



# Claycots Pupil Premium Strategy Statement

## 2025-2026 Academic Year

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	Claycots School
Number of pupils in school	1605
Proportion (%) of pupil premium eligible pupils	21.2%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governing Body
Pupil premium lead	Reshma Kapadia
Governor / Trustee lead	Khushi Uppal

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£719,940
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£719,940



## Part A: Pupil premium strategy plan

### Statement of intent

Ultimate objectives for disadvantaged pupils:

- Good mental health / physical wellbeing
- Improved attendance and punctuality
- Ability to self-regulate and demonstrate effective learning behaviour
- More children make good progress and achieve the expected standard at the end of KS2 in reading, writing and maths
- Families are supported and engage well with the school
- Expectations are high for all pupils regardless of prior attainment

Our intention is that all pupils, irrespective of their background or the challenges they face, have good attendance, behave well and make good progress so that they can achieve across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those with SEND or those who are looked after or previously looked after. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Developing high-quality teaching through effective CPD 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.

At Claycots, we have a nurturing and inclusive ethos and work hard to engage and support our children and their families. Our staff understand the impact of disadvantage on pupils' learning and they have a shared vision to provide the very best they can for all pupils regardless of the barriers they face.

Our approach to Pupil Premium provision is aligned with the vision, values and culture of the school. We want the very best future for every child and aspire for all our pupils to leave our school ready to overcome challenges and make a positive contribution to society.



## Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment in Reading:</p> <p>Data, observations, and discussions with pupils suggest disadvantaged pupils (especially those in KS2 and those who arrive mid-year) generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>By the time children reach Key Stage 2 internal and external assessments (where available) show that disadvantaged pupils are falling further behind. They often lack understanding of more challenging vocabulary and struggle with wider comprehension skills and the use of effective decoding strategies.</p>
2	<p>Attainment in Writing:</p> <p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils, although improving, is below that of non-disadvantaged pupils. This gap is apparent from Reception. The % of disadvantaged pupils achieving the expected standard in writing at the end of KS2 was significantly below national in 2024-25. (65% EXS, 19% GDS)</p>
3	<p>Vocabulary development:</p> <p>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.</p>
4	<p>Learning behaviours:</p> <p>Observations and discussions with staff and pupils suggest that disadvantaged pupils struggle to think about, discuss and evaluate their own learning.</p> <p>Our observations indicate that many of our disadvantaged pupils have lower levels of resilience when they are faced with a challenge and can struggle with showing motivation and perseverance.</p>
5	<p>Attendance, Persistent Absence &amp; Lateness:</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' progress. Despite attendance being higher than for disadvantaged children nationally, they continue to be the group with the lowest attendance overall and the highest levels of persistent absence.</p>
6	Behaviour:



	<p>Our assessments and observations indicate that in some cases poor behaviour is negatively impacting disadvantaged pupils' progress.</p> <p>Our current behaviour data shows that disadvantaged children are disproportionately represented in our behaviour data.</p> <p>In the 2024-2025 academic year, they accounted for 42.7% of all low-level and 34.1% of all high-level behaviour incidents at the school. This is a slight increase from the previous academic year.</p>
7	<p>Limited enrichment opportunities:</p> <p>Our observations and discussions with pupils and families identify that many of our disadvantaged pupils lack the opportunity to participate in enrichment opportunities. This is supported by National data which shows that 1 in 4 disadvantaged pupils do not take part in any enrichment activities.</p>
8	<p>Well-being, mental health &amp; Safeguarding:</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for a significant number of our pupils. These challenges disproportionately affect disadvantaged pupils.</p> <p>Staff concerns logged on CPOMs and teacher referrals for additional support with social and emotional needs are higher for this group.</p>

