



# Pupil Premium Statement

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**

<b>Detail</b>	<b>Data</b>
School name	Clover Hill Primary School
Number of pupils in school	209
Proportion (%) of Pupil Premium eligible pupils	25 pupils (11%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-28
Date this statement was published	September 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Ailsa Holden (Headteacher)
Pupil Premium lead	Headteacher
Governor	Alan Robinson

## **Funding Overview**

<b>Detail</b>	<b>Amount</b>
18 x Pupil Premium @ £1515	£27,270
3 x Pupil Premium + @ £2630	£7890
5 x Service Pupil Premium @ £350	£1750
<b>Total budget for this academic year</b>	<b>£36,910</b>

# PART A: Pupil Premium Strategy Plan

## Statement of Intent

The Pupil Premium is an annual allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (or who have been eligible in the past), those looked after by the local authority and children of armed services personnel. The intended effect of this funding is to accelerate progress and raise attainment.

The aim for our use of Pupil Premium is to ensure that disadvantaged pupils 'keep up' with their peers in academic outcomes and that, as much as possible, the impact of their background is negated by the support they receive in school. We recognise that disadvantaged pupils can face a wide range of barriers which may impact on their learning. School leaders are committed to ensuring our disadvantaged pupils receive quality first teaching which is at least good in every lesson and that disadvantaged pupils with gaps in learning receive frequent, targeted and timely intervention, both academic and pastoral.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health/wellbeing needs will have timely access to pertinent support from appropriately trained adults. There is recognition within our school that not all disadvantaged pupils are registered or qualify for Free School Meals (FSM) and, as such, they do not attract a pupil premium. At Clover Hill, we use the flexibility we have to allocate this funding to support any pupil (or groups of pupils) the school has legitimately identified as being socially disadvantaged or vulnerable, including those with a Social Worker, Family Support Worker or those acting as a young carer.

The activity we have outlined in this statement will support the needs of all children who require it. Our approach is to be responsive to challenges presented by individuals – not to make assumptions about the impact of disadvantage. Our strategies will demonstrate positive impact in the following ways:

- Ensure all pupils receive High Quality Teaching
- Close the attainment gap between disadvantaged pupils and their peers
- Provide targeted academic support and intervention in a timely manner for those children not making expected progress
- Address non-academic barriers to attainment such as social/emotional difficulties impacting negatively on wellbeing
- Ensure that all pupils, regardless of background have access to enrichment opportunities that can contribute to their overall attainment.

## Challenges

Challenge number	Detail of challenge
1	Looking at baseline assessments and previous Phonics Checks, disadvantaged pupils may have a poorer phonological awareness on entry and may make slower progress in acquiring this knowledge compared to their non-disadvantaged peers.
2	Some children from disadvantaged households can enter school with a gap compared to their non-disadvantaged peers in terms of their oral language skills and the amount of vocabulary they know and can utilise. This can be exacerbated by having less access to high quality texts at home for example during story time. As a result, it is imperative that we tackle this gap by providing a vocabulary rich curriculum as well as a range of high-quality texts to share with children.  In addition, this vocabulary gap is further widened by lack of enrichment opportunities. We have identified a number of disadvantaged children that have missed out on a number of key experiences that their non-disadvantaged peers have experienced during their formative years. For example, a number of PP children reported never having been to the seaside despite only living a bus ride away.

	A growing number of children in school are experiencing social emotional and mental health concerns. Pupil wellbeing is catered for through a wide range of personal development opportunities and through our PSHCE curriculum offer. Some children, including those disadvantaged, however will require additional targeted (small group) support – and in some cases 1:1 sessions.
3	Some PP children have a more challenging time grasping phonological knowledge. This, combined with a lack of vocabulary knowledge compared to peers can impact on their reading ability. As a result, there is a risk of PP children not achieving above ARE at the end of KS1 and KS2 and in other year groups.
4	In some cases, disadvantaged children have had limited access to technology - for example laptops or tablets. This could cause challenges for them as they find it difficult to access online learning tools to support their learning - for example TTRS, Numberbots, MathsShed and Spelling Shed. This could then impede their progress compared to children with access to these learning support programmes at home.
5	Pupil Premium children may experience difficulty in completing weekly homework tasks and therefore miss out on vital opportunities to consolidate in-class learning.
6	Lack of parental engagement in some cases.
7	A growing number of children in school are experiencing social emotional and mental health concerns. Pupil wellbeing is catered for through a wide range of personal development opportunities and through our PSHCE curriculum offer. Some children, including those disadvantaged, however will require additional targeted (small group) support – and in some cases 1:1 sessions.

