

Pupil premium strategy statement 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Long Clawson Church of England Primary School
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	21.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Karen Lambert, Executive Head
Pupil premium lead	Karen Lambert, Executive Head
Governor / Trustee lead	Carole Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 16,280
Recovery premium funding allocation this academic year	£ 0
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	£ 16,280

Part A: Pupil premium strategy plan

Statement of intent

Our Vision: 'Whatever you do, work at it with all your heart.' Colossians 3.23

Our aim is to ensure that all children, including those that are disadvantaged, have access to a rich, balanced and well taught curriculum that enables them to achieve to their full potential. We are ambitious for all pupils, irrespective of their background and personal abilities or needs. At the same time, we recognise that all children are unique. Our aim is to ensure that this is recognised in the way that we teach and support our children academically, socially and emotionally.

It is our intention to support our disadvantaged children in a way that puts their wellbeing at the heart of what we do, as we recognise that there are potential challenges to learning and self-esteem for some of our children.

We have a variety of systems in place to ensure early identification of challenges to learning. This includes both formal assessments and adult observations. Through staff meetings, pupil progress discussions, etc. we jointly organise strategies such as interventions to support those children in need. As well as internal support, we look externally for additional resources that will enhance the provision that we are able to offer our children. Our aim is to give all children a variety of opportunities, including access to extra-curricular experiences, as we know the positive impact that this can have on every individual.

As a team, we truly do believe in our school vision of 'whatever you do, work at it with all your heart.' We are passionate about providing the very best opportunities and support, tailored to individual needs to ensure that our children succeed in all aspects of school life.

Challenges

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

Challenge number	Detail of challenge
1	Phonics and Reading: Assessments, observations, marking etc. within school indicates that a number of our PP children are not on track to make expected progress in reading and phonics.

2	Oral Language Skills: Several of our disadvantaged children have underdeveloped oral language skills and less developed range of vocabulary.
3	Writing: Assessments, observations, marking etc. within school indicates that a number of our PP children are not on track to make expected progress in writing.
4	Maths: Assessments, observations, marking etc. within school indicates that a number of our PP children are not on track to make expected progress in maths. Confidence in using and applying the basic mathematical skills of addition, subtraction, multiplication and division impacts on overall mathematical learning.
5	SEND A high proportion of our PP children have special educational needs. Needs vary from emotional and social wellbeing to academic areas or a combination of all of these.
6	Wellbeing Emotional and social difficulties. Some of our PP children struggle with their ability to learn important life skills such as communicating and socialising effectively with others. They can also struggle with their self-confidence and need support in building up their resilience. Financial constraints hinder access to extra-curricular activities including after school sports clubs, trips, residential, etc.
7	Low Parental Engagement Proportionally lower parental engagement and support from pupil premium families.

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
To improve phonics and reading outcomes for disadvantaged pupils, including enriched understanding and use of a wide range of vocabulary.	Children will make progress that is ideally greater than, or in line with their own starting points. The aim is that disadvantaged pupils will achieve expected outcomes in reading and phonics. They will become more independent at: • Correctly identifying grapheme/phoneme representation. • Applying the above to blend and segment sounds, enabling them to read words accurately and for meaning. • Understand and using a variety of vocabulary.
To improve oral spoken language and increased vocabulary knowledge	Children's language skills will be developed through a combination of class support (whole class oracy focus) and small group interventions. These will include strategies such as: • Targeted reading aloud and valuable discussions about the texts read. • Explicitly extending children's spoken vocabulary. • The use of structured questioning to develop understanding and vocabulary knowledge. • The use of purposeful, curriculum focused, dialogue and interaction.
To improve writing outcomes for disadvantaged pupils.	Children will make progress that is ideally greater than, or in line with their own starting points. Ultimately, our aim is that our disadvantaged children will achieve expected in writing. They will become more independent at: • forming letters of the correct size and orientation, • Developing their own ideas and using the wealth of vocabulary taught in school,

	• Using punctuation accurately and producing grammatically correct sentences, • drafting/editing of own written work.
To improve maths outcomes for disadvantaged pupils.	Children will make progress that is ideally greater than, or in line with their own starting points. Ultimately, our aim is that disadvantaged children achieve expected in mathematics. They will achieve this through: • addressing gaps in basic mathematical knowledge, • supporting children through adapted teaching and by providing suitable learning resources.
To ensure relevant SEND provision is in place for disadvantaged pupils and further enhance this through relevant CPD for teachers and teaching assistants.	Children with specific needs will be supported in a way that it enables them to achieve the best possible outcomes, despite their personal learning and/or behavioural difficulties.
To improve the wellbeing of pupils.	Children will be able to work more independently and have improved resilience. They will interact well with others, forming reciprocated friendships that enhance the wellbeing of all. ELSA Support 1:1 will enable individuals to regulate their emotions to enable them to access the curriculum and form good friendships with others. Children will participate in activities that benefit their health, team spirit and mindset. Children's attendance will be good.