## 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 attainment in reading for disadvantaged pupils.	<p>Improve outcomes for disadvantaged children in reading so that they are more in line with all other pupils.</p> <p>End of KS2 data will show improved outcomes for disadvantaged children over time. Progress for disadvantaged pupils in reading will improve.</p>
Improved attainment in writing for disadvantaged pupils.	<p>Improved outcomes for disadvantaged children in writing so that they are more in line with all other pupils.</p> <p>End of KS2 data will show improved outcomes for disadvantaged children over</p>



	time. Progress for disadvantaged pupils in writing will improve.
Improved oracy skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oracy skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved learning behaviours among disadvantaged children.	Observations will show significantly improved learning behaviours among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil surveys and feedback from 1:1 conferencing.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils reducing year on year, and the attendance of disadvantaged pupils being more closely in line with all pupils</li> <li>the percentage of all pupils who are persistently absent reducing year on year</li> </ul>
To achieve and sustain improvements in behaviour	<p>Sustained improvements in behaviour will be demonstrated by:</p> <ul style="list-style-type: none"> <li>A significant reduction in overall incidents of negative behaviour</li> <li>A significant reduction in fixed-term exclusions</li> <li>Engagement of parents of disadvantaged children in work-shops and initiatives designed to support behaviour</li> <li>Qualitative data from student voice, student and parent surveys and teacher observations</li> </ul>
To develop opportunities for enrichment for our disadvantaged pupils	<p>Sustained opportunities to develop enrichment experiences will be demonstrated by:</p> <ul style="list-style-type: none"> <li>Improved attendance on educational visits to enhance the curriculum</li> </ul>



	<ul style="list-style-type: none"> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Engagement of parents in workshops designed to support learning and learning behaviours</li> </ul>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing will be demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Engagement of parents in initiatives led by the school inclusion teams</li> </ul>

## 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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and ongoing bespoke CPD from an external Reading Consultant to continue to develop the teaching of phonics and reading across the school	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> <p>Explicit and consistent reaching of reading comprehension strategies has a high impact. On average, an additional six months' progress over the course of a year.</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being</p>	1, 3



	<p>taught how to use reading comprehension strategies.</p> <p>Reading Comprehension   Toolkit Strand   Education Endowment Foundation   EEF</p>	
Development of an in-house bespoke CPD package to support ECTs and their mentors	<p>Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention</p> <p>Education Endowment Foundation, 2018</p>	1,2,3,4,6
<p>Development of an in-house bespoke CPD package focused on the development of evidenced based approaches to teaching</p> <p>Development of the Claycots Principles for Teaching and Learning to provide bespoke professional development for teachers.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes:</p> <p>EEF report: Effective professional development. Three recommendations for designing and selecting effective professional development.</p>	1,2,4,
<p>Regular 1:1 sessions using a coaching and mentoring approach for all teachers in the school focused on improving teaching and learning and outcomes for children.</p> <p>Instructional coaching model implemented for Teachers from 2025.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Mentoring and coaching can be an important source of support.</p> <p>EEF Guide to the Pupil Premium</p>	1,2,3,4,



	Evidence Brief: Using research evidence to support your spending decisions	
Participating in and implementation of the Voice 21 Oracy Project	<p>There is a strong evidence base that shows oral language interventions and developing high-quality classroom discussion and opportunities for oracy can have a significant impact on outcomes for disadvantaged pupils</p> <p>EEF Toolkit / Oral Language interventions</p> <p><u><a href="#">Impact Report 2022 – 2023 - Voice 21</a></u></p> <p><u><a href="#">Voicing Vocabulary Report</a></u></p>	1,2,3,4
Supporting the recruitment and retention of teaching staff by providing cover time to undertake NPQs	<p>Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning</p> <p>EEF report: Effective professional development. Three recommendations for designing and selecting effective professional development.</p>	1,2,3,4,6

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

Budgeted cost: £310,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing with a 1:1 conferencing programme for all PP children following assessment points	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes.</p> <p>There is evidence to suggest that feedback involving metacognitive and</p>	1,2,4,





every term with their class teacher	<p>self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p> <p>The average impact of high-quality oral feedback is an additional 7 months progress over a school year.</p> <p>Feedback   Toolkit Strands   Education Endowment Foundation   EEF</p>	
Appointment of a team of graduate TAs/Trainee Teachers to focus on providing 1:1 and small group interventions to enable children to catch up	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average</p>	1,2,3,4
Appointment of Phonics and Reading TAs to deliver intervention across the school for children who need to catch up in this area	<p>Additional small group and 1:1 support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>Small Group Tuition &amp; One to One Tuition   Toolkit Strands   Education Endowment Foundation   EEF</p>	
Purchasing a subscription for Reading Wise intervention programme to be delivered to the first 20% of children in KS2.		
Purchasing a subscription for Doodle maths intervention programme to be delivered to the first 20% of children in KS2.		



