

Pupil Premium Statement

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.

All schools are required to report on the amount of funding received, how this is being used and the impact of any work done.

At Clover Hill, we aim for all pupils to fulfil their potential and, as a result, we make organisational and resource decisions based upon supporting the best progress for all. It is important to note that, just because a child is within a certain category such as Free School Meals, this does not mean that they are falling behind. Therefore, we aim to use the funding to best impact those children who require additional support as well as those categorised as disadvantaged. Supporting the achievement of any child can happen in a wide variety of ways such as:

- providing specific adult support (including small group and 1:1 intervention)
- purchase of additional educational resources
- supporting pupil emotional wellbeing
- providing learning experiences that engage and enthuse

School Overview

Detail	Data
School name	Clover Hill Primary School
Number of pupils in school	210
Proportion (%) of Pupil Premium eligible pupils	24 pupils (11%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Ailsa Holden (Headteacher)
Pupil Premium lead	Headteacher
Governor	Kevin Hay

Funding Overview)

Detail (based on 2024 numbers provided from Census)	Actual 2025-26 numbers	Amount
18 x Pupil Premium @ £1515	18	£27270
3 x Pupil Premium + @ £2630	3	£7890
6 x Service Pupil Premium @ £350	5	£1759
Total budget for this academic year		£36910

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.

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 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

	Detail of challenge
Challenge 1	Baseline assessments and historic Phonics Screening Check outcomes indicate that disadvantaged pupils often enter school with weaker phonological awareness , which is a strong predictor of early reading success. Evidence shows that children from lower socio-economic backgrounds are more likely to begin school with delays in oral language and sound-awareness skills , placing them at risk of slower progress in early code-based literacy compared with their non-disadvantaged peers. [ase.org.uk] , [speechandl...age.org.uk]
Evidence Base & Implementation steps	<u>Targeted Daily Phonological Awareness & Pre-Phonics Programme</u> Explicit, daily phonological/phonemic awareness instruction (20–30 minutes) is shown to improve early literacy outcomes for at-risk learners and disadvantaged groups. [kyreadingr...search.org] A strong foundation in sound awareness prepares pupils to access systematic synthetic phonics effectively, helping to close the early reading gap. [speechandl...age.org.uk] The EEF Teaching & Learning Toolkit notes that oral language interventions can add <i>+6 months of progress</i> for disadvantaged pupils. [ase.org.uk] Professional development for staff in phonological awareness improves instructional quality and leads to significantly larger gains in children's phonological awareness. [link.springer.com] <u>Implementation</u> Train staff in delivering high-quality phonological awareness instruction. Run daily small-group sessions for targeted disadvantaged pupils. Embed pre-phonics skills (sound discrimination, oral blending/segmenting) alongside whole-class SSP teaching. Monitor progress regularly through quick phonological awareness checks.

Challenge 2	Baseline observations indicate that some disadvantaged pupils enter school with significantly reduced oral language skills and limited expressive and receptive vocabulary compared with their non-disadvantaged peers. Research shows that children from low-income households are less likely to experience a rich home learning environment and may have reduced exposure to frequent conversation and high-quality texts, including shared story time, which are key predictors of early language development. [hereforschools.co.uk], [gov.uk] This early vocabulary gap can hinder pupils' ability to access the wider curriculum, express ideas clearly, and develop early reading comprehension. It is therefore essential that school provision deliberately targets oral language development through a vocabulary-rich curriculum and increases exposure to high-quality texts and structured talk to close this gap.
Evidence Base & Implementation steps	<u>Structured Oral Language & Vocabulary Development Programme</u> • Oral language interventions typically yield <i>+6 months of progress</i>, offering strong impact on disadvantaged pupils' outcomes. [educatione...ion.org.uk] • Disadvantaged pupils are more likely to enter school with weaker oral language and benefit from targeted small-group vocabulary teaching and structured book discussion. [ase.org.uk] • Vocabulary-rich environments and structured vocabulary teaching narrow the early language gap, with high-quality reading aloud and book talk identified as highly effective strategies. [hereforschools.co.uk] • Communication and language approaches in Early Years can increase progress by +7 months, particularly when staff are trained in modelling vocabulary and interactive reading. [educatione...ion.org.uk] <u>Implement a whole-school oral language and vocabulary development strategy combining:</u> • Daily structured talk routines (dialogic teaching, purposeful discussion, sentence stems). • Explicit vocabulary instruction linked to the curriculum, including pre-teaching and revisiting key tiered vocabulary. • Interactive book-sharing and high-quality read-alouds, with structured questioning to extend language. • Targeted small-group oral language sessions using a recognised programme – Language Link

