

## PUPIL PREMIUM STRATEGY STATEMENT

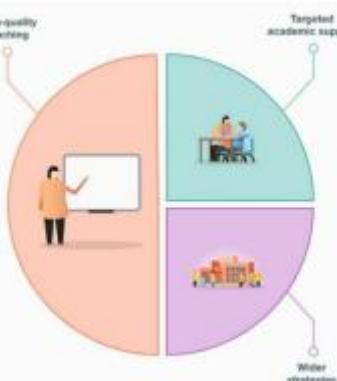
This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

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		
School Name	Claremont Primary School		
Number of pupils in school	2024/2025 582	2025/2026 543	2026/2027
Proportion (%) of pupil premium eligible pupils	2024/2025 67% (390)	2025/2026 64% (349)	2026/2027
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>	2024/2025 2025/2026 2026/2027		
Date this statement was published	November 2025		
Date on which it will be reviewed	July 2025 July 2026 July 2027		
Statement authorised by	Anne Conboy		
Pupil premium lead	Martin Killeen		
Governor / Trustee lead	Jill Lovecy		

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£528,735
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£528,735</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>	
<b>Distribution of Spending 2025/20246</b>  <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<b>High Quality Teaching</b> £264,367.50  <b>Targeted Academic Support</b> £132,183.75  <b>Wider Strategies</b> £132,183.75

## 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 have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, and we aim to provide all children access to a variety of exciting opportunities and a rich and varied curriculum.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	The majority of pupils start the Foundation Stage well below age related expectations in all areas.
2	Very low attainment in reading writing and Maths on entry to Early Years and mobile children in Key Stages 1 & 2.
3	Very high percentage of pupils have EAL.
4	Many children have a limited life experience to draw upon which impacts on attainment, progress, self-confidence and resilience.
5	High levels of socio-economic deprivation impacting on the social, emotional and mental health of adults and 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	Review End 2025/2026
Accelerate attainment from entry to the end of EY of pupils eligible for PPF	Pupils eligible for PPF will achieve aspirational targets by the end of Early Years	
Accelerate progress from entry to the end of either Key Stage in Reading, Writing and Maths of pupils eligible for PPF	Pupils eligible for PPF will achieve aspirational targets by the end of their key stage. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	
Accelerate language acquisition and its comprehension for pupils eligible for PPF with EAL	Pupils eligible for PPF who have EAL make expected or more progress.	
To develop the oracy skills of pupils eligible for PPF to diminish the difference.	Pupils eligible for PPF will achieve aspirational targets by the end of their key stage.	
To enrich the experience of pupils eligible for PPF through a range of different activities.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>	
To improve the physical and mental health and well-being of pupils eligible for PPF	Pupils will be more ready to learn and engage with the curriculum and those eligible for PPF will achieve aspirational targets by the end of their key stage.	
To enable parents of children eligible for PPF, to be able to support their children's learning.	Better parental engagement and accelerated progress and attainment in each year group.	

## 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: £264,367.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD to support QFT development - Metacognition strategies - Effective feedback - Collaborative learning - Development of mastery curriculum in Maths	EEF Toolkit - Metacognition and self-regulation +7months <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF Toolkit - Feedback +6months <a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF Toolkit - Collaborative learning approaches +5months <a href="#">Collaborative learning approaches   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF Toolkit – Mastery learning +5months <a href="#">Mastery Learning   Toolkit Strand   Education Endowment Foundation   EEF</a>	All
Ongoing CPD to support QFT development (EYFS specific) - PE support from PE SLE and Sports coach - Screening for understanding, speaking and listening and attention skills.	EEF EY toolkit - Physical Development approaches +5 months' progress. <a href="#">Physical Development approaches   EY Toolkit Strand   Education Endowment Foundation   EEF</a> EEF EY toolkit - Early Literacy Approaches provide +4 months' progress. <a href="#">Early Literacy Approaches   EY Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Ongoing CPD and replenish resources of <u>DfE validated Systematic Synthetic Phonics programme: FFT Success for All</u> to secure stronger phonics teaching for all pupils.	EEF Toolkit – Phonics +5 months' progress <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
Introduce whole school Oracy Curriculum (Word Aware) to develop support and develop oracy.	EEF Toolkit – Oral language interventions +6months' progress <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF EY Toolkit – Communication and language approaches +7months' progress <a href="#">Communication and language approaches   EY Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 4, 5
Introduction of Faster Reading across school	EEF Toolkit – Reading Comprehension Strategies +6 months' progress <a href="#">Reading Comprehension Strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

To enrich the curriculum to provide pupils with a greater number of experiences. - Artist - Residential at Outdoor Adventure Centre	EEF toolkit – Arts participation provides +3 months progress. <a href="#">Arts participation   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF toolkit – Outdoor adventure learning <a href="#">Outdoor adventure learning   Toolkit Strand   Education Endowment Foundation   EEF</a>	4, 5
Ongoing CPD for National Nurturing School programme to continue as Accredited Nurturing School	EEF toolkit – Social and Emotional Learning +4 month's progress. <a href="#">Social and Emotional Learning   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,4,5

