadvantaged			
	Baseline	Christmas	Easter	Summer	Overall progress	Baseline	Summer	Overall progress	Disadvantaged vs non-disadvantaged progress gap (+for disadvantaged, - for non-disadvantaged)
Y1	50.0%	58.3%	58.3%	75.0%	+25%	72.2%	83.7%	+11.5%	+13.5%
Y2	33.3%	41.7%	75.0%	50.0%	+16.7%	68.1%	80.9%	+12.8%	+3.9%
Y3	50.0%	53.9%	50.0%	65.4%	+15.4%	85.2%	89.3%	+4.1%	+11.3%
Y4	32.3%	43.4%	35.5%	36.7%	+4.4%	46.7%	62.1%	+15.4%	-11%
Y5	60.0%	56.0%	52.0%	64.0%	+4%	80.6%	86.1%	+5.5%	-1.5%
Y6	40.0%	48.0%	52.0%	64.0%	+24%	78.6%	100%	+21.4%	+2.6%
All	43.1%	50.0%	50.4%	57.7%	+14.6%	71.5%	83.4%	+11.9%	+2.7%------

The data shows Y3 and Y4 PP children are making significant progress across reading and maths. The percentage of pupils working at EXS+ in writing in Y3 and Y4 have reduced from the baseline. In Y3, the non-pupil premium children have also reduced from baseline but not as much, however in Y4, a higher percentage of non-pupil premium than pupil premium children have regressed.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

	2023-24		**National**		**2024 – 25 (9.7.25)**		**National**		**Gaps**	
	Attendance	Persistent Absence	Attendance	Persistent Absence	Attendance	Persistent Absence	Attendance	Persistent Absence	2023 – 25	School vs national
Pupil Premium Eligible	92.2%	24.3%			91.97%	36.92%			Att: -0.23% PA: 12.62%	
Not Pupil Premium Eligible	95.1%	12.5%			94.79%	12.2%			Att: -0.31% PA: -0.3%	
Gap	2.89%	11.5%			2.82%	24.72%				

To improve outcomes for pupils with SEMH needs.

Nurture Boxall Results	Year Group	Development Score (Sep 24)	Development Score (May/June 25)	Diagnostic Score (Sep 24)	Diagnostic Score (May/June 25)	Progress/Regress
Pupil A	Year 1	9		3		
Pupil B	Year 1	7	6	2	8	Progress in Dev; regressed in diagnostic (due to attendance)
Pupil C	Year 3	4	2	3	0	Progress in both
Pupil D	Year 2	9	4	10	9	Progress in both
Pupil E	Year 3	6		9		
Pupil F	Reception	4	4	9	9	Same
Pupil G	Year 2	8		10		

The above data shows Boxall results before and after children with SEMH attended Nurture sessions. Unfortunately, there are three children without final scores. The data suggests mixed results, which may be due to the additional needs many of these children have. Developmentally, pupils B, C and D have made progress. Diagnostically, pupils C and D have made progress, but pupil B has regressed. This is likely due to circumstances in this child's life impacting their SEMH needs.

Pupil Premium Academic Outcomes 24 – 25

(*See above data under LKS2 outcome***)**

Reading: Pupil premium academic outcomes have improved in Y2, Y3, Y4 and Y6. In Y1, Y2, Y4 and Y5 pupil premium children have made more progress than non-pupil premium children.

Writing: Pupil premium academic outcomes have only improved in Y6. In all other year groups, they have regressed (apart from Y2, which has maintained the same percentage of PP children at EXS+). Non-pupil premium children in all classes except Y5 and Y6

have also regressed. This means that the progress gaps suggest that in Y2, Y4 and Y6 pupil premium children have not regressed as much as non-pupil premium children.

Maths: Pupil premium academic outcomes have improved in all year groups with Y3, Y2, Y1 and Y6 pupil premium children making very good progress. In Y4 and Y5 non-pupil premium children made more progress than pupil premium children.

Pupil premium strategy outcomes 25 – 26

Intended outcome: To improve outcomes for disadvantaged pupils in reading, writing and maths by the end of KS1 and KS2.