Challenge 3	Assessment information and class observations indicate that some disadvantaged (PP) pupils experience greater difficulty developing phonological knowledge, a foundational skill strongly linked to early reading success. Research consistently shows that pupils with weaker phonological and phonemic awareness are at increased risk of later reading difficulties. [education.ox.ac.uk] In addition, disadvantaged pupils are more likely to have reduced vocabulary knowledge and limited exposure to high-quality language experiences, which further restricts their reading comprehension and overall attainment. [kyreadingr...search.org] Combined, these barriers place PP pupils at a heightened risk of not achieving securely at or above age-related expectations (ARE) in reading by the end of KS1 and KS2.
Evidence Base & Implementation steps	<u>Targeted Phonological Awareness and Vocabulary Intervention</u> A dual-focus approach combining explicit phonological instruction with systematic vocabulary development: Daily small-group phonological awareness sessions (10–20 minutes), including oral blending/segmenting, sound manipulation and phoneme discrimination, delivered by trained staff. Explicit, multimodal phonological and phonemic awareness programmes have been shown to significantly improve early literacy skills, particularly for at-risk pupils. [education.ox.ac.uk] Structured vocabulary teaching embedded across the curriculum, including pre-teaching essential tiered vocabulary, repeated exposure, and dialogic teaching. Oral language and vocabulary-focused approaches deliver strong gains (+6 months on average). [education...ion.org.uk] High-quality discussion around texts and explicit vocabulary extension are recommended strategies for disadvantaged pupils. [kyreadingr...search.org] Enhanced high-quality text exposure, including daily read-alouds and high-quality book talk to strengthen language comprehension and vocabulary breadth. Structured reading aloud and book discussion are effective components of oral language interventions. [education...ion.org.uk] Targeted use of proven programmes such as Language Link (Early Years) or other structured oral language interventions where screening identifies pupils with persistent difficulties. Language Link improves language skills by +3 months for children with weak spoken language. [link.springer.com]

Challenge 4	Some disadvantaged pupils have limited or inconsistent access to digital devices such as laptops or tablets, making it difficult for them to use online learning platforms (e.g., Spelling Shed, MathsShed) that reinforce essential skills. Recent UK research highlights a persistent digital divide, with many low-income families sharing devices, relying on borrowed smartphones, or lacking home internet access altogether. This results in significant barriers to completing online homework and consolidating classroom learning. [digitalpov...liance.org] The absence of reliable technology access risks widening attainment gaps, particularly as digital home learning increasingly supplements in-school instruction. Without targeted support, disadvantaged pupils may make slower progress than peers who can regularly engage with high-quality online practice tools at home.
Evidence Base & Implementation steps	<u>Digital Access & Supported Home-Learning Programme</u> 1. Provision of Devices and/or Internet Access for PP Pupils Schools should supply loaned devices or supported access (e.g., routers or data packages) where digital exclusion is identified. This aligns with national recommendations and ongoing government efforts to close the digital divide through strengthened digital infrastructure and standards. [gov.uk] 2. Structured In-School Digital Learning Sessions Scheduled weekly sessions for PP children to access online learning platforms under staff supervision ensure equal opportunity to use tools like Spelling Shed and MathsShed. EdTech interventions are most effective when implemented part of a structured, well-supported school strategy rather than relying solely on home access. [education...ion.org.uk] 3. Digital Skills and Confidence Support Provide basic digital skills coaching for pupils and, where appropriate, families, reflecting research that families need not just devices but also confidence and support to use digital tools effectively. [digitalpov...liance.org] 4. Monitoring & Personalised Support Teachers track PP pupils' engagement with online platforms and provide targeted intervention when low usage is linked to lack of access or confidence (TTRS).