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

Budgeted cost: £ 132,183.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional bespoke academic sessions targeted at all pupils who require further support. - Numbers Stacks - Lightning Squad - Inference - ELKLAN - SPLD	EEF Toolkit – Reading Comprehension Strategies +6 months' progress <a href="#">Reading Comprehension Strategies   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF Toolkit – Phonics +5 months' progress <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF Toolkit – Teaching Assistant Interventions +3 months' progress <a href="#">Teaching Assistant Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF Toolkit – Oral language interventions +6months' progress <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4
Additional bespoke academic sessions targeted at all pupils who require further support. (EY specific) - NELI - Fine and Gross Motor Skills	EEF EY toolkit - Early Literacy Approaches provide +4 months' progress. <a href="#">Early Literacy Approaches   EY Toolkit Strand   Education Endowment Foundation   EEF</a> EEF EY Toolkit – Communication and language approaches +7months' progress <a href="#">Communication and language approaches   EY Toolkit Strand   Education Endowment Foundation   EEF</a> EEF EY toolkit - Physical Development approaches +5 months' progress. <a href="#">Physical Development approaches   EY Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Additional bespoke emotional and social support sessions targeted at all pupils who require further support. - Rays of Sunshine	EEF EY toolkit - Social and emotional learning strategies+5 months' progress. <a href="#">Social and emotional learning strategies   EY Toolkit Strand   Education Endowment Foundation   EEF</a> EEF toolkit - Social and emotional learning +4 months' progress. <a href="#">Social and emotional learning strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 5
Additional FT Teaching Assistant trained to deliver targeted EAL intervention.	EEF Toolkit – One to one tuition +5 months' progress <a href="#">One to one tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 5

	EEF Toolkit – Small group tuition+4 months' progress <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
DLD programme delivered to targeted children: - Additional FT Teaching Assistant - SALT for 1 day	EEF Toolkit – One to one tuition +5 months' progress <a href="#">One to one tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF Toolkit – Small group tuition+4 months' progress <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Parental Workshops schedule across the year weekly coffee morning. - Academic - Behaviour - Social and emotional - Parental wellbeing support	EEF toolkit – Parental engagement +4 months' progress. <a href="#">Parental engagement   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF EY toolkit - Parental engagement +5 months' progress. <a href="#">Parental engagement   EY Toolkit Strand   Education Endowment Foundation   EEF</a>	All

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

Budgeted cost: £132,183.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Variety of extracurricular enrichment activities including: - Learning musical instrument - Outdoor Adventures Residential - Subsidised educational visits	EEF toolkit – Arts participation provides +3 months progress. <a href="#">Arts participation   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF toolkit – Outdoor adventure learning <a href="#">Outdoor adventure learning   Toolkit Strand   Education Endowment Foundation   EEF</a>	4,5
Parental Engagement coordinator to strengthen parental links through different parental workshops including parental language support, parental number confidence.	EEF toolkit – Parental engagement +4 months' progress. <a href="#">Parental engagement   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF EY toolkit - Parental engagement +5 months' progress. <a href="#">Parental engagement   EY Toolkit Strand   Education Endowment Foundation   EEF</a>	3,4
Ongoing CPD in use of Boxalls, including purchasing of resources.	EEF EY toolkit - Social and emotional learning strategies+5 months' progress. <a href="#">Social and emotional learning strategies   EY Toolkit Strand   Education Endowment Foundation   EEF</a> EEF toolkit - Social and emotional learning +4 months' progress. <a href="#">Social and emotional learning strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,5
Play therapist 4 days a week	EEF EY toolkit - Social and emotional learning strategies+5 months' progress. <a href="#">Social and emotional learning strategies   EY Toolkit Strand   Education Endowment Foundation   EEF</a> EEF toolkit - Social and emotional learning +4 months' progress. <a href="#">Social and emotional learning strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	4, 5

CPD to support international new arrivals through Belonging Matters Programme	EEF toolkit – Parental engagement +4 months' progress. <a href="#">Parental engagement   Toolkit Strand   Education Endowment Foundation   EEF</a> EEF EY toolkit - Parental engagement +5 months' progress. <a href="#">Parental engagement   EY Toolkit Strand   Education Endowment Foundation   EEF</a> EEF EY toolkit - Social and emotional learning strategies+5 months' progress. <a href="#">Social and emotional learning strategies   EY Toolkit Strand   Education Endowment Foundation   EEF</a> EEF toolkit - Social and emotional learning +4 months' progress. <a href="#">Social and emotional learning strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

### Total budgeted cost: £

### Externally provided programmes

*Non-DfE programmes purchases in 2025/2026.*

Programme	Provider

### Further information

Planning, implementation, and evaluation
In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.
We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.
We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.
We used the <a href="#">EEF's implementation guidance</a> to help us develop our strategy to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.