

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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	23 (Sept 2026)
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	November 2025
Date it was last reviewed	September 2026
Date on which it will be next reviewed	September 2027
Statement authorised by	Simon Gent
Pupil premium lead	Howard Williams
Governor lead	Jade Busby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,470
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£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>	£45,470

Part A: Pupil premium strategy plan

Statement of intent

*At Claines CE Primary School, we are committed to all pupils making good or better progress from their relative starting points and experiences, and for our curriculum to be ambitious and accessible to all, **so that** most pupils achieve ARE and above in all subject disciplines, regardless of whether they are disadvantaged or not.*

Our aims:

- To improve outcomes for all disadvantaged pupils **so that** the proportion of pupils attaining ARE or above in Reading, Writing and Maths compare favourably to disadvantaged and non-disadvantaged nationally.*
- To improve attendance for all disadvantaged pupils **so that** attendance figures compare favourably to non-disadvantaged pupils, both in school and nationally.*
- To provide all disadvantaged pupils with the knowledge and cultural capital they need **so that** they succeed in life.*
- To improve the physical and mental wellbeing of disadvantaged pupils **so that** they engage better with learning and can enjoy life.*

High-quality first teaching is at the heart of our approach, supplemented by targeted interventions and enriched experiences for disadvantaged pupils.

As a result of small numbers of disadvantaged pupils, we need to exercise caution with some of our data, as the percentage value of one disadvantaged pupil can vary between 14% and 33%, depending on cohort.

Key principles of our strategy plan:

We will:

- 1. Promote our whole school vision and values*
- 2. Assess the needs of each disadvantaged pupil*
- 3. When assessing needs, recognise that not all pupils in receipt of FSM are socially disadvantaged, and therefore plan extension and support accordingly*
- 4. Ensure that the most vulnerable are prioritised*
- 5. Endeavour to diminish the gap between disadvantaged and non-disadvantaged pupils*
- 6. Design and implement personalised extension and support programmes that accelerate academic progress*
- 7. Build in pastoral packages that ensure that all basic needs are met, and that all disadvantaged pupils thrive and enjoy good mental health and wellbeing*
- 8. Enrich their educational and life experiences through educational trips, extra-curricular activities and music tuition, that are fully funded through the PPG*

9. *Frequently and robustly track the progress of disadvantaged pupils, to ensure that planned actions have the biggest impact*
10. *Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils*

Challenges

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

Challenge number	Detail of challenge
1	Outcomes for PP children in EYFS have shown that some children are entering with gaps in their learning and are not reaching GLD.
2	Observations and discussions with pupils show that disadvantaged pupils generally have more limited vocabulary and experiences of reading.
3	Assessments suggest the proportion of disadvantaged children achieving ARE in Writing is below that of non pupil premium children across school.
4	Assessments suggest that whilst the gap in attainment for reading and maths are smaller, there are key cohorts of children that need further targeted work.
5	The percentage of children at the higher standard in reading, writing and maths is lower for PP than non PP, especially at KS1,.
6	Attendance data from 2025-26 has shown a 3.8% gap in attendance between PP and non-PP children. Levels of persistent absentees are significantly higher than non PP.
7	Observations and discussions with pupils show that many children do not have as wide a range of experiences beyond the curriculum and resilience can be lower than in non PP children.

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 outcomes for disadvantaged children across EYFS (Challenge 1)	A higher percentage of children will achieve GLD at the end of EYFS.
Improved outcomes in Reading for disadvantaged pupils. (Challenges 2,4)	Outcomes in reading will be higher and the gap between PP and non PP will be reduced.
Improved outcomes in Writing for disadvantaged pupils, with a focus on identified year groups. (Challenge 3)	A higher percentage of children will achieve ARE in reading and the gap between PP and non PP will be reduced.
Improve outcomes in Maths for disadvantaged children, with a focus on identified year groups. (Challenge 4)	Outcomes in Maths will increase. Gaps between PP and non PP will be reduced.
Improve outcomes to ensure a higher percentage of children reach GDS in reading, writing and maths. (Challenge 5)	A higher percentage of children will achieve GDS across reading, writing and maths and the gap between PP and non PP will be reduced, especially at KS1