Challenge 5	Some Pupil Premium children experience difficulty completing weekly homework tasks, often due to reduced access to quiet study spaces, limited parental support, or fewer home learning resources. When homework is not completed regularly, these pupils miss opportunities to consolidate in-class learning, practise key skills and receive feedback that strengthens understanding. Evidence shows that homework can improve learning by approximately +5 months when effectively supported, but disadvantaged pupils are more likely to face barriers completing it consistently. [educatione...ion.org.uk]
Evidence Base & Implementation steps	Targeted Homework Support Programme 1. Supported Study Sessions Establish informal lunchtime homework sessions offering structured time, adult support, and access to resources. EEF evidence highlights homework clubs as an effective way to overcome barriers such as lack of space or support at home. [educatione...ion.org.uk] 2. Clear, Purposeful Homework Tasks Ensure tasks directly connect to classroom learning and include feedback opportunities, as this increases impact. Linking homework to class content and offering feedback significantly enhances effectiveness. [educatione...ion.org.uk] 3. Metacognitive Support and Routine-Building Equip PP pupils with strategies for organisation, planning and self-monitoring, supporting independence in managing homework. Metacognitive and self-regulatory strategies can yield up to +7 months of progress, especially for disadvantaged learners. [ase.org.uk]

Challenge 6	Some disadvantaged pupils may face financial or logistical barriers that make it difficult for them to participate fully in educational visits, including residential trips. Research shows that children from low-income families are significantly more likely to miss school-related experiences—such as trips, transport, and extracurricular opportunities—because they cannot afford the associated costs. [cpag.org.uk] Since educational visits enrich learning, improve engagement, and boost cultural capital, ensuring that all Pupil Premium children can attend these experiences is essential for equity and for closing the wider attainment gap.
	Cost-Removal & Participation Support Programme 1. Fully or Partially Subsidised Costs for PP Pupils ○ Remove financial barriers by subsidising visit costs, transport, and equipment. ○ Evidence shows that cost-related barriers significantly reduce participation in school experiences among disadvantaged pupils. [cpag.org.uk] 2. Pre-Visit Curriculum Preparation and Post-Visit Follow-Up ○ Integrate visits into the curriculum so PP pupils benefit academically as well as socially. ○ Research on overcoming disadvantage emphasises the importance of structured, high-quality enrichment experiences as part of a broader school strategy. [publicatio...liament.uk] 3. Proactive Communication with Families ○ Early communication about visit details, support available, and reassurance that financial circumstances will not limit participation. ○ Removing stigma and building positive dialogue with parents supports increased engagement. [link.springer.com] 4. Additional Pastoral and Logistical Support ○ Offer assistance with kit, forms, medical needs, or concerns about overnight stays to ensure equitable access.

Challenge 7	In some cases, disadvantaged pupils experience low levels of parental engagement, which can limit the support they receive at home for reading, homework, and wider learning. Research shows that strong parental engagement is consistently linked with improved academic outcomes, yet disadvantaged families often face greater barriers to involvement, such as lack of confidence, limited time, or negative past experiences of school. [educatione...ion.org.uk], [educatione...ion.org.uk] Without targeted support, these gaps in home learning environments can widen existing attainment differences and reduce the effectiveness of in-class teaching.
Evidence Base & Implementation steps	Structured Parental Engagement Programme 1. Tailored, Clear and Purposeful Communication ○ Provide parents with simple, personalised messages about how to support learning at home (e.g., reading routines, key vocabulary, homework tips). Evidence shows tailored communication can improve parental engagement and support positive dialogue. [educatione...ion.org.uk] 2. Practical Strategies & Home-Learning Resources ○ Offer short workshops, demonstration videos, or resource packs that give parents specific techniques to support reading, homework, or phonics. Providing parents with practical strategies is more effective than general requests for help. [d2tic4wvo1...dfront.net] 3. Sustained Support for Families Who Need It Most ○ For families who face persistent barriers, provide more intensive support through structured sessions, family-liaison roles, or guided learning activities. Schools should focus on long-term, sustained relationships rather than one-off events. [d2tic4wvo1...dfront.net] 4. Flexible Opportunities for Engagement ○ Offer varied formats (in-person, phone, text, online) to reflect different family circumstances and encourage wider participation.