End of KS2 data:

Disadvantaged Reading	EXS+ School	EXS+ National	Gap (Sch/Nat)	GDS School	GDS National	GDS Gap (Sch/Nat)	AScS School	AScS National	AScS Gap (Sch/Nat)	In school dis gap EXS+	National dis gap EXS+	In school dis gap GDS	National dis gap GDS	In school dis gap AScS	National dis gap AScS
2023	73	60	13	10	17	-7	101.7	102.4	-0.7		-18	-21	-17	-3.7	-3.8
2024	58	62	-4	10	18	-8	100	102.7	-2.7	-28.2	-18	-8	-15	-5.6	-3.5
2025	64	63	1	20	21	-1	102	103	-1	-28.9	-18	-26.4	-18	-5.4	-4
2026			0			0			0	-11	0	0	0	0	0

Disadvantaged Writing	EXS+ School	EXS+ National	Gap (Sch/Nat)	GDS School	GDS National	GDS Gap (Sch/Nat)	AScS School	AScS National	AScS Gap (Sch/Nat)	In school dis gap EXS+	National dis gap EXS+	In school dis gap GDS	National dis gap GDS	In school dis gap AScS	National dis gap AScS
2023	70	58	12	0	7	-7	N/A	N/A	N/A	-5	-19	-13	-9	N/A	N/A
2024	58	58	0	0	6	-6	N/A	N/A	N/A	-31.7	-20	-11	-10	N/A	N/A
2025	72	59	13	0	7	-7	N/A	N/A	N/A	-17	-19	-14.3	-9	N/A	N/A

Disadvantaged Maths	EXS+ School	EXS+ National	Gap EXS+ (Sch/Nat)	GDS School	GDS National	GDS Gap (Sch/Nat)	AScS School	AScS National	AScS Gap (Sch/Nat)	In school dis gap EXS+	National dis gap EXS+	In school dis gap GDS	National dis gap GDS	In school dis gap AScS	National dis gap AScS
2023	73	59	14	7	13	-6	101.9	101.3	0.6	-5	-20	-24	-16	-3	-4.1
2024	65	59	6	6.7	13	-6.3	99.8	101.5	-1.7	-24.7	-20	-24.3	-16	-6.1	-4.1
2025	64	61	3	8	15	-7	104.6	102	2.6	-36	-19	-24.1	-17	-4.6	-4

Writing presents the strongest evidence of impact. Expected standard and above (EXS+) outcomes increased from 58% in 2024 to 72% in 2025, moving from broadly in line with national figures to significantly above national outcomes. The in-school disadvantage gap has reduced substantially from -31.7 to –17, indicating that disadvantaged pupils are increasingly achieving in line with their peers. Writing is currently the subject where attainment gaps are narrowest and where improvement has been most secure.

Reading outcomes have improved positively. EXS+ increased from 58% to 64%, whilst greater depth doubled from 10% to 20%. Disadvantaged pupils now perform broadly in line with, and slightly above, national disadvantaged pupils. However, despite these improvements, the in-school attainment gap remains significant at -28.9 percentage points, suggesting that further work is needed to ensure disadvantaged pupils achieve as highly as their non-disadvantaged peers within school.

In mathematics, disadvantaged pupils continue to perform above national disadvantaged averages and achieved a strong average scaled score in 2025. However, progress has been less consistent over time, the advantage over national disadvantaged pupils has reduced, and the in-school attainment gap has widened to -36 percent. This remains the largest attainment gap across the core subjects and represents a key priority for improvement.

Overall, outcomes for disadvantaged pupils are strongest in writing, where attainment is improving most rapidly and gaps are closing. Reading shows encouraging gains, particularly at greater depth, but internal attainment gaps remain sizeable. Maths continues to compare favourably with national disadvantaged outcomes but requires focused action to reduce persistent in-school attainment gaps and increase the proportion of disadvantaged pupils achieving higher standards.

End of KS1 Data:

Reading:

	EXS+ Dis and non %								
	Disadv bas	Non dis base	Disad curr	Non dis current	Disad Progr	Non dis ad	Disadv bas	Disadv current	gap
Y1	40.00%	57.90%	33.40%	50.00%	-6.60%	-7.90%	-17.90%	-16.60%	
Y2	50.10%	74.30%	25.00%	62.80%	-25.10%	-11.50%	-24.20%	-37.80%	

Writing:

	EXS+ Dis and non %								
	Disadv bas	Non dis base	Disad curr	Non dis current	Disad Progr	Non dis ad	Disadv bas	Disadv current	gap
Y1	40.0%	55.3%	46.7%	60.5%	6.7%	5.2%	-15.3%	-13.8%	
Y2	31.3%	62.9%	62.5%	82.9%	31.2%	20.0%	-31.6%	-20.4%	

Maths:

	EXS+ Dis and non %								
	Disadv bas	Non dis base	Disad curr	Non dis current	Disad Progr	Non dis ad	Disadv bas	Disadv current	gap
Y1	40.0%	63.2%	53.3%	76.3%	13.3%	13.1%	-23.2%	-23.0%	
Y2	62.5%	85.7%	62.5%	77.2%	0.0%	-8.5%	-23.2%	-14.7%	

Outcomes for disadvantaged pupils are strongest in writing, where accelerated progress is leading to improved attainment and narrowing gaps with non-disadvantaged pupils across both year groups. Maths presents a mixed picture, with improving outcomes in Year 1 and reduced gaps in Year 2, although disadvantaged attainment remains below that of peers. Reading is the key priority for improvement; disadvantaged attainment has declined from baseline in both year groups, with a particularly significant widening of the gap in Year 2. The school's next steps should focus on strengthening reading achievement for disadvantaged pupils while sustaining the gains seen in writing and mathematics.

