

# **Pupil Premium Strategy Statement**

# Claygate 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	360
Proportion (%) of pupil premium eligible pupils	39 pupils: 10.83%
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> )	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Sandra Cunningham
Pupil premium lead	Marita Cunniffe
Governor / Trustee lead	Nez Zein

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£46,965

## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate objective is for all disadvantaged pupils to achieve their full potential academically, socially, and emotionally so that any gaps between them and their non-disadvantaged peers are rapidly closed. We aim for disadvantaged pupils to leave each key stage with strong literacy and numeracy skills, rich oral language and vocabulary, resilience, self-regulation and confidence to engage fully with the curriculum and wider school life.

Our strategy is guided by evidence-informed practice, a whole-child approach, and regular monitoring to ensure maximum impact for disadvantaged pupils, enabling them to thrive academically, socially, and emotionally.

### Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of disadvantaged pupils demonstrate underdeveloped oral language skills and limited vocabulary on entry to Reception, with gaps not yet closing rapidly enough for some pupils by the end of Key Stage 2.
2	Disadvantaged pupils generally experience greater difficulties with phonics than their peers, which negatively impacts reading development and limits their ability to access the wider curriculum.
3	School performance data indicates that disadvantaged pupils achieve less well than non-disadvantaged pupils across all aspects of writing.
4	Attendance for disadvantaged pupils is lower than for their non-disadvantaged peers, and rates of persistent absence are higher. This negatively impacts both their academic progress and their social and emotional development.
5	Teacher feedback and learning walk evidence indicate that some disadvantaged pupils, including previously looked-after children, require additional social, emotional and mental health support in order to be ready to learn.

### 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
Improve oral language skills and reduce vocabulary gaps for disadvantaged pupils, particularly in Early Years and Key Stage 1.	Assessments and observations show that disadvantaged pupils confidently use higher-level vocabulary, including Words of the Week. Pupils retain Tier 2 and Tier 3 vocabulary, evidenced through pupil voice, book scrutiny, and consistent use of full sentences when answering questions.
Narrow the attainment gap in writing between disadvantaged and non-disadvantaged pupils, with improved oral language and vocabulary contributing to higher-quality written outcomes.	School data indicates that disadvantaged pupils are making good progress in writing and that the attainment gap between disadvantaged and non-disadvantaged pupils is narrowing over time.
Ensure emotional wellbeing strategies are used consistently across the school so that disadvantaged pupils are able to communicate their feelings, remain emotionally regulated, and be ready to learn.	A consistent relational and trauma-informed approach, including the use of Zones of Regulation, is evident in every class. Disadvantaged pupils access appropriate emotional wellbeing support through targeted interventions, including ELSA, where required.
Improve attendance for disadvantaged pupils so that it matches the school average, with a reduction in persistent absence.	The gap between disadvantaged pupils' attendance and the school average narrows year on year, with persistent absence rates for disadvantaged pupils reducing annually.

## 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: £ 2,524

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning Strategies		1,2,3

<ul style="list-style-type: none"> <li>• Ongoing CPD on meta-cognition and high-leverage teaching strategies, including <i>WalkThrus</i> and <i>Opening Worlds</i>, to strengthen quality first teaching for all pupils.</li> <li>• PINS Project CPD focusing on classroom adaptations to support all pupils, including neuro-diverse learners, ensuring lessons are accessible and inclusive.</li> <li>• Targeted CPD on oracy strategies to ensure that all strands of oracy are explicitly taught, modelled, and practised across the school, particularly in Early Years and Key Stage 1.</li> </ul>	<p>EEF research indicates that metacognitive strategies have a high impact on outcomes (+ 7 months progress/year).</p> <p>EEF: High-impact teaching strategies include explicit instruction, scaffolding, and metacognition (EEF Teaching &amp; Learning Toolkit, Metacognition &amp; Self-Regulated Learning, 2018)</p> <p>EEF: Inclusive teaching and targeted support improve outcomes for disadvantaged pupils (EEF Guidance: Special Educational Needs in Mainstream Schools, 2021)</p> <p>EEF: Oral language interventions have high impact on speaking, listening, and reading outcomes (EEF Oral Language Interventions, 2020)</p>	
<p><b>Writing Development</b></p> <ul style="list-style-type: none"> <li>• Explicit teaching of writing, linked to oracy and vocabulary development, including modelled writing, structured feedback, and opportunities for purposeful composition across the curriculum.</li> </ul>	<p>EEF: Feedback, explicit instruction, and structured interventions improve writing outcomes (EEF Feedback, 2021; EEF Improving Literacy in KS2, 2020)</p>	1,2
<p><b>Emotional Wellbeing Support</b></p> <ul style="list-style-type: none"> <li>• EP-led CPD and dissemination of Zones of Regulation and Emotion Coaching strategies to all school staff, including wrap-around care staff.</li> </ul>	<p>EEF: SEL interventions improve academic outcomes and behaviour (EEF Social and Emotional Learning, 2021)</p>	4,5

