

# 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		
Proportion (%) of pupil premium eligible pupils	149 (34.6%)		
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2024-25	2025-26	2026-27
Date this statement was published	18 <sup>th</sup> October 2024		
Date on which it will be reviewed	September 2025		
Statement authorised by	Natasha Singleton		
Pupil premium lead	Lydia Jessop		
Governor / Trustee lead	Peter Olver		

## Funding overview

Detail	Amount 2024-25		
Pupil premium funding allocation this academic year	£213,820		
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0		
<b>Total budget for this academic year</b> <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>	£213,820		

# 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, residential, 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 40% 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	<p>Low attendance and punctuality</p> <p>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.</p> <p>Assessment, observations, teacher voice and pupil progress meetings indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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: <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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).</li> </ul>
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		
Targeted academic support	£ 53,455		
Wider strategies	£ 53,455		
Total	£ 213,820		

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 106,910

Activity	Evidence that supports this approach
Contribution to leadership time for subject leaders	EEF research on quality first teaching. Monitoring evidence shows us that improving teacher training is in line with EEF recommendations, and we have a strong emphasis on metacognitive responsive forms of teaching (enabling and extending) and subject specific content, such as Punctuation and Grammar <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</a>
Out of class SENDCo (contribution)	Internal monitoring evidence and pupil progress meetings show that teachers need support with a wide range of SEN in school. <b>GOV.UK</b> <a href="https://assets.publishing.service.gov.uk/media/61af936fd3bf7f055c4b77bb/SEN_solutions_Findings_from_a_qualitative_study.pdf">https://assets.publishing.service.gov.uk/media/61af936fd3bf7f055c4b77bb/SEN_solutions_Findings_from_a_qualitative_study.pdf</a> <b>EEF</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-report">https://educationendowmentfoundation.org.uk/education-evidence/guidance-report</a> <b>Leeds for Learning</b> <a href="https://www.leedsforlearning.co.uk/Page/24561">https://www.leedsforlearning.co.uk/Page/24561</a>

<p>HLTA working with small group of Y6 children below ARE</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF Special Educational Needs in Mainstream Schools Guidance</a></p> <ul style="list-style-type: none"> <li>- Bespoke planning for writing by the SENDCo</li> <li>- Computerised approach</li> </ul> <p>Fresh Start:  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start</a></p>
<p>Training and participation in NCETM Mastering Number Programme</p>	<p><b>NCETM</b>  <a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research</a></p> <p><b>EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-report">https://educationendowmentfoundation.org.uk/education-evidence/guidance-report</a></p>
<p>In Harmony music provision</p>	<p><b>GOV.UK</b></p> <p>Music plays a key role in brain development. It helps to develop language, motor skills and social collaboration skills.</p> <p><a href="https://www.gov.uk/government/publications/music-education-information-for-parents/plan-for-music-education-means-for-children-and-young-people#:~:text=Music%20plays%20a%20key%20role,of%20music%20to%20our%20children">https://www.gov.uk/government/publications/music-education-information-for-parents/plan-for-music-education-means-for-children-and-young-people#:~:text=Music%20plays%20a%20key%20role,of%20music%20to%20our%20children</a></p> <p><b>NFER</b></p> <p><a href="https://www.nfer.ac.uk/publications/evaluation-of-in-harmony-final-report/">https://www.nfer.ac.uk/publications/evaluation-of-in-harmony-final-report/</a></p>
<p>Place Value of Punctuation and Grammar</p>	<p><b>GOV.UK</b></p> <p>‘The Research Evidence on Writing’  <a href="https://assets.publishing.service.gov.uk/media/5a7b63a740f0b6425d592d3f/what-research-evidence-says-about-writing">https://assets.publishing.service.gov.uk/media/5a7b63a740f0b6425d592d3f/what-research-evidence-says-about-writing</a></p> <p>Particularly ‘teach pupils to become fluent with handwriting....[and] sentence construction’</p> <p>Facebook groups made up of teachers have suggested significant positive impact through the use of PV in classrooms. Teachers shared images of their pupils’ work before and after introducing PV</p> <p>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</p>

