

Pupil premium strategy statement Clunbury CE 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	51
Proportion (%) of pupil premium eligible pupils	14% (including nursery)
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Anna Cook
Pupil premium lead	Anna Cook
Governor / Trustee lead	Di Cosgrove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,800
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£14,800

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 are young carers. The activity we have outlined in this statement is also intended to support the education of pupils regardless of whether or not they are disadvantaged.

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. High quality teaching includes both the class teacher and those who support the teaching of our children ie the SENDCo and support staff. This is achieved through commitment and investment in high quality CPD which is relevant to school development and individual need and has a clear focus on key areas for improvement linked to our School Development Plan.

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 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 and supported in the work that they are 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.*

It is our intention that no child should be disenfranchised from access to the wider curriculum ie through visits and experiences due to financial constraints. We recognise and firmly believe that such activities are fundamental to providing the background knowledge and cultural capital which provides the building blocks to allow children's learning to flourish.

We are also committed to meeting the social and emotional needs of all our pupils to prepare them to have the confidence and resilience to learn effectively.

Challenges

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

Challenge number	Detail of challenge
1	Ensure that all pupils with SEND including those in receipt of Pupil progress make strong progress and narrow gaps.
2	Ensuring that all pupils reach the expected standard in reading with a particular focus on automaticity and reading for pleasure.
3	Ensure that all pupils develop a love of reading through a carefully planned curriculum of reading enrichment.
4	Ensure that all pupils including those who are disadvantaged build secure foundations in number and demonstrate automaticity.
5	Support pupils and families who are experiencing challenge through vulnerabilities such as mental health and family breakdown and other vulnerabilities and challenges.
6	In a rurally isolated area pupils lack the opportunity to develop a wider understanding of the UK and engage in culturally enriching activities.

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 Pupils with SEND/PP make at least good progress.	<p>National and internal benchmarks indicate good progress.</p> <p>Pupil Plan reviews demonstrate that targets and strategies are appropriate and effective.</p> <p>Book Looks and pupil voice indicate that pupils make good progress.</p> <p>Observation of practice indicates:</p> <ul style="list-style-type: none"> • Quality First Teaching • Ambition for all • Inclusivity <p>A clear programme of staff development focusing upon the above principles.</p> <p>A well- trained staff who report increased confidence in supporting the needs of pupils with SEND.</p>
2 Pupil Premium pupils show improved reading speed and accuracy , meeting expected benchmarks more quickly.	<p>Cognitive load is reduced, allowing pupils to focus on meaning and comprehension, in line with EEF findings</p> <p>Gaps between Pupil Premium pupils and their peers are narrowed, particularly in reading outcomes</p> <p>Teacher assessment and fluency checks demonstrate accelerated progress compared to previous cohorts not receiving this intervention.</p>
3 All children learn to read effectively regardless of socio-economic disadvantage.	<p>All pupils reach the expected standard in the phonics screening test.</p> <p>All pupils reach the expected standard in the End of Key Stage 2 reading test.</p>

	<p>All pupils have a lifelong love of reading which begins through a culture of reading for pleasure. To ensure:</p> <ul style="list-style-type: none"> • Improved early language, vocabulary and reading fluency for Pupil Premium pupils • Increased enjoyment of reading and positive attitudes towards books • Greater confidence and independence as readers across the curriculum • Narrowing of attainment gaps in reading and wider subjects • Increased cultural capital, enabling disadvantaged pupils to access learning and experiences beyond their own immediate environment
4 Children make rapid progress in developing a strong sense of number fluency to underpin good progress in mathematics.	<p>The Mastering Number programme directly addresses these issues by prioritising:</p> <ul style="list-style-type: none"> • Secure understanding of number relationships • Frequent, structured practice • Oral rehearsal and mathematical language • Small-step progression with high expectations for all
5 Disadvantaged pupils and their families are supported in accessing targeted help.	<p>By supporting pupils' mental health, schools can:</p> <ul style="list-style-type: none"> • reduce classroom disruption • improve engagement and behaviour • increase pupils' readiness to learn • enable pupils to benefit more fully from teaching <p>Through engaging with Early help:</p> <ul style="list-style-type: none"> • Improved attendance and punctuality for disadvantaged pupils • Improved emotional wellbeing and behaviour for learning • Reduced barriers linked to family, social and mental health needs • Improved engagement and academic progress over time
6 Ensure all pupils have access to rich experiences beyond the classroom.	<p>Disadvantaged pupils take part in all provision beyond the classroom.</p> <p>Pupils develop a wider understanding of the diversity within the UK.</p> <p>Children have rich experiences which help build knowledge that supports learning.</p>