<ul style="list-style-type: none"> <li>Consistent implementation of relational and trauma-informed approaches across classrooms to support disadvantaged pupils' emotional regulation and readiness to learn.</li> </ul>	DfE: Trauma-informed approaches improve engagement and wellbeing; EEF: SEL approaches support learning and resilience	
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>Monitoring and strategies to improve attendance and reduce persistent absence</li> </ul>	DfE: Persistent absence negatively impacts attainment; effective monitoring and targeted interventions improve outcomes	4,5

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

Budgeted cost: £ 14,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before-school pre-teaching and catch-up interventions delivered by teachers, complemented by a homework club to reinforce learning and address gaps.	EEF – Extending School Time +3: “Before- and after-school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended-hours provision.”	1,2,3
Teaching assistants (TAs) work across year groups to support targeted pupils both in class and through structured interventions. TAs are trained to deliver evidence-based programmes, and disadvantaged pupils' attainment is closely tracked.	EEF Teaching Assistant Interventions +4: “Interventions are likely to be particularly beneficial when teaching assistants are experienced, well-trained, and supported.”  EEF: “Teaching assistants are most effective when trained, structured, and working under teacher direction.”	1,2,3,5
Use of Lexia and Doodle Maths/English for targeted pupils to provide structured, adaptive practice in Maths/English	EEF: Digital technology and structured online programs can support learning when combined with teacher support (EEF, 2020, Using Digital Technology).	1,2,3

	EEF: One-to-one and small-group tuition can have high impact, especially when carefully targeted.	
Systematic tracking of disadvantaged pupils' attainment to monitor progress, inform interventions, and ensure gaps are closing.	DfE / EEF guidance: Regular assessment and data-informed interventions are key to closing attainment gaps (EEF, 2021).  EEF – Disadvantaged Pupils: Analysis suggested FSM children made the equivalent of two additional months' progress in reading, on average, when interventions are targeted.	1,2,3

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

Budgeted cost: £ 4,617

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being support teacher (ELSA trained), attendance officer, class teacher, leadership team, NEST team, to work with families to support good attendance	EEF +4 Parental Engagement: Structured parental engagement improves outcomes, particularly when combined with school-led interventions. Multi-component approaches that include direct follow-up with families, referrals to MHST practitioners, parent workshops, coffee mornings, and use of the ERSA toolkit are highly effective in improving attendance and well-being (EEF SEL Toolkit, 2021; DfE, 2022).	4,5
NEST Nurture Hub and ELSA support	EEF: "On average, Social and Emotional Learning (SEL) interventions have identifiable and valuable impact on attitudes to learning and social relationships in school, with an average overall impact of four months' additional progress on attainment."  EEF: Targeted nurture groups for vulnerable pupils improve social-emotional skills, classroom engagement, and academic outcomes (EEF, 2021).	4,5
CPD via our linked EP – including emotions coaching, trauma informed training, learning walks focusing on a	EEF: SEL interventions improve pupils' attitudes to learning, social relationships,	4,5

relational approach, de-escalation training	and academic attainment by an average of four months' progress. DfE: Staff CPD in relational approaches and trauma-informed practice improves classroom climate, pupil engagement, and supports vulnerable pupils (DfE, 2021, Mental Health and Behaviour in Schools Guidance)	
Trauma Informed Approaches revisited and embedded	TIAs reduce re-traumatization, support emotional regulation, and foster resilience, leading to improved engagement and learning outcomes for vulnerable pupils (EEF, 2021; DfE, 2021).	4,5
Enrichment and clubs offered to disadvantaged pupils (including on-site swimming lessons)	EEF: High-quality, targeted enrichment and extracurricular clubs for disadvantaged pupils improve both academic outcomes and essential life skills. Impact is maximised when activities are structured, accessible, and clearly linked to learning (EEF, 2020, Out-of-School-Hours Learning	4,5

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## 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
Lexia	
Doodle Maths & English	
Accelerated reader and MyOn Renaissance	
TT Rockstars	
Little Wandle Letters & Sounds (Discrete Phonics)	
Mastering Number (Y1,2,4,5)	

## 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.*