Intended outcome: To close the gap between pupil premium and non-pupil premium children as early as possible.

EYFS:

Good Level of Development (GLD)

Group	Achieved GLD	Total	%
PP	2	12	**16.6%**
Non-PP	33	47	**70.2%**
Whole Cohort	35	59	**59.3%**

Gap: -53.6 percentage points

The -**53.6 percentage point attainment gap** between PP and non-PP pupils highlights a substantial disparity in outcomes and suggests that disadvantaged children are considerably less likely to reach a Good Level of Development by the end of Reception. Nationally, 54% of disadvantaged

pupils achieved the GLD. The gap between national and Clapgate disadvantaged pupils achieving the GLD is -38.1ppt. The overall figure for pupil premium children achieving GLD has dropped by 19% from the previous year.

All Areas	PP Expected	Non PP expected	Difference
Listening, Attention and Understanding	56.3%	79.1%	-22.8%
Speaking	37.5%	79.1%	-41.6%
Self Regulation	50.0%	79.1%	-29.1%
Managing Self	43.8%	79.1%	-35.3%
Building Relationships	50.0%	79.1%	-29.1%
Gross Motor	68.8%	86.0%	-17.2%
Fine Motor	50.0%	79.1%	-29.1%
Comprehension	31.3%	74.4%	-43.1%
Word Reading	43.8%	74.4%	-30.6%
Writing	25.0%	72.1%	-47.1%
Number	37.5%	81.4%	-43.9%
Numerical Patterns	37.5%	81.4%	-43.9%
Past and Present	31.3%	74.4%	-43.1%
People, Culture and Communities	31.3%	74.4%	-43.1%
The Natural World	31.3%	74.4%	-43.1%
Creating with Materials	56.3%	81.4%	-25.1%
Being Imaginative	37.5%	79.1%	-41.6%

This data shows that there is a significant gap between pupil premium and non-pupil premium children at the end of EYFS. The area with the greatest gap is writing with only 16% of PP children achieving expected. The smallest difference is in gross motor with 68.8% PP children achieving expected versus 86% of non-PP.

Language acquisition and vocabulary are key barriers to attainment for disadvantaged pupils. Consequently, for the next academic year, PP funding for EYFS should focus on oracy and vocabulary, early literacy, early mathematics and wider experiences such as visits and visitors, enrichment opportunities, cultural experiences and outdoor learning and exploration.

To improve outcomes for pupil premium children in phonics.

Phonics Y1			
All pupils	Pass School	Pass National	Gap (Sch/Nat)
2023	84	79.3	4.7
2024	64	80	-16
2025	78	80	-2
2026	76	82	-6

Phonics Y2		
Y2	Pass School	Pass National
2023	25	59
2024	67	55
2025	57	50
2026	33	53

To improve outcomes for disadvantaged pupils in Lower Key Stage 2.

Reading:

Y3	20.00%	60.90%	46.70%	71.70%	26.70%	10.80%	-40.90%	-25.00%
Y4	57.10%	85.20%	64.30%	85.20%	7.20%	0.00%	0.00%	-20.90%

Writing:

Y3	20.0%	39.1%	20.0%	45.7%	0.0%	6.6%	-19.1%	-25.7%
Y4	25.0%	59.3%	28.6%	63.0%	3.6%	3.7%	-34.3%	-34.4%

Maths:

Y3	46.7%	78.3%	53.4%	69.5%	6.7%	-8.8%	-31.6%	-16.1%
Y4	75.0%	85.2%	50.0%	81.5%	-25.0%	-3.7%	-10.2%	-31.5%

The effectiveness of strategies to reduce disadvantage is strongest in reading, where attainment gaps have narrowed across both Year 3 and Year 4 as a result of accelerated progress among disadvantaged pupils. In Year 3, disadvantaged reading attainment has increased by 26.7%, leading to a substantial reduction in the attainment gap. Writing presents a less positive picture, with gaps either remaining static or widening because disadvantaged pupils are not improving more rapidly than their peers. Maths shows mixed outcomes: Year 3 pupils have reduced the attainment gap significantly, although this is partly attributable to a decline in non-disadvantaged attainment; however, Year 4 maths outcomes are a significant concern, with disadvantaged attainment falling by 25% and the attainment gap widening from 10.2% to 31.5%. Overall, reading strategies are having the greatest impact on closing the disadvantage gap, while writing and Year 4 maths remain priority areas for improvement.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