Higher levels of attendance and reduced persistent absence in PP children. (Challenge 6)	Attendance of disadvantaged pupils is >95% and the gap between all pupils and disadvantaged pupils is <2%. Persistent absence of PP children is less than 15%.
Improved well-being through supporting a range of experiences and physical activities that build resilience. (Challenge 7)	Many of our disadvantaged children will show resilience and this will impact positively on attendance and subsequently pupil outcomes.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,899

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Class teachers will target and prioritise PP pupils through quality first teaching, paying close attention to pupil participation in lessons and make use of specific immediate feedback that will accelerate progress</i></p> <p><i>Additional Teacher/TA support in class for PP</i></p> <p><i>Additional individual/small group feedback sessions for PP</i></p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>EEF: Feedback +6</p>	Challenge 1,3,4,5
<p><i>Prioritise the teaching of RWI phonics as the first approach to the teaching of reading This provides daily reading experiences, and we will target PP children in daily 'keep up' sessions and will include parent workshops to engage parents in supporting their children to read and refocusing on comprehension questions included within the book to develop understanding,</i></p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF +5</p> <p>Parental engagement is highlighted as crucial for closing vthe gaps. It is important for parents to engage in positive conversations about how their children learn.</p> <p>EEF +4</p> <p>The teaching of comprehension strategies has been proved to have a significant impact on progress and it is suggested that these are done through collaborative learning approaches as in RWI.</p> <p>EEF +7</p>	Challenges 1,4
<p><i>Use 'Teaching Children to Listen' programme to with our EYFS, Y1 & Y2 children and ensure CPD for all staff to deliver the programme.</i></p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p>	Challenge 1,2

	<p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>EEF Oral Language + 7</p>	
<i>Purchase and train all staff in Word Aware across the school to ensure language and vocabulary development</i>	<p>There is strong evidence that teaching and modelling vocabulary to children, especially in the early years can have a positive effect on their oral language skills</p> <p>Marulis and Neuman's (2010) review found that explicit teaching of vocabulary, either alone or in combination with implicit instruction, is more effective than implicit instruction alone. (EEF evidence summary)</p>	Challenge 2
<i>Extra TA and CPD to support and improve outcomes across EYFS with a focus on disadvantaged children.</i>	<p>Evidence shows that strong foundations in EYFS can ensure greater success academically for children. The use of staff to ensure children keep up and catch up is key to ensuring all children leave EYFS with these skills. CPD</p> <p>The best available evidence indicates that high quality teaching is the biggest lever for improving outcomes for all pupils (Cullen et al., 2020; EEF, 2021); deployment of staff effectively is a key priority.</p> <p>EEF Teaching assistant interventions +4</p>	Challenge 1,2,7,8
<i>EYFS CPD: helicopter writing/drawing club/approaches used within PVPG</i>	<p>Staff to complete CPD to support the development of interactive writing strategies. 'Interactive writing begins with a back-and-forth conversation between the educator and child to build up a message (like a name, caption, narrative or shopping list), followed by the educator and child writing the message together. The educator may help the child to clarify, sequence and organise their thoughts, and may take on the role of recording the content. As the child gains confidence and proficiency, they gradually take on a larger role in the process.' (EEF)</p> <p>Children from lower-income families are at greater risk of not reaching expected levels of development in writing than their more advantaged peers. Studies found a positive impact for interactive writing on children from lower-income families.</p>	Challenge 1,3,5
<i>Purchase subscription to access Place Value of Punctuation and Grammar and implement it across all classes to improve writing.</i>	<p>For disadvantaged children the foundational writing skills have been identified across school as a key barrier. PVPG ensures across the school those foundational grammar and sentence writing skills are taught and revisited as the building blocks to writing.</p> <p>Within the writing framework (July 2025) and Strong Foundations, (October 2024) the importance of foundation skills is evidenced as key for children's writing development.</p>	