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: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for SEND, English and Maths leads enabling them to participate in CPD, support their colleagues and the families of our disadvantaged children.	Release time for our co-ordinators to enable them to access CPD and further support their colleagues, which will ultimately impact on provision/outcomes for pupils. ‘After identifying pupils in need school leaders should seek relevant and robust evidence on which approaches are most likely to provide appropriate and effective solutions.’ Pg 8 of Guide to the Pupil Premium Autumn 2021 See also, EEF Attainment Gap Report Jan 2018 Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils.’ Pg 6 of The EEF Guide to the Pupil Premium. Updated Sept 2024	1 to 6

Focus on phonics and reading in early years, plus continued strategies to support those who have persistent difficulties in acquiring age related phonic/spelling/reading skills. Ensure that those supporting the teaching of Phonics are skilled and have the necessary resources (the school uses Twinkl phonics which includes catchup learning resources).	EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 Targeted academic support. ‘We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress.’ Pg 6 of The EEF Guide to the Pupil Premium – updated 2024.	1, 2 and 3
Quality first teaching that is inclusive for all pupils and small class sizes are maintained.	‘Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.’ Pg 12 of EEF Attainment Gap Report 2018 Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils.’ Pg 6 of The EEF Guide to the Pupil Premium. Updated Sept 2024 ‘The gains from smaller classes sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.’ EEF Reducing Class Size	1 to 6

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

Budgeted cost: £6,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted and timetabled 1:1 or small group interventions with Learning Support Assistants (LSAs). Adapted or differentiated targeted activities during whole class sessions.	Through different strategies of reviewing pupil attainment and wellbeing, planned sessions will be delivered so that individuals can benefit from additional support that meets their individual needs. This includes activities such as: • additional phonics learning • additional reading including comprehension strategies • spelling programmes • pre-learning before independent work • intervention to address gaps or misconceptions in writing and mathematics reflective learning See links above as well as: EEF One to one tuition EEF Small Group tuition EEF Phonics EEF Reading Comprehension EEF Teaching Assistant Interventions	1 to 6
Emotional Literacy Support Assistant (ELSA)	A member of staff will continue to maintain her ELSA award and support the wellbeing of children who may have additional barriers to learning. EEF Social and Emotional Learning	6 but this will also impact on 1 to 5 too.

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

Budgeted cost: £4,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion in wider activities undertaken through opportunities offered such as afterschool club, sports and trips/residentials.	Pupil Premium children will have access to extra-curricular activities that will lead to a positive impact on pupils' mental health and wellbeing. EEF Guide to Pupil Premium See wider strategies.	5
Uniform, milk, resources provided as necessary according to needs		
Time given to support families with specific needs e.g. attendance concerns, social and emotional difficulties, etc.		

Total budgeted cost: £16,280

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2025 academic year.

Teaching (CPD, recruitment and retention)

Releasing subject leaders has allowed us to identify gaps in learning; be involved in relevant CPD; plan, implement and monitor support either as 1:1, small group or through in class adaptive teaching and learning. It has also enabled us to ensure that LSAs have the necessary skills to deliver good quality interventions and support within the classroom e.g. providing CPD for our support staff to ensure that they are able to deliver effective phonics sessions and support the acquisition of reading skills. Formal assessments have shown that the school is successful in securing good to excellent outcomes for children in phonics and reading, with 50% of our Pupil Premium children achieving at expected or higher in reading.

Whilst all of our Pupil Premium children may not achieve expected, good improvement can be seen towards their own personalised learning.

Our SEND co-ordinator has attended external CPD and network meetings, which continues to enhance her ability to further assist class teachers in their approach to support children with SEN. She has worked with parents and outside agencies to ensure the best possible outcomes for our SEN children.

Our new ELSA completed her full training at the end of the summer term 2024 and this enabled her to support children from 2023-2024 whilst she did early work, case studies and we decided on priorities for the children with SEMH issues. We have recognised the importance of this valuable resource and following the departure of our ELSA, we have committed to using further PP funding to ensure that the TA continues to do supervision training across the next academic year, highlighting cases and support to the EP team who will support her to support the children at school.

This year there is dedicated time, with clarity around the criteria to recognise and prioritise the children who will receive the support in school time.

[Targeted Academic Support \(tutoring, one-to-one support and structured interventions\). This includes the use of School-Led Tutoring Funds.](#)

A high teacher/LSA to pupil ratio was achieved throughout the academic year, giving our children more focussed support and quality feedback.

Targeted academic support has been essential in supporting both the educational and wellbeing needs of our children. Due to a high proportion of our pupil premium children having special educational needs too, the support that they need is often multi-layered. Our school has a higher than national proportion of EHCPs, however, through the dedication and skill of our staff in providing bespoke support, these children often make better than expected progress towards their individual goals.

Whilst all our pupil premium children may not reach expected national learning outcomes for Reading, Writing and Maths, they do make good progress based upon their individual starting points. This is evidenced in our data and pupil records. They also gain essential life skills, enabling them to build resilience over time and form positive relationships with their peers and adults. The personal development of the children across the school has been enhanced using the premium spend, as children have benefited from the activities provided in these smaller groups, ensuring high quality – quality-first-teaching and support is received.

[Wider Strategies e.g. attendance, behaviour and wellbeing.](#)

Our pupil premium children were able to access extra-curricular opportunities such as sports clubs, adventure/educational visits during the academic year. This greatly enhanced children's 'can do' attitude and strengthened their ability to work as a team.

Children have been supported to access swimming over the whole of key stage 2 rather than in one or two years. Children have been encouraged to access clubs after school that they may not have otherwise taken part in. Over the year, all children have had all barriers removed to enable them to access these school clubs – a minimum of 1 per year/term, such as netball and after school games clubs. Children who wish to, have access to milk snack each day. In the last year, 100% of children and families have been offered new uniform at the start of term. Some families took up this offer, if uniform was needed. Staff offered at intermittent points of the year, further opportunities to access

Externally provided programmes

Programme	Provider
Read, Write Spell	Oxford University Press
White Rose Maths	White Rose
Twinkl Phonics	Twinkl

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A