	Whole School Attendance (Sep-)	National Attendance for Primary	School PA %	National PA %	School Authorised absences	National Authorised absences	% of school Unauthorised Absences	National Unauthorised absences	% attendance of PP chn	% attendance of non PP Chn	% of PP chn who are currently PA	children who are definitely PA (already 38+ absences)	children who are close to PA 30+ absences	chn who have started fast track monitoring	Number of children transfered for casework	Flexi-Timetables	Part time tables	SEND attendance
Autumn 1	95.1%	95.4%	19.6% (66chn) (63 families)		2.4%	3.10%	2.40%	1.30%	94.30%	95.5%	22.9%	1 (Flexi timetable)	3	9	0	1	0	92.7
Autumn 2	94.1%	94.8%	20%(61CHN) (53Families)	19.4%	3.3%	3.70%	2.5%	1.40%	92.50%	95.1%	31.1%	12 (11 families)	22 (20 families)	22	3	2	1	91.70%
Spring 1	94.2%	94.80%	18.4%		3.3%	3.70%	2.4%	1.30%	92%	95.1%	28.4%			19 (15 families	3 (3 families)	2	1	
Spring 2	94.2%	94.80%	18.4%	14.5%	3.3%	3.7%	2.5%	1.30%	92%%	95.4%	30.0%	38 (31 families)	55 (47 families)			2	2	91.5 (29.5%)
Summer 1	94.00%	94.89%	20.0%	13.5%	3.3%	3.7%	2.60%	1.38%	91.9%	95.3%	32.8%					2	2%	91.5 (31.3)
Summer 2	93.5%		20.5%		3.5%		3.1%		91.9%	95%%	35.8%	71				2	2%	91.2% (32.8%)

Attendance for pupil premium pupils has improved over time, rising from 89.5% in 2021/22 to 91.8% in 2025/26. Persistent absence has also reduced from 24.2% to 20.5%, and the number of pupils identified as persistently absent has fallen. These improvements suggest that the school's attendance strategies are having a positive impact. However, attendance for pupil premium pupils remains below that of non-pupil premium pupils (91.8% compared with 95.0%), and approximately one in five pupil premium pupils continues to be persistently absent. While the attendance gap has narrowed since 2021/22, progress has slowed in recent years. Reducing persistent absence and further improving attendance for disadvantaged pupils remain key priorities.

To improve outcomes for children with SEMH needs.

Nurture interventions were not run so there are no Boxalls to evaluate pre and post intervention data. Improving outcomes for children with SEMH is difficult because the data is hard to quantify, however there are plans to collect baseline and post intervention data for Play Therapy and Elsa sessions in the next academic year.

The table below shows a record of SEMH training by MindMate. The Therapeutic Lead shared that the impact of the training was that parents, carers and staff were better able to support their child/ren.

Activity	Title	Attendance	Target Audience	Date	Duration	
Coffee Morning	Coffee Morning	10	Parents	23/10/24	90	
Staff Training	Staff training - mental health awareness	30	Education Staff	06/11/24	60	
Staff Training	Staff training - mental health awareness - TAs	15	Education Staff	19/11/24	60	
Assembly	Assembly - Sleep	300	Children	19/11/24	60	
Staff Training	Staff training - mental health awareness - TAs	15	Education Staff	21/11/24	60	
Staff Training	Staff training - behaviour as communication - part 1	30	Education Staff	2/5/2025	60	
Staff Training	Staff training - behaviour as communication - part 2 - for TAs	15	Education Staff	2/11/2025	60	
Staff Training	Staff training - behaviour as communication - part 2 - for TAs	15	Education Staff	2/13/2025	60	
Parent Workshop	Parent workshop - transitions	10	Parents	10/6/25	60	
YP Workshop	YP workshop - transitions	60	Children	11/6/25	90	
Coffee Morning	Coffee Morning	10	Parents	11/19/2025	60	
YP Workshop	YP workshop - anxiety	60	Children	1/9/2026	90	
YP Workshop	YP workshop - Resilience	60	Children	1/16/2026	90	
Parent Workshop	Parent workshop - stress/exam stress/resilience	1	Parents	3/18/2026	60	
Parent Workshop	Parent workshop - anxiety	5	Parents	3/25/2026	60	
Parent Workshop	Parent workshop - transitions	9	Parents	6/11/2026	60	
YP Workshop	YP workshop - transitions	60	Children	6/11/2026	90	
					1170	19.5 hours

32 Request for Support received	
3 x groups	Year 4/5 Resilience Group - January 2025 (4 sessions) - 5 students
	Year 4 Resilience Group - January 2026 - group 1 (6 sessions) - 6 students
	Year 4 Resilience Group - January 2026 - group 2 (6 sessions) - 6 students

Pupil premium strategy outcomes 26 - 27

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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