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

Budgeted cost: £24,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted reading, writing and maths interventions, provided extra for PP children.</i>	Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. EEF +5	Challenges 1,2,3,4,5
<i>Prioritise the teaching of fine and gross motor skills in EYFS and Y1, so that all pupils, but especially disadvantaged pupils have age related writing skills.</i>	In-school observations have shown that a barrier to children making good progress in their early writing development, is their poor fine motor skills, making it difficult for them to physically write their ideas down. Approaches that support physical development activities in young can have a valuable and positive effect on their learning. EEF +5	Challenge 1
<i>Small group or 1:1 tuition to continue to promote and develop our 'Slow Writing' technique for PP children.</i>	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. EEF Small Group Tuition +4	Challenge 3
<i>Targeted 'Wicked Writers' every morning for sentence accuracy and transcriptional skills to be used targeting key year groups.</i>	From research and the writing framework, July 2025 transcriptional and sentence structure are identified as key to writing success. Across school this strategy has been effective in addressing gender gaps.	Challenge 3
<i>Targeted parent learning sessions, so that parents of PP</i>	Parental involvement is consistently associated with pupils' success at school. It has a positive impact on average of 4 months' additional progress. But it is crucial to consider	Challenge 3,4,5

<i>children can better support children at home.</i>	how to engage with all parents to avoid widening attainment gaps. EEF - Parental Engagement	
<i>Additional daily reading for all PP children and a 'keep up, not catch up' approach for early reading.</i>	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF +6	Challenges 1,2,4,5
<i>Purchase further resources Black Sheep narrative to support the development of comprehension within EYFS and Year 1 as a targeted approach for some children. .</i>	Evidence suggests that programmes targeting understanding of language have a significant impact on progress children's language development benefits from approaches that support communication through talking and non-verbal expression EEF communication and language development +7 months	Challenge 1,2,8
<i>Purchase reading books for home for targeted PP children via The Letterbox Club (BookTrust)</i>	Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. EEF +6	Challenge 2,4,5

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

Budgeted cost: £9,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Weekly monitoring of PP absence and regular meetings with parents of persistent absentees.</i>	'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.' (https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures) EEF Parental Engagement +4	Challenge 6

<i>Provide targeted PP children with free access to Little Oaks breakfast club, to motivate them to be in school early.</i>	Conversations with PP pupils with low attendance and poor punctuality show that they would be more motivated to attend school if they got breakfast when they arrived at school in the morning.	Challenge 6
<i>PP children to be allocated a key adult in school to talk to.</i>	While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. EEF Mentoring +2	Challenge 6
<i>Top up swimming for any KS2 PP children not on track to meet expected standard of 25m unaided</i>	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. EEF +1	Challenge 7
<i>Fund extra curricular activities for PP children to include residential visits, off site visits and school clubs.</i>	A report by the social mobility commission states that extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.	Challenge 7
<i>Fund peripatetic music sessions, after-school clubs, trips, residential, and other extra-curricular activities. This is so that PP children have an enriched curriculum, can develop their cultural capital and wellbeing, by having access to activities they may not experience otherwise.</i>	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. EEF Physical Activity +1 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (Ofsted 2019) EEF Aspiration Intervention	Challenge 7
<i>Relax Kids to be used to target specific PP children across KS1.</i>	For some children entering school, self regulation is a key barrier to outcomes. Self-regulation strategies have a positive impact (+ three months), on average, and may	Challenge 1,7

	be a cost-effective approach for raising attainment.	
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Total budgeted cost: £46,499

Part B: Review of the previous academic year 2025-26

Outcomes for disadvantaged pupils

This details the impact our pupil premium activity had on pupils in the 2025-26 academic year, and the average over the past 3 years.

Data for disadvantaged children from IDSR shows that attainment and progress data at the end of KS2 at Claines is above or significantly above national and similar schools data.

In 2026, at the end of KS2, 100% of disadvantaged children achieved expected or above in Reading, Writing and Maths.

RWM at Expected+ – Claines 3yr ave. is 79%, compared to 47% national and 51% similar schools.

Reading at Expected+ – Claines 3yr ave. is 79%, compared to 63% national and 70% similar schools.

Reading Progress – Claines 3yr ave. is +1.7, compared to -0.8 national and -0.3 similar schools.

Writing at Expected+ – Claines 3yr ave. is 86%, compared to 59% national and 64% similar schools.

Writing Progress – Claines 3yr ave. is +0.9, compared to -0.7 national and -0.5 similar schools.

