Pupil Premium Strategy Statement
Clockhouse Primary School

School overview

Detail	Data
School name	Clockhouse Primary School
Number of pupils in school	740 (including Nursery and SEND Unit Provision)
Proportion (%) of pupil premium eligible pupils	28.6% (IDSR October 2025)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025 - 2026 to 2028 – 2029 Reviewed and revised September 2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026 or before if necessary
Statement authorised by	The Governing Body
Pupil premium lead	Mrs R Abeledo Deputy Head Teacher
Governor / Trustee lead	Mrs S Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,210 (2026-2027)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (2025-2026)
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	£259,210 (2026-2027)

Part A: Pupil Premium Strategy Plan

Statement of intent

At Clockhouse Primary School, it is our intention that all pupils make the best progress they can from their starting point and attain well in all subjects and aspects of school life. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve in line with their non-disadvantaged peers.

Quality first teaching is central to our plan and provision: we know from research that a lack of quality first teaching has the biggest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching high-quality, well-planned lessons every day which precisely meet the needs of the children, is crucial. This is enhanced by supportive interventions and tutoring for those who are deemed to be disadvantaged.

We continue to ensure that disadvantaged children receive a high proportion of their teaching from the most qualified and effective teachers and are not routinely taught by learning assistants.

We are committed to targeting our interventions to combat the wider barriers to disadvantaged children's academic and wider success through bespoke programmes drawing a wide range of professionals and community services where this is possible.

Our strategy is focused on identifying what each child needs to be successful and achieve well. In order to do this we are:

- Ensuring that the needs of children are identified through a range of mechanisms, including written assessment, observations of behaviour, analysing a wide range of data sets available to us and speaking to the pupils and those that care for them;
- Regularly reviewing the progress and performance of all disadvantaged children to ensure that our approaches are impactful and those most needed at any given time;
- Improving the quality of teaching and learning in all curriculum areas for all children;
- Ensuring disadvantaged pupils are challenged in the tasks and activities they receive in each teaching session;
- Ensuring that all staff take responsibility for disadvantaged pupils' outcomes;
- Regularly reminding all staff of the need for high expectations of what all pupils, but especially those who are disadvantaged can achieve.

Challenges

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

Challenge number	Detail of challenge
1	**Outcomes in the core subjects** Internal assessments, in school monitoring and discussions with pupils indicate that the attainment in all core subjects of the disadvantaged pupils is significantly below that of non-disadvantaged pupils.

2	**Phonics** Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	**Vocabulary and Oral Expression** Vocabulary and oral expression Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This therefore impacts on their fluency when reading and ability to decode when reading. For our disadvantaged pupils, the lack of exposure to high quality texts impacts on the quality of writing too.
4	**Attendance** Although there has been tangible improvement, our attendance data over time continues to indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. This is caused by a range of factors, but negatively impacts attainment and progress.
5	**Gaps in knowledge and understanding of curriculum content** Our assessments and observations indicate that the education, mental health and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. A lack of resilience and low self-esteem are preventing a significant number of our disadvantaged pupils from fully engaging with their learning. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
6	**Significantly below average on-entry data for EYFS pupils** Internal assessments (Nursery) and The Reception Baseline information indicates that pupils starting at Clockhouse who are from disadvantaged backgrounds are significantly below the outcomes of non-disadvantaged and national expectations. This is particularly the case in Communication and Language and Physical Development
7	**Developing confident and competency in mathematic understanding of number for our younger children and its application for our older children** Assessments and observations indicate a lack of solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. This is especially evident from Reception through to the end of KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. In addition to this, in Key Stage 2 identified children need support to apply their knowledge of number in order to achieve in line with expected standards.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/2027 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present). Phonics check outcomes in years 1 and 2 show a sustained improvement year-on-year and significant improvement for 2026-2027
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2026/2027 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present).
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2026/2027 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present).
Children entering Key Stage 1 are ready to access the National Curriculum	GLD outcomes in 2026/2027 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/2027 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils • a reduction in referrals for support for identified children • qualitative data and parents voice shows increased empowerment and ability to support their children
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/2027 demonstrated by: • the overall absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. Attendance of disadvantaged children is above that nationally. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no higher than 12%.