Appointment of additional class teachers to allow for smaller class sizes in key year groups at the Britwell Campus (Reception, KS1 and Year 6)	<p>The reduced numbers allow teachers to have higher quality interactions with pupils and give more specific feedback</p> <p>Additional staff deployed so that teachers and teaching assistants can work more intensively with smaller groups.</p> <p>Small Group Tuition &amp; One to One Tuition &amp; Feedback   Toolkit Strands   Education Endowment Foundation   EEF</p>
---	--

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

Budgeted cost: £409,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding the work of the student support team at the Britwell Campus consisting of:</p> <p>Student Support Manager</p> <p>2 x Student Support Assistants</p> <p>Appointing a student support team at the Town Hall Campus consisting of:</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a suspension or permanent exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>EEF Toolkit, Behaviour Interventions (ELSA)</p>	4, 6, 8



2 x Student Support Assistants		
Inclusion team to develop a planned offer of a range of workshops and support to key families	<p>The average impact of Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>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)</p> <p>Parental Engagement   Toolkit Strands   Education Endowment Foundation   EEF</p>	5, 6, 8
Family Support Worker at each campus to target work specifically towards disadvantaged pupils and their families.		
Attendance Manager working with disadvantaged families to understand and resolve issues and improve attendance and persistent absence		5, 6, 8
To take part in the Breakfast Club pilot at both campuses targeted towards disadvantaged families	<p>The EEF guide to the pupil premium, Education Endowment Foundation, Evidence brief:</p> <p>Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.</p> <p>Evidence found that Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths</p>	4, 5, 6, 7, 8



	<p>results by the equivalent of two months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/break-fast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths">https://educationendowmentfoundation.org.uk/news/break-fast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths</a></p>	
<p>Fund a variety of enrichment opportunities &amp; educational visits for disadvantaged children</p>	<p>DfE Evaluation of the Essential Life Skills Programme, 2020</p> <p>Access to extra-curricular activities in disadvantaged areas improved pupil behaviour, attendance &amp; aspirations in school.</p>	4, 6, 7, 8
<p>Art of Brilliance resilience workshops to be delivered to every child in KS1 and KS2</p>		

**Total budgeted cost: £794,500**



## 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.

Reception Good level of Development:

FSM Eligible	Non-FSM Eligible	National 2024
52.83%	69.51%	52%

Year 1 Phonics Screening Check - % meeting 32+

Pupil Premium	Non- Pupil Premium	National 2024
68%	77.8%	68%

KS1 - % meeting expected standards or above

Reading		Writing		Maths	
Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
56.4%	68.1%	54.5%	66.3%	63.6%	70.0%

KS1 - % meeting greater depth standards

Reading		Writing		Maths	
Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
7.3%	23.1%	1.8%	5%	12.7%	30%



### MTC – average score

Pupil Premium	Non- Pupil Premium	National 2024
19.7	21.6	18.9

### KS2 - % meeting expected standards or above

Reading		Writing		Maths		Combined	
Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
61%	72%	65%	76%	61%	70%	51%	61%
						National	
						47.4%	62%

### KS2 - % meeting greater depth standards

Reading		Writing		Maths		Combined	
Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium	Pupil Premium	Non-Pupil Premium
38%	30%	19%	22%	32%	39%	11%	14%

### KS2 Progress

No KS2 progress data is available due to the impact of Covid-19 on KS1 prior attainment data



## Attendance

	Overall attendance		Persistent absence	
	National	Claycots	National	Claycots
Pupil Premium	93.9%	92.4%	17.63%	23.5%
Non-Pupil Premium	94.28%	94.1%	20.06%	19%
Whole School	94.8%	93.6%	13.5%	20.2%