Claverley CE Primary - Pupil premium strategy statement 2025/26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Claverley CE Primary School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	J Derrer (Headteacher)
Pupil premium lead	J Derrer
Governor	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,444
Recovery premium funding allocation this academic year	£540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£20,980

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development Plan (SDP). This enables us to implement short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. In line with our school vision ‘ To encourage one another and build each other up’, overcoming barriers to learning is at the heart of our PPG use.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. We identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The categories of eligibility for Pupil Premium Funding for deprivation are as follows:

- Pupils in year groups reception to year 6 as recorded as Ever 6 FSM (have had or have an entitlement to free school meals during their time at primary school beyond the universal KS1 provision).
- Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a Special Guardianship order, a Child Arrangements order or a Residence Order.

	per year
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£1345
Pupils who have been adopted from care or have left care	£2345
Children who are looked after by the local authority	£2345

Claverley CE Primary is a voluntary aided church school. We operate mixed age classes – Rec/Y1, Y1/Y2, Y3/Y4, Y5/Y6.

Ultimate Objective

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

Achieving This Objective

The range of provision the Governors consider making for this group include and would not be limited to:

- To ensure that all children receipt of Pupil Premium make accelerated progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress throughout the year so that the gap is closing.
- To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.
- To have no recognisable gap between the attainment of pupils in receipt of PP and non-pupil premium groups.

- To ensure that standards of attainment and progress for PP children meet national expectations and that children achieve their full potential.

We prioritise the use of the Pupil Premium as follows:

Pupil Premium pupils who are underachieving.

Pupil Premium pupils who are achieving well and deserve to be extended and challenged to reach their true potential.

In making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive free school meals via PP will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions are enhancement activities that are being delivered for Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1. Writing	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing
2. Maths	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Some of the children also have a special educational need.
3. Targeted support	Lack of targeted support – with main budget funding challenges the amount of teaching assistant time has been cut (traditionally able to offer targeted interventions)
4. Personal Development	Opportunities for wider experiences Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children need broader outlooks and higher aspirations - low stimulation outside school and lack of life experience.

5. Behaviour and Attitudes	Poor attendance – historically disadvantaged pupils have been over-represented as a % amongst persistent absentees (below 94% attendance)
6. Mental Health and Well-being	Lack of focus and confidence due to poor mental health and wellbeing exacerbated by difficulties in accessing mental health support locally

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
1. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing	Ensure that data monitoring shows the gap between disadvantaged and their peers is closing. Creating more opportunities for pupils to write at length. Ensure vocabulary is a priority.
2. Progress in Mathematics Ensure that attendance for disadvantaged is carefully tracked and a programme of catch-up is implemented on return.	Ensure that data monitoring shows the gap between disadvantaged and their peers is closing. Ensure equipment required is available. Children's misconceptions will be addressed and all children will make progress particularly the disadvantaged. End of unit block assessments will indicate fewer gaps in knowledge. Targeted, impact and measured interventions to improve attainment.
3 Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills.	The gap between disadvantaged pupils and their peers will continue to close. Use of evidence based structured interventions: Toe by Toe, SNIP and We have trained staff to deliver Talk Boost for KS1 and KS2. 2. Through the allocation of TAs we are able to give focused support and interventions in key areas and to gain as much early intervention as possible. Teaching assistants can provide a large positive impact on learner outcomes, providing they are deployed in a meaningful way. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.

	Additional ‘bespoke’ support and intervention for all PP pupils across EYFS. Assessments and reports from Ed Psych and LSAT
4. Personal Development	Support for residential visits so no child is prevented from attending. TAs to provide nurture time
5. Monitor and encourage good attendance	Engage outside agencies for support to encourage good attendance. EWO monitors attendance and follows through with letters and home visits. Pupils and parents have a positive attitude to school.
6. Mental Health and Well-being	Timely identification and careful monitoring of individuals. Attainment and progress is improved through greater motivation. TAs to provide nurture time

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.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff/ coaching on RWI	Consistent approach to teaching for all pupils. Use of consultant to support delivery and feedback (RWI)	1
Support and Training. Release time for TA's or teachers to plan and review individual plans.	Quality teaching and strategies to planned for learning that best supports pupil need	1,2,3,4
Time for TAs to review support materials available	Enable the best approaches to suit individual needs will ensure good progress	1,2,3,4

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

Budgeted cost: £11,450 + £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child.	EEF guide to the pupil premium. Staff training and coaching on RWI	1, 2, 3
TA deployment is targeted to maximise interventions	Teaching assistants used to provide a variety of support 1:1, small group and in class.	1,2,3

External Services *Contribution to LSAT and Educational Psychology where there is crossover with SEND and PP pupils.*	Improved learning performance reflected in attainment and progress to targets through specialist advice.	1,2,3,4
To teach challenging and thoughtfully scaffolded lessons. Use a range of skills and resources to meet learners needs.	Teacher feedback to improve learning. Pupils to have clear goals and objectives.	1,2,3
Interventions *Support across the curriculum* *Subject specific support where data and performance indicate – reading, writing and maths*	Improved attainment and good progress made by individuals as defined by their targets and personal pupil progress measures Support with pre-learning and identifying misconceptions	1,2,3,4
Equipment *sensory equipment, games, recommended resources by LSAT/Ed psych/S&L*	Access to all learning for children to make specific progress as identified in individual learning plans	1,2,3,4

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

Budgeted cost: £ *2500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential Costs.	It is essential for their own wellbeing that children experience different settings and activities.	5,6
Trips and visits	To provide enrichment activities as part of a broad and balanced curriculum.	4,5
Pastoral (nurture time) *1 – 1 support and small group teaching - programmes to address worries / self -esteem / social skills*	It is essential that children have opportunities to talk to increase their independence, support mental health and Improve confidence Children will have more self-confidence/self-esteem and resilience to learn.	5,6
Attendance	Use of external support EWO, school nurse.	5

	Welcoming pupils who are reluctant to come into school. TA support.	

Total budgeted cost: £20,980

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	Maths Circle
Number Sense	Number Sense Maths
RWI Phonics	Toe by Toe
SNIP	White Rose Maths
NTS assessments in maths and Reading	No Worries