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: **£137,550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the continued effectiveness of our Phonics programme through training and the	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	1, 2, 3, 6

use high quality resources (including books) to secure stronger phonics teaching for all pupils but especially those who are disadvantaged.	(though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | EEF (educationendowmentfoundation.org.uk)	
Allocated experienced teachers for the delivery of bespoke interventions to identified disadvantaged pupils in order to address the next steps in their learning. Disadvantaged pupils to perform in line with their peers and meet the end of key stage expectations.	Assessment data and outcomes will evidence the impact of the allocated teacher and the high quality teaching and intervention Marking and feedback will instantly address any misconceptions and evidence progress in learning and attainment. 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: Small group tuition | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 6
CPD Training for identified support staff to deliver specific intervention programmes.	Research shows that interventions which are based on a clearly specified approach which staff have been trained to deliver has a positive benefit pupil's progress and attainment: Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 7
CPD Improve the quality of social and emotional (SEL) learning - ELSA.	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): Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	5
Leaders monitoring learning and teaching across the school and using outcomes to inform bespoke CPD.	EEF Pupil Premium Guide – Quality teaching helps every child High quality curriculums inspire learners Development and retention of staff is key Ensuring every teacher is supported and developed is essential to achieving the best outcomes for pupils. Providing high quality, bespoke opportunities for professional development support this	1, 2, 3, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance especially focused on disadvantaged children who should be achieving greater depth. We continue to embed the Maths Mastery	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: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Mastery learning | EEF (educationendowmentfoundation.org.uk)	1, 5, 6, 7

Programme, resources and associated CPD and develop GDS provision. We will use the Mastering Number Programme in Reception to Year 2 with a full commitment to the training and development programme.	The Mastering Number Programme will have a daily teacher led session of 10 to 15 minutes, children in Reception, Year 1 and Year 2. This is designed to ensure that pupils develop fluency with, and understanding of, number that is crucial to future success in maths and academic progress more generally Early numeracy approaches | EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost**: £46,618**

Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Establish and sustain tightly targeted intervention groups for reading, writing and maths interventions for disadvantaged pupils falling behind age-related expectations in phonics, Reading, Writing and Maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. For tuition led by Learning Assistants, interventions are likely to be particularly beneficial when the Learning Assistants are experienced, well-trained and supported – for example, delivering a structured intervention: Small group tuition | EEF (educationendowmentfoundation.org.uk) 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 set period of time: Phonics | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 5, 6
1:1 conferencing between pupil and teacher identify misconceptions/gaps in learning and to plan next steps.	Individual feedback combined with support with addressing misconceptions and identifying next steps has potential to accelerate learning. Feedback with additional support for pupils that are falling behind, while approaches such as formative assessment also include work to understand specific gaps in learning that need to be addressed	1, 2, 3, 5

	and how the teacher wants the pupil to progress. Feedback has effects across all age groups. Feedback | EEF (educationendowmentfoundation.org.uk)	
Purchasing IT Learning resources to support and accurate progress in order to ensure pupils are making the required progress and attainment is in line with national expectations.	Research indicates that technology in the classroom is highly beneficial: enabling personalised, mastery-based learning; saving teacher time; and equipping students with the digital skills they will need for 21st-century careers. Mastery learning | EEF (educationendowmentfoundation.org.uk)	1, 2, 3