## 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. Progress and attainment in phonics for PP children in line with peers.	All TAs in EYFS, KS1 and Year 3 trained in delivering high quality phonics interventions. All children have access to phonics reading books matched to their phonological knowledge.
2. Oral language skills and vocabulary among disadvantaged pupils to be in line with peers.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, book scrutiny and ongoing formative assessment. Funding will also be utilised to ensure all disadvantaged children are supported in experiencing the same enrichment opportunities including extra-curricular clubs and visits to support the curriculum.
3: Reading attainment among disadvantaged pupils in line with peers.	KS1 and KS2 reading outcomes – PP children working above and at the Age-Related Expectation for their group so they are in line with their peers.
4: All PP children have equal access to technology at home.	All PP children can access online support resources including any work set as part of any future remote learning. This includes MyMaths, Numberbots, TTRS and Spelling Shed. Impact of this should be seen by improved attainment and progress in terms of the Phonics Check, Multiplication Tables

	Check, end of key stage SATs and internal assessments including PUMA and NFER.
5. All Pupil Premium children to complete weekly homework tasks and report improved attitudes towards school	All PP children to talk positively about themselves and their time in school. Homework completed.
6. Pupils' personal development and wellbeing will be supported to ensure that this does not impact negatively on attainment and that all pupils, including those disadvantaged, have access to intervention where this is required.	Outcomes from pupil questionnaires, discussions with staff/children and teacher observations will point to improvements in emotional wellbeing. Those requiring intervention at school-level will have been supported successfully or signposted to further external support where needed.

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A teaching assistant for every class – every morning every week	<p>There is a strong evidence base that suggests oral language support such as high-quality classroom questioning and discussions, are inexpensive to implement with high impacts on reading.</p> <p>In addition to this, TA time will be utilised to pre-teach vocabulary before the start of a new topic to PP children. This will ensure they have been exposed to the vocabulary that has been designated as being key in the curriculum thus ensuring that all children will understand it when they encounter it for the first time in the lesson. There is a large amount of supporting evidence that pre-teaching vocabulary improves children's comprehension of a new concept.</p> <p><u><a href="#">Oral language interventions/Toolkit Standard/Education Endowment Foundation/EEF</a></u></p> <p>A teaching assistant in each class enables us to provide targeted reading support for the children for whom reading practice at home is not possible. Children working below ARE in each class receive additional reading support with a TA/teacher each week.</p>	1, 2 and 3.
A focus on embedding quality phonics.  Systematic Synthetic Phonics programme  CPD for all staff - to secure stronger phonics teaching for all pupils.	<p>Phonics approaches have a strong base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils.</p> <p>In addition, the SENDCO and EY Lead provide CPD to all TAs in EYFS, KS1 and Year 3 to ensure all children receive high quality phonics and reading interventions over the remainder of each week.</p> <p><u><a href="#">Phonics/Toolkit Strand/Education Endowment Foundation/EEF</a></u></p>	2

Teacher-led interventions support children in acquiring basic skills in English and Maths	Where teachers identify potential gaps and the need for responsive, targeted support, we are able to provide small group intervention sessions with an experienced teacher. These sessions tend to focus on reading fluency, reading accuracy, reading comprehension, handwriting and maths.	1 and 3.
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## Targeted academic support