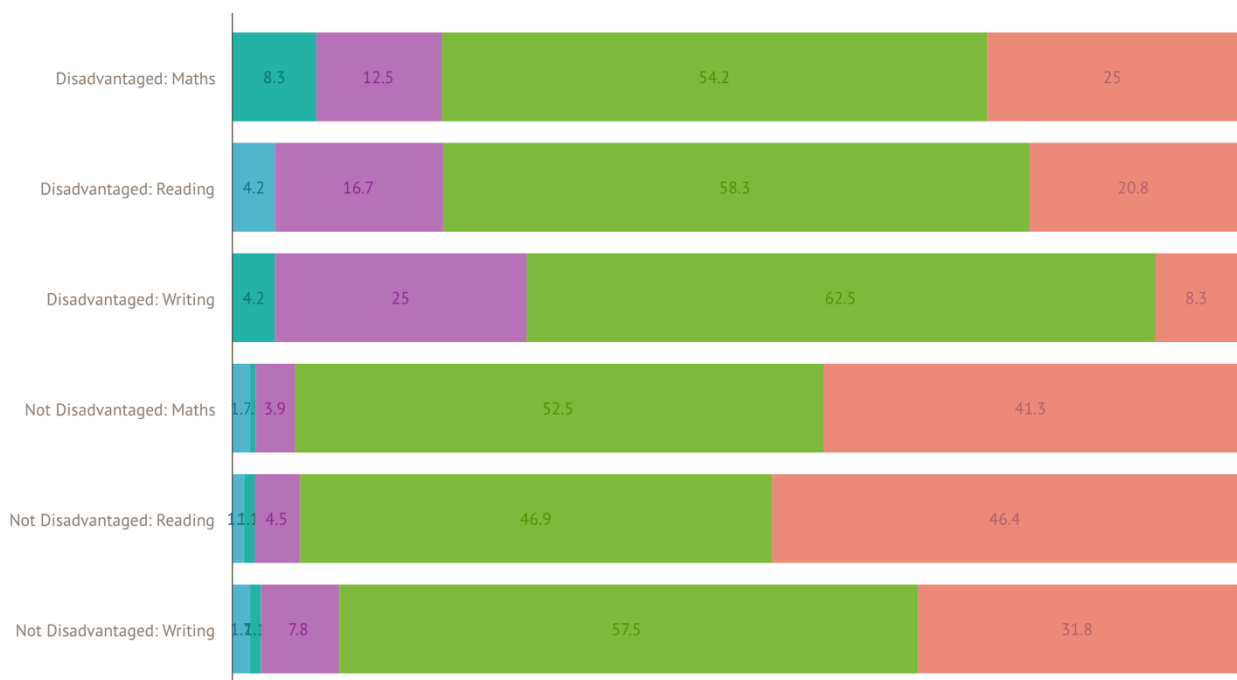
Maths at Expected+ – Claines 3yr ave. is 93%, compared to 61% national and 64% similar schools.

Maths Progress – Claines 3yr ave. is +2.1 (+2.9 in 2026), compared to -1.0 national and -1.1 similar schools.

English Grammar, Punctuation & Spelling at Expected+ – Claines 3yr ave. is 93%, compared to 60% national and 64% similar schools.

The table below shows the attainment of disadvantaged children compared to non-disadvantaged in July 2026 across school. Closing the gap in writing, reading and maths remains a challenge and will continue to form a focus of individual pupil progress meetings, especially within key year groups.

The focus in 2026-27 will be closing the gap in Reading, as the percentage of disadvantaged children achieving expected or above over the past 3 years is only 79%. Although this is higher than national and similar schools (IDSR), it is still lower than our 3 yr averages for Writing, Maths and EGPS. By closing the gap in Reading, this should also help close the gap over time in Writing.



(Green = Expected, Pink = Greater Depth Standard, Purple = Working Towards, Blue or Turquoise = Working Below)

Improve the physical and mental wellbeing of PP children

Use of Relax Kids for targeted PP children has shown an improvement in their wellbeing. Observations from staff suggest that PP children have more stamina since the start of the academic year and more PP children have accessed a wider range of after school clubs this year. 96% of PP children accessed an extra-curricular club this year, with 91% accessing 3 or more clubs throughout the year.

Improve levels of attendance and reduce persistent absence in PP children.

The overall attendance for PP children was 92.8% compared to 96.6% for non-PP. This gap has closed from 5% in 2024-25 to 3.8 in 2025-26%

Levels of persistent absenteeism in 2025-26 was 31% for PP children, compared to 34.3% in 2024-25; this continues to be an area for improvement going forward.