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
Challenge 1	Disadvantaged pupils develop secure foundational phonological awareness, enabling them to access phonics instruction on track with peers. Accelerated progress in oral blending and segmenting, leading to improved reading readiness. Narrowing of the phonics attainment gap between disadvantaged and non-disadvantaged pupils.	At least 80% of targeted disadvantaged pupils achieve age-related expectations in internal phonological awareness assessments by the end of the intervention cycle. Improved performance in Year 1 Phonics Screening Check, reducing the disadvantaged gap from its current widening trend. [chapterone.org] Session observations show consistent delivery of evidence-based instructional practices by trained staff. Pupils demonstrate increased confidence and accuracy in oral blending and segmenting during classroom phonics sessions.
Challenge 2	Disadvantaged pupils make accelerated progress in oral language, narrowing the gap with their non-disadvantaged peers. Increased expressive and receptive vocabulary measured through ongoing formative assessment. Improved confidence in speaking and listening, enabling pupils to participate fully in classroom dialogue and access reading comprehension tasks.	At least 80% of disadvantaged pupils meet age-related expectations in speaking and listening by the end of the year. Pupils demonstrate improved vocabulary acquisition, evidenced through teacher assessment, observations, and oral language tasks. High-quality texts are consistently embedded across subjects, with reading-aloud sessions observed in all classes. Targeted pupils receiving small-group intervention (e.g., NELI) show measurable gains in standardised language assessments in line with expected accelerated progress.
Challenge 3	PP pupils make accelerated progress in phonological awareness, enabling stronger decoding and reading fluency. PP pupils acquire and use a broader vocabulary across subjects, improving comprehension and oral language confidence. The attainment gap in reading between PP and non-PP pupils narrows across year groups, with increasing numbers working at or above ARE.	At least 80% of targeted PP pupils demonstrate measurable improvement on phonological awareness assessments (e.g., oral blending/segmenting checks). PP pupils show increased accuracy and fluency in reading, evidenced through phonics assessments and guided reading records. Vocabulary assessments and classroom observations show PP pupils confidently using new taught vocabulary in speaking and writing. The proportion of PP pupils achieving ARE or above in reading increases year-on-year, reducing the gap with non-PP peers. Monitoring shows consistent implementation of daily phonological and vocabulary sessions across identified groups.

Challenge 4	PP pupils have equitable access to digital learning resources that reinforce core literacy and numeracy skills. Increased confidence and independence in using online learning platforms. Digital exclusion no longer contributes to the widening of progress gaps in reading, spelling or maths practice.	100% of identified PP pupils receive access to a suitable digital device and/or supported internet connection. PP pupils demonstrate regular engagement with online learning tools (minimum weekly usage recorded). Improvement in spelling and maths practice scores aligns with or exceeds that of non-PP peers over the academic year. Teacher assessments and internal data show a reduction in attainment gaps linked to digital access barriers.
Challenge 5	PP pupils develop improved homework routines and study habits. Increased completion of homework leads to improved consolidation of class learning. Attainment gaps narrow as PP pupils engage more regularly with curriculum-aligned practice.	At least 80% of PP pupils demonstrate consistent homework completion. Teacher monitoring shows improved quality and frequency of PP pupils' homework submissions. Assessment data indicates improved retention of taught content for PP pupils participating in homework support. Narrowing of the in-school attainment gap between PP and non-PP pupils in subjects where homework consolidation is key.
Challenge 6	All PP pupils participate fully in educational visits, including the Year 6 residential. PP pupils benefit from increased cultural capital, improved engagement, and strengthened social and emotional development. Barriers related to cost, logistics, or confidence are eliminated or significantly reduced.	100% participation of PP pupils in all educational visits, including residential programmes. Parent feedback indicates reduced anxiety or concern about cost and logistics. Staff evaluations show PP pupils demonstrate improved engagement, confidence, or curriculum understanding following visits. Monitoring shows no difference between PP and non-PP participation rates in enrichment opportunities.
Challenge 7	Increased parental confidence and engagement in supporting their child's learning at home. Improved consistency of home learning routines (e.g., reading at home, homework completion). Strengthened parent-school relationships, especially among families previously less engaged.	At least 70% of targeted parents participate in at least one engagement activity (workshop, parent consultation meeting, online session). Teachers observe improved homework completion and/or home reading frequency among PP pupils.