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: £3,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of highly qualified and experienced SENDCo with a proven record of good practice. Additional SENDCo time provided to meet the needs of SEND/PP pupils by supporting the implementation of quality First teaching, effective interventions, effective deployment of Teaching Assistants and efficient referral systems.	<p><i>EEF High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</i></p> <p>Further develop a programme of specifically targeted and accredited training to support pupils in receipt of Pupil Premium who are also SEND. We involve the Educational Psychology Service and Marches outreach as well as other agencies such as Speech and Language.</p> <p><i>High quality targeted training is a key EEF recommendation for improving outcomes for pupils with SEND and those eligible for Pupil Premium as it strengthens what happens every day in the classroom rather than relying on bolt on interventions. Well trained staff also allow for early targeted support.</i></p> <p>SENDCo and subject Leads will identify training needs for teachers and support staff in order to deliver training effectively.</p> <p>Developing appropriate strategies to support pupils with SEND.</p> <p>Diagnosed need</p> <p>Autism</p> <p>ADHD</p> <p>Dyslexia</p> <p>Boxall Profile Training</p> <p>Cognitive Support</p> <p>Fluency</p> <p>Bridge to Spelling</p> <p>Grammar</p>	<p>1</p> <p>Training needs</p> <p>£800 to include release time. (contribution)</p> <p>Educational psychology Service</p> <p>£500 (contribution)</p> <p>Marches Outreach service</p> <p>£500 (contribution)</p>

	<p>Mastery coaching</p> <p>Talk Boost</p>	
<p>Continue to build on previous work to embed the Little Wandle phonics programme with a specific focus on the implementation of the fluency programme.</p>	<p>EEF guidance (<i>Improving Literacy in KS1 and KS2</i>) highlights that:</p> <p><i>Fluent decoding underpins comprehension</i> <i>Disadvantaged pupils benefit from targeted, structured reading interventions</i> <i>Short, focused interventions delivered alongside high-quality teaching are most effective</i></p> <p>Little Wandle Fluency directly addresses these evidence-based recommendations by developing automaticity, accuracy and prosody through structured repeated reading.</p> <p>Pupils eligible for Pupil Premium identified through fluency assessments Training and coaching provided to support staff in delivering the programme. Little Wandle Fluency delivered in small groups or 1:1</p> <ul style="list-style-type: none"> • Sessions follow a consistent, scripted structure • Texts precisely matched to pupils' phonics knowledge • Delivered in addition to high-quality whole-class reading instruction 	<p>1 and 2</p> <p>Release time for training and coaching £200</p> <p>Little Wandle subscription £400 (contribution).</p>
<p>Training for all staff in the importance of a strong whole school reading culture with particular regard to pupils in receipt of Pupil Premium.</p>	<p><i>Training for all staff in the importance of a strong whole school reading culture is particularly important for pupils in receipt of Pupil Premium-EEF</i></p> <p><i>Finding Ways to engage children in reading may be one of the ways to leverage social change. OEDCD 2021</i></p> <p>Training will be sourced through the St. John Bosco Reading Hub and the National Literacy Trust and engagement in the Open University Reading Schools Programme-building a culture of reading.</p> <p>A full audit of provision for reading and purchase of high interest and high-quality targeted reading materials.</p>	<p>3</p> <p>£2400 for training across the federation through the Open University. Clunbury Contribution £800 Release time £500</p> <p>(£1,300)</p> <p>£1,000</p>

To ensure that Mastering Number is taught effectively to support pupils to support disadvantaged children to make rapid and secure progress.	<p><i>National data shows the disadvantage gap in maths remains larger and more persistent than in reading, with disadvantaged pupils falling behind early and struggling to catch up without targeted, evidence-informed teaching approaches (Education Endowment Foundation; Fair Education Alliance).</i></p> <p>Research consistently shows that early number competence is a strong predictor of later academic success, especially for disadvantaged pupils</p>	<p>1 and 4</p> <p>Coaching sessions for support staff provided by experienced mathematics lead who has worked closely with the SHAW maths hub.</p> <p>£500</p>
To provide quality support for disadvantaged pupils experiencing mental health difficulties.	<p><i>EEF analysis shows that social, emotional and mental health (SEMH) needs are one of the most common barriers to learning for disadvantaged pupils. In a national review of Pupil Premium statements, 74% of schools identified SEMH and wellbeing needs as a key barrier to attainment for disadvantaged pupils.</i></p>	<p>1 and 5</p> <p>ELSA training (£500 contribution).</p>