	Mitch Hudson (creator) - all schools he worked at in Birmingham had approximately 20% enabled this to improve so 80 – 90% of these children achieved EXS.
Outdoor learning	<p>Playing and learning outside has many proven benefits:</p> <ul style="list-style-type: none"> <li>- Gives children a chance to make sense of the world around them</li> <li>- Frees children from the physical restrictions of the classroom</li> <li>- Gives children the sensory input they may be lacking and will certainly benefit from</li> <li>- Inspires children to try new things and take risks</li> <li>- Allows children to be explorers and expand their imagination</li> <li>- Improves children’s mental health</li> <li>- Supports children to get over fears and anxieties</li> <li>- Allows children to become more independent</li> <li>- Builds physical and mental strength and resilience</li> <li>- Helps children work on their decision-making and problem-solving skills</li> <li>- Develops teamwork and communication</li> </ul>
CPD (adaptive teaching, metacognitive strategies)	<p>Education Policy Institute  <a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development</a></p> <p>EEF  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-practice/Professional-Development-Guidance-Report.pdf?v=1730818931">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-practice/Professional-Development-Guidance-Report.pdf?v=1730818931</a></p> <p>The mechanisms of professional development:  Building knowledge  Motivating teachers  Developing teaching techniques  Embedding practice</p>
Mentoring & coaching for ECTs	<p>EEF  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-teacher-support#:~:text=The%20framework%20will%20provide%20additional,will%20support">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-teacher-support#:~:text=The%20framework%20will%20provide%20additional,will%20support</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning</a></p>
Recruitment & retention	<p>EEF  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-recruitment-and-retention">https://educationendowmentfoundation.org.uk/news/eef-blog-three-takeaways-from-recruitment-and-retention</a></p>
Technology & resources – White Rose, Grammasaurus, Social Media presence (Facebook, TikTok)	<p>EEF  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1730821870">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1730821870</a></p>

## 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
<p>Dedicated TA for speech and language programmes in EYFS</p> <p>Chatterbugs speech and language therapist</p>	<p>The Communication Trust  <a href="https://speechandlanguage.org.uk/wp-content/uploads/2023/12/what_works_criteria_guide.pdf">https://speechandlanguage.org.uk/wp-content/uploads/2023/12/what_works_criteria_guide.pdf</a></p> <p>GOV.UK  <a href="https://assets.publishing.service.gov.uk/media/5f9be9c48fa8f57f3b4cb075/BSSLC_Supporting-evidence.pdf">https://assets.publishing.service.gov.uk/media/5f9be9c48fa8f57f3b4cb075/BSSLC_Supporting-evidence.pdf</a></p> <p>EEF  <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a></p> <p>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.</p> <p><a href="https://chatter-bug.com/2023/06/29/case-study-speech-sound-delay-impacting-attendance/">https://chatter-bug.com/2023/06/29/case-study-speech-sound-delay-impacting-attendance/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>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.</p>	<p>1, 2, 3, 4</p>
<p>Class TAs – support quality first teaching and run</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture">https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture</a></p>	<p>1, 2, 3, 4</p>



interventions		
Provision in KS1	<a href="https://my.chartered.college/impact_article/researching-play-based-pedagogies-in-year-1/">https://my.chartered.college/impact_article/researching-play-based-pedagogies-in-year-1/</a> Ephgrave A (2017) <i>Year One in Action: A Month-by-Month Guide to Taking Early Years Pedagogy Into KS1</i> . Milton K, UK: Taylor & Francis.	1, 5
Provision on 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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	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 support for case work	<a href="https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/">https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</a> <a href="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">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</a> Clear link between poor attendance and lower academic achievement. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	5
Therapeutic team to	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more	6

<p>support vulnerable pupils and those with SEMH difficulties</p> <p>Training for all staff on SEL skills</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>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):</p> <p>Of all the children receiving therapeutic intervention currently, 75.7% of them are PP pupils (2024).</p>	
<p>Breakfast club</p>	<p><a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC3737458/">https://pmc.ncbi.nlm.nih.gov/articles/PMC3737458/</a></p>	<p>5, 6</p>
<p>Child and family support worker to support vulnerable children and their families</p> <p>Contribution to Jess cluster</p>	<p>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.</p>	<p>6</p>
<p>Contribution to trips and residences</p>	<p>Limited number of studies on impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p>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.</p>	<p>5</p>
<p>Clubs</p>	<p><a href="https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</a></p>	<p>1, 4, 6</p>

**Total budgeted cost: £ 213,820**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*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.*

<b>Programme</b>	<b>Provider</b>

## 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.*