Activity 2024-27

This details how we intend to spend our pupil premium (**over the next three years** to address the challenges listed above.

Teaching

Budgeted cost: **£24,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A teaching assistant for every class – every morning every week	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. 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. <u>Oral language interventions/Toolkit Standard/Education Endowment Foundation/EEF</u> 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. The lowest 20% of readers in each class receive additional reading support with a TA each week.	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.	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. In addition, the Early Years Lead has time to 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. <u>Phonics/Toolkit Strand/Education Endowment Foundation/EEF</u>	2
Teacher led interventions support children in closing gaps in subject knowledge	EEF suggests that small group tuition that is specifically targeted at the children's gaps in learning has a moderate to high impact (+ 4 months) <u>Small group tuition EEF</u> Where teachers identify potential gaps and the need for responsive, targeted support, we are able to provide small group intervention sessions organised and overseen by our SENDCO. These sessions focus on reading comprehension, reading fluency, spelling, handwriting and Maths.	1 and 3.
Homework Sessions	EEF suggests that homework that is closely linked to maths and English skills can potentially have a positive impact in primary (+3 months). For our most disadvantaged pupils, this is combined with individualised instruction to support progress in reading. <u>Homework EEF</u> All Pupil Premium children (plus any others for whom we have concerns regarding possible disadvantage) will be invited to complete homework with their class teacher.	4, 5, 7

Targeted academic support

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 <u>Phonics/Toolkit Strand/education Endowment Foundation/EEF</u>	1, 2, 3
Funding for TAs to provide high quality interventions to boost attainment and progress including with reading and vocabulary.	Funding for TAs will be utilised across school to provide high quality evidenced based interventions. These include Number Stacks, Fluency in Five and SNIP interventions. In addition, vocabulary is pre-taught by TAs to strengthen children's understanding and ability to access lesson content. <u>EEF Social and Emotional Learning</u> <u>Our intervention all have detailed supporting evidence of their impact in our school.</u>	1, 2, 3
Training for KS2 Teaching Assistants in SNIP, Fluency in Five intervention packages to support KS2 children with difficulties in reading, writing and spelling.	These interventions target the children who require a new direction in their English 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 tool to enable small steps of progress to be tracked and targeted where children are not meeting ARE	The purchase of Numberstacks intervention programme will enable us to identify where barriers lie in a child's mathematical 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.	5

Wider strategies – non-academic barriers (for example, related to attendance, behaviour, wellbeing, inclusion)

Budgeted cost: £4910

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Curriculum enrichment Contingency fund for acute issues	A recent government funded study showed that participation in extracurricular activity is often under-accessed by disadvantaged pupils. Access to sports and arts clubs can increase wellbeing, improve social mobility, widen access to employment and improve educational outcomes. An Unequal Playing Field report.pdf Pupil Premium money used to pay for educational visits, residential, uniform, (weekly) after school clubs and childcare fees. Offer paid access to breakfast and after school club for services children	2 and 6
Online Learning Tools	EEF evidence tells us accessing homework which has a digital element adds to the value of homework, raising the potential impact to +6 months. Homework EEF Pupil Premium children that do not have the necessary online learning tools will be given 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, MathsShed, TTRS and Spelling Shed.	1, 2, 3 and 4.
Home Engagement	Purchase home engagement app in which homework tasks can be shared with parents but, mainly so that children's efforts can be rewarded and their successes shared and celebrated with parents. Children can trade in their reward points for treats in school such as a hot chocolate with a friend or a day out of uniform.	4, 5 and 7

Total PP budgeted cost: £36910

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 external assessments during 2025/26 suggested that the overall performance of our disadvantaged pupils was in line with their peers. No issues were identified for action.

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	
YARC	
Marvellous Me	
Spelling Shed	
My Maths	
NumberStacks	
SNIP	
MathsShed	
TTRS	
Lexia	