

Pupil premium strategy statement – Clifton-upon-Teme Primary school – Clifton-upon-Teme Primary school

2025/2026

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	72
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Julie Wills
Pupil premium lead	Julie Wills
Governor / Trustee lead	Ruth Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£20,330

Part A: Pupil premium strategy plan

Statement of intent

At Clifton upon Teme Primary School, we are committed to ensuring that every pupil, regardless of their background, circumstances or individual challenges, feels a strong sense of belonging, thrives within our school community and achieves their full potential. Our Pupil Premium Strategy is designed to ensure that disadvantaged pupils make strong progress from their individual starting points and attain highly across all areas of the curriculum. There are some pupils who may face additional barriers to learning, including those who have, or have been involved with social care services, and our approach is designed to support these vulnerable learners alongside all pupils who may require additional provision.

High-quality teaching and strong attendance are the most significant factors in improving outcomes and narrowing attainment gaps, enabling all pupils to thrive and succeed. Focus is given to both these areas, and we work to reduce any barriers to learning. This approach for our pupils improves outcomes for disadvantaged pupils but also sustains and enhances achievement across the wider school community. We are committed to ensuring that all pupils, regardless of starting point, make excellent progress and are equipped for future success in line with our school vision Inspiring Minds, Shaping Futures.

We have refined our curriculum for this academic year, and we work to ensure that teaching delivery, learning opportunities and support are reflective to the diverse needs of our pupils. We firmly believe that every child can succeed when barriers are identified and addressed effectively and we will address learning needs as soon as they are noted. Through the Adaptive Curriculum, teachers use a range of approaches to remove barriers, provide appropriate challenge and support pupils to develop the knowledge, skills and confidence needed to flourish both academically and personally. Our teaching assistants have received a variety of training to ensure that interventions can be implemented as soon as a need is noted and that individual targets are refined for the pupils to impact learning experience.

Our approach is underpinned by robust assessment and a detailed understanding of each child, drawing on progress, attendance, behaviour, SEND and safeguarding information. This enables us to provide the right support, at the right time, ensuring every pupil is challenged, supported and empowered to succeed.

Challenges

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

Challenge number	Detail of challenge
1	Some of our higher attaining disadvantaged pupils do not reach their true potential as a result of limited life experiences compared to other pupils in school.
2	Some of our pupils have lower self-esteem and have a lower sense of self-worth, low aspiration and also suffer from lack of confidence.
3	Several of our pupils who receive the Pupil Premium entitlement are also pupils with SEND and have more complex needs that can have an adverse effect on their learning
4	Family-related challenges may affect pupils' welfare and ability to engage fully in learning, with a potential impact on progress and attainment if these barriers are not addressed.
5	The achievement of our pupils who are under the PPS is not in line with expected as seen on assessment data high expectations are required to reduce the pupils barriers to learning
6	The progress measures and the attainment of pupils who are disadvantaged is significantly below the national average in all areas. 6.1 Reading -37 disadvantage gap 6.2 Writing -49 disadvantage gap 6.3 Maths -65 disadvantage gap

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
Sustained levels of achievement in phonics	Ensure pupils who are disadvantaged are given the appropriate input and support to meet the expected standard
Mental health and well-being are fully supported	Ensure pupil welfare concerns are considered in a holistic manner to support mental health and well-being fully.
Sustained levels of achievement in Reading, Writing and Mathematics	Academic achievement for the PP pupils is at least broadly in line with that of their peers in all key areas.
Sustained progress in Reading	Ensure thorough teaching of phonics to develop sound foundation for reading progress. Use high-quality books to

	ensure reading provision is well planned and assessed regularly.
Sustained progress in Mathematics	Improve progress for disadvantaged pupils (in line with their starting points and when compared to peers) Work with Glow maths hub to ensure teaching delivery impacts pupils and is reflected in sustained progress with effective and accurate assessment of pupils needs.
Sustained progress in Writing	Improve progress for disadvantaged pupils (in line with their starting points and when compared to peers) Ensure foundational skills are secure and provide input to refine as needed.

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: £10,180.84

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessment software and technology to ensure all children can access this within school e.g. TTRS,	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests https://educationendowmentfoundation.org.uk/evidence/guidance-reports/digital	1 5
Provide high-quality CPD to ensure the provision for	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their	3 2

pupils with SEND is highly effective	peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. The following EEF guidance report provides the starting point for focussed CPD opportunities https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	
Continued subscription to of a DfE validated Systemic Synthetic Phonics programme (Little Wandle) to secure strong phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 5 3
High quality Reading CPD opportunities are disseminated .	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 3 5
High quality Mathematics CPD opportunities are disseminated .	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf	1 3 5

This service is free of charge	This academic year we have also signed up for support through the Glow Maths Hub to impact standards for pupils Glow Maths Hub - Home	
RDA Horse riding experience Cost	This is to support and develop confidence and provide key stage 2 pupils with opportunities that widen their life experiences for enrichment Riding for the Disabled Association (RDA) - Transforming lives through horses	2 4

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

Budgeted cost:£4,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured small group intervention led by teaching staff or highly trained teaching assistant	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learninghttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuitiontoolkit/small-group-tuition	1 3 4 5
Small group and 1:1 wellbeing support carried out by teacher	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teachinghttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventionslearning-toolkit/behaviour-interventions	

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

Budgeted cost: £6,441.44

Activity	Evidence that supports this approach	Challenge number(s)) addressed
Access to enhanced curriculum experiences e.g. educational visits, music lessons, residentials, visitors to school, after school activities Swimming pool in school	At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://www.swimming.org/swimengland/health-and-wellbeing-benefits-of-swimming/swimming/	1 2 3
Mental Health Champion training	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	

Total budgeted cost: £ 21,409.44

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. The data for 24 to 25 shows a drop in numbers at the school due to a falling role. 84 down to 70

The FSM6 was close to average at 21% with school SEND support similar at 20%. Attendance was close to average for the PP group.

Assessment data for reading writing and maths although they are small cohorts was below the national and over the preceding two years was also below national. For the year 2024/2025 the school only achieved 50% of pupils at age related in R/W/M against a national average.

Disadvantaged pupils were suppressed as there was only a small cohort of pupils our in school data shows they were low achieving.

The attendance was flagged as an issue as the persistent absentees were the disadvantage group 11% of the pupils.

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

	This school	National average	Compared with national average
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3 year average	43%	62%	Below
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The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

	This school	National average	Compared with national average
3 year average	29%	59%	Below

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

	This school	National average	Compared with national average
3 year average	14%	60%	Below

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

	This school	National non-disadvantaged score	School disadvantage gap
3 year average	43%	80%	-37 pp

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

	This school	National non-disadvantaged score	School disadvantage gap
3 year average	29%	78%	-49 pp

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

	This school	National non-disadvantaged score	School disadvantage gap
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3 year average 14%

80%

-65 pp

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