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

Budgeted cost: £ 6,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
The SENDCo will focus additional time on supporting and monitoring quality first teaching	<p>. As evidenced by the EEF for pupils to make rapid progress teaching staff should ensure high quality adaptive teaching through:</p> <ul style="list-style-type: none"> • Explicit instruction • Cognitive and meta cognitive strategies including retrieval practice. • Scaffolding • Flexible Grouping • Technology 	<p>1</p> <p>£2000-contribution to additional SENDCo time.</p>
<p>1-1 and small group focused interventions. These will be provided by the class teacher and support assistants.</p> <p>Specific SEND targets to include</p> <p>Phonics/reading</p> <p>Spelling</p> <p>Handwriting</p> <p>Grammar</p> <p>Emotional well being</p>	<p>Effective deployment of well-trained teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. -EEF.</p>	<p>1,2,3,4</p> <p>£4000</p>
<p>Ensure resourcing specific programmes implemented.</p> <p>Additional manipulatives.</p> <p>Additional fluency texts to supplement the Little Wandle scheme.</p>	<p><i>EEF evidence highlights that disadvantaged pupils are more likely to experience gaps in prior knowledge, reduced confidence with abstract symbols, and increased cognitive load when learning new mathematical concepts. The strategic use of manipulatives helps to remove these barriers without lowering expectations.</i></p> <p><i>Providing fluency texts for disadvantaged children is important because it directly addresses gaps in opportunity, exposure, and instructional support that many of these children experience. Reading fluency—accurate, automatic, and expressive reading—is a critical bridge between learning to read and reading to learn.</i></p>	<p>1,2,3,4</p> <p>£200</p> <p>£200</p>

Wider strategies (for example, related to attendance, behaviour, w

Budgeted cost: £ 3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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1-1 and whole group support for pupils experiencing social and emotional difficulties.	<i>EEF evidence shows that disadvantaged pupils, on average, have weaker social and emotional skills than non-disadvantaged pupils, and that these difficulties can act as a significant barrier to learning.</i>	1 and 5 £500 (additional hours)
Support for vulnerable families through the Early Help process.	<p><i>This whole-family approach enables earlier identification of need, prevents issues from escalating, and supports pupils in developing the stability and resilience required for long-term success. By addressing both academic and wider contextual factors, we ensure disadvantaged pupils are able to access learning fully and meet the same high expectations as their peers.</i></p> <p><i>Through this approach, Pupil Premium funding has a sustained impact, improving not only academic outcomes but also pupils' behaviour, wellbeing, attendance, and life chances.</i></p>	1 and 5 Dedicated SENDCo/DSL/DDSL time £1,000
Ensure that no child is disenfranchised through financial constraint	<p><i>Providing school uniform through Pupil Premium removes a significant barrier to attendance and inclusion for disadvantaged pupils. In line with EEF guidance, this enabling spend supports improved attendance, behaviour and readiness to learn, creating the conditions in which high-impact teaching strategies can be effective</i></p> <p><i>Targeted funding is used to remove financial barriers and ensure Pupil Premium pupils have full access to a wide range of extracurricular clubs, including sports, arts, and academic enrichment activities.</i></p> <p><i>The Education Endowment Foundation (EEF) identifies breakfast clubs as an effective “wider strategy” that can support disadvantaged pupils by improving attainment, readiness to learn, behaviour, attendance, and wellbeing when implemented well.</i></p>	5,6 Uniform-1 set per year £200 Residential 50% payment £400 Trips and visits below £20-no cost £200 Clubs -3 per week including Breakfast club. £1000

Total budgeted cost: £ 13,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Pupil Premium spend last academic year was used to support the further implementation of the Little Wandle phonics scheme. Pupils in receipt of Pupil Premium passed the phonics test. This was further rolled out with the implementation of the Rapid Catch-Up element of the scheme. This has been successful. Of the children from year 2 upwards who were on role when our last assessments were carried out in the Autumn term 34% achieved Greater Depth. 34% are working at the expected Standard and 34% are working towards the expected standard. For those pupils working below the expected standard, there is evidence of good progress and interventions keeping fidelity to the scheme are implemented. The implementation of the Little Wandle scheme will be further expanded this year through rolling out the Little Wandle fluency scheme.

Writing is an area of development within the school and it is expected that the input we have had on automaticity in reading will support writing further. Our emphasis is particularly focused on supporting pupils to achieve Greater Depth in writing. Our last assessment cycle in the Autumn term showed that 83% of our Pupil Premium pupils are working at the expected level and 17% are working below. Again, for those pupils who are not working at the expected level clear plans have been put in place to support pupils by our SENDCo.

Pupil Premium spend was used last year to support achievement in maths through the mastery approach. Pupil Premium spend contributed to the purchase of materials and release time for training. This work will continue through the further roll out of the mastering number programme and the move to the White Rose mastery scheme. Our last assessment cycle shows that 34% of pupils are working at the Greater Depth Standard, 51% of our pupils are working at the expected standard and 17% are working at the lower standard.

Pupil Premium pupils have benefitted from the wide range of clubs offered for such a small school and uptake is good. Pupil Premium pupils are supported to take part in all enrichment activities including residentials ensuring cost is not a barrier.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Talk Boost	Ican publishers

Power Maths	Pearson publishers
Little Wandle	DfE validated Scheme.
Pathways To Write	The Literacy Company.
Mastering Number	DFE validated scheme.