Budgeted cost: **£6500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Funding for TAs will be utilised across school to provide high quality phonics based interventions. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a sustained period of time</p> <p><u><a href="#">Phonics/Toolkit Strand/education Endowment Foundation/EEF</a></u></p>	1, 2, 3
Funding for TAs to provide high quality interventions to boost attainment and progress including with reading and vocabulary.	<p>Funding for TAs will be utilised across school to provide high quality evidenced based interventions. These include Numberstacks, SNIP and Fluency in Five interventions. In addition, vocabulary is pre-taught by TAs to strengthen children's understanding and ability to access lesson content.</p> <p><u><a href="http://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></u></p>	1, 2, 3
SENDCO to deliver training for KS2 Teaching Assistants in Literacy Junction intervention package to support KS2 children with difficulties in reading, writing and spelling.	This intervention will target the children who require a new direction in their Literacy skills – where perhaps phonics is not having the impact we would hope. It incorporates a number of proven techniques such as Alphabet Arc and Precision Teaching and children's progress is closely monitored.	1,2,3
Purchase of a reading assessment tool to enable small steps of progress to be tracked and targeted where children are not meeting ARE	The purchase of YARC (York Assessment of Reading for Comprehension) will enable us to identify where barriers lie in a child's reading development. In turn this will enable us to provide timely and appropriate intervention the impact of which can be closely monitored and small steps recorded.	1,2,3
Purchase of a Maths assessment and intervention tool to enable small steps of progress to	The purchase of Numberstacks will enable us to identify where barriers lie in a child's mathematical development. In turn this will enable us to provide timely and	1,2,3

be tracked and targeted where children are not meeting ARE	appropriate intervention the impact of which can be closely monitored and small steps recorded.	
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## Wider strategies – non-academic barriers (for example, related to attendance, behaviour, wellbeing, inclusion)

Budgeted cost: £5,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment  Contingency fund for acute issues	Pay for educational visits, residential, uniform, after school clubs, childcare fees for families in need.  Offered - paid access to breakfast and after school club for services children.	2,
Online Learning Tools - laptop	PP children that do not have the necessary online learning tools have access to a laptop.  In addition, this will allow children to access learning programmes to support their learning leading to increased attainment and progress. These online programmes include Phonics videos in EYFS, TTRS, MathsShed, Numberbots and Spelling Shed.	1, 2, 3 and 4.
<b>Pupil Responsibility Groups</b>  We are increasing the amount of pupil voice which we have across the school in order to support more children to feel part of the school community. These pupils will have badges to signify their roles in school and will have regular meeting time with staff leaders to working on identified priorities.  Pupil voice badges Meeting time Badges and stickers	Small budget allocated to Librarians, School Grounds Team, Newspaper Team, Sports Crew, School Councillors to purchase resources for their area of responsibility.  PP children specifically targeted to be part of these groups.  A culture of belonging and community is incredibly important when addressing barriers relating to attendance, as well as addressing potential social, emotional and mental health needs.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>	2
Home Engagement	Class DoJo app allows homework tasks, children's efforts and their successes shared and celebrated with parents. Children can trade in their DOJO points for treats in school such as a hot chocolate with a friend or a day out of uniform. Computing Lead was given non-contact time to set this up.	4 and 5
Lunchtime Homework Slots	All Pupil Premium children (plus any others for whom we have concerns regarding possible disadvantage) will be invited to attend a lunchtime homework hub using IPADs as and when needed.	4 and 5
Dedicated weekly staff time directed at small group / 1:1 emotional wellbeing support with SMHL	Effective social and emotional learning (can increase positive pupil behaviour, mental health and well-being, and academic performance.	7

Trained ELSA sessions Weekly sessions for identified children using Zones of Regulation, Drawing and Talking, Lego Therapy	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	
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**Total PP budgeted cost: £36,910**

## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our internal and end of key stage assessments during 2024/25 suggested that the overall performance of our disadvantaged pupils was in line with their peers.

### 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	
Literacy Junction	Spelling Shed
SNIP	Maths Shed
YARC	My Maths
Marvellous Me	Numberbots
	Espresso TTR