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

Budgeted cost: **£75,042**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality training to develop staffs expertise in order to support social and emotional development of pupils.	Social and emotional learning approaches have a positive impact on pupil's development. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement forensic procedures and to be robust with the LA regarding cases that have been referred.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Maintain Home School Support Worker provision and nurture support and increase capacity through the appointment of a Pupil Premium Champion.	Improved links between home and school is proven in supporting the progress pupils make academically as well as socially and emotional. Increased engagement will help support parents with their children's academic development as well as supporting families in crisis: Parental engagement | EEF (educationendowmentfoundation.org.uk)	4, 5
Breakfast Club Staff costs, to provide low	In their 2006 Eating Breakfast report, Health4Schools claimed: "Research has shown that children who skip breakfast	4, 5

cost breakfast and child-care for vulnerable families and children.	perform less well academically, socially and emotionally, whereas eating breakfast improves children's problem solving abilities, their memory, concentration levels, visual perception and creative thinking." Providing children with breakfasts can help to boost their attention span, concentration, and memory.	
Support for trips (including residential)	To reduce the overall financial burden upon Pupil Premium children's parents / carers, the school will part fund the overall cost of the trips and the residential trips where required, to enable accessibility for all.	4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £259,210

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 2024 to 2025 academic year.

Our internal and external assessments during 2025/2026 indicate that our strategy has had some demonstrable impact during this year of implementation. The strategy and its actions have been revised in light of the analysis of these outcomes and are outlined in the document sections above.

Outcomes for our Reception children show that 76% (National 72% / Local Authority 71%) of our children achieved a Good Level of Development. For our disadvantaged pupils, the GLD outcome was 53% (National 55%). This represents an increase in outcomes for our disadvantage children when compared to last year and also it does represent good progress from the children's starting point. Strong progress from their starting point, is also evident for those children who did not achieve GLD and the context including significant SEND need, needs to be taken into account when reviewing the outcome data. It is clear that our strategy to focus developing the children's PSED skills to ensure they are ready for learning continues to have significant impact. This aspect will be continued in 2026-2027 along with further work to develop phonics and early reading as well as work to develop the children's early maths skills. The work the school has done on embedding Strong Foundations and developing interactions (adult to child, child to adult and child to child) also shows tangible impact in our outcomes.

Our Year 1 phonics check outcomes showed positive outcomes for our Pupil Premium Pupils – 79% of children passed the phonics check compared to 91% of non-Pupil Premium Pupils. Outcomes of Pupil Premium Pupils is above outcomes nationally – 68%. Good progress for those who did not pass can be clearly evidenced in Year 2 with the percentage of children passing increasing.

End of Key Stage 2 outcomes show the impact of our strategy over time as well as the impact of our 2025-2026 strategy. This is especially true across Reading, Writing and Maths where the Pupil Premium children performed broadly in line with Pupil Premium children nationally. It is important to note that there is a high level of SEN / Pupil Premium dual disadvantage factors. 9 of the 24 children eligible for funding were also on the SEND register this has had a significant impact on the gap. Without the SEND pupils being taken into consideration the gap is significantly reduced to less than 10% in most cases.

Our assessments and observations indicated that pupil behaviour is strong across the school. Wellbeing and mental health continued to be impacted particularly acutely for disadvantaged pupils. We continued to review and refine our PSHE curriculum and focused on teaching with fidelity to meet the needs of the children. We have worked to supplement it with an increasingly wide curriculum offer including trips to develop the children as global citizens and to develop their cultural capital. Our internal data for behaviour shows that it is strong for all groups and the school is a positive and happy place to be. We will continue to provide additional and targeted support for those who are most vulnerable.

Our priority regarding attendance and persistent absence has been successful although this drive does need to continue. At an overall level there has been significant improvement as well an improvement in the attendance and punctuality for our disadvantaged children. There have also been a number of individual pupil successes which

is documented in our case study-level data. Due to the considerable work taken, the Attendance of disadvantaged children during 2025-2026 was above that nationally, the school recognises that this must remain a clear and important priority for 2026-27. We will continue to review our attendance and punctuality strategy half termly to ensure that it continues to meet the needs of our children and community.

Further information

Additional activity
Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- offering a parenting programme to support our most vulnerable parents / families.
- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Previously we have utilised the DfE's training grant to train a senior mental health lead and will continue to focus on better meeting the mental health needs of our pupils in collaboration with parents.

Planning, implementation, and evaluation
In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had or had not had the degree of impact that we had expected. We continue to review our pupil premium strategy from an external perspective and will use the outcomes of this to further inform our strategy.

We continue to triangulate evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.