

Pupil Premium Strategy Statement 2024-2027 (Year 25-26)

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It is based on the recommendations of the EEF and utilises different evidence sources underpinned by three key priorities based on the EEF three tiered model according to EEF research.

https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053

Our review process:

DfE guidance recommends that schools create a 3-year plan when considering the use of pupil premium. They advise that this can make it easier to plan spending, recruitment, teaching practice and staff development. The light touch review analysed the success of each intervention up to July 2027, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required with adaptations made to the original plan. The following document has been tweaked accordingly.

EEF Three Tiered model
Priority 1 - High Quality Teaching: Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and is a priority for this Pupil Premium strategy. Spending on improving teaching includes professional development, training and support for early career teachers and recruitment and retention
Priority 2 - Targeted Academic Support: Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. This strategy considers how classroom teachers and teaching and learning assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, as a key component of this Pupil Premium Strategy.
Priority 3 - Wider Strategies: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

School overview

Detail	Data
School name	Clapham Manor Primary School and Nursery
Number of pupils in school	343
Proportion (%) of pupil premium eligible pupils	45.5% (156 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	December 2025
Date this statement was reviewed	December 2026
Statement authorised by	James Broad
Pupil premium lead	Natasha Ojo
Governor / Trustee lead	Siwan Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,340
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£236,340

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Development Plan (SDP). This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

As a school we believe that all pupils have an entitlement to achieve their maximum potential regardless of their circumstances. We will provide opportunities to break through barriers, increase resilience and ensure that every child in our care is inspired to have aspirations not bound by their societal background. Additionally, inclusivity is at the heart of all we do; as the leadership of the school we will ensure that all resources are effectively deployed to ensure that every child has an equal opportunity to succeed. This is achieved through the early identification of barriers to learning; identifying why children are not achieving their potential and then putting in compensatory measures to support the child.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we involve our staff in a thorough barrier analysis to identify the barriers to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

We are keenly aware that as a school our provision for disadvantage children must be of the highest quality; at the forefront of that effort must be outstanding classroom teaching and learning, without which few disadvantage children would succeed. We therefore firmly believe, as a necessity, that our provision to our disadvantaged children must be first and foremost a whole school approach and provision. Our high-quality curriculum and teaching offer is dedicated to ensuring every child in the class has not only the opportunity, but the expectation to achieve highly and experience success.

In a small number of cases, children experiencing our high-quality teaching offer may be identified as needing additional support to flourish. These children will have a highly tailored support structure through intervention, targeted teaching and tutoring. This highly focused and specific support will be appropriate for the child and have a clear and measurable outcome, with the intention that it will close the gap to their peers.

We are aware that our school cannot effectively close learning gaps in isolation. We are determined to engage with families in supporting them and providing the necessary

environment from which children can grow and develop. We believe working in partnership with families, a whole school approach, combined with highly focused support targeting those who need it, will ensure children leave our school having excelled; having high aspirations for their futures with the necessary skills to achieve them.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Impact of interventions 2024-2025 follows in part B

Challenge number	Detail of challenge
Priority 1	High Quality Teaching 88% (45/51) of all children passed the phonic check in 24/25 53% (27/51) of these children accessed pupil premium funding 81% (22/27) of the children who accessed PP funding passed the phonics check in 24/25 Nationally in the Year One Statutory phonics check 80% of pupils met the expected standard and 67% of PP pupils met the expected standard. At Clapham Manor, 86% of PP pupils met the expected standard for Reading at the end of Year 6 (25 out of 29) met ARE in Reading. 87% of non-PP pupils (20 out of 23 pupils). At Clapham Manor, 74% (43) of all children attained Good Level of Development (GLD) at the end of 24/25. 65% of pupils entitled to the PPG attained GLD. According to the DfE UK children exiting EYFS in 2024-25 at GLD was 68%. Nationally. Phonics screening check attainment, Academic year 2024/25 - Explore education statistics - GOV.UK

Priority 2	Targeted Academic Support By the end of Year Six, Year 6 pupils at Clapham Manor the ARE for the Year 6 statutory assessments are as follows: 86% of PP pupils (25 out of 29) met ARE in Reading. 87% of non-PP pupils (20 out of 23 pupils). 66% of PP pupils (19 out of 29) met ARE in Writing. 87% of non-PP pupils (20 out of 23 pupils). 83% of PP pupils (24 out of 29) met ARE in Mathematics. 100% of non-PP pupils (26 out of 23 pupils). National data (24-25) shows that the attainment gap has remained stable (with a slight increase from 3.13 in 2024 to 3.14 in 2025) for primary-age pupils, with disadvantaged pupils continuing to achieve poorer outcomes. At Clapham Manor the PP children from the 24-25 cohort of Year Six Pupils who met ARE was 62% (exceeding 2024 by 6%), The latest published DfE data highlights that the disadvantage gap index between disadvantaged pupils and all other pupils is 3.14. (A gap of zero would indicate that there is no difference between the average performance of disadvantaged and non- disadvantaged pupils). https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment#dataBlock-092fb609-c4a2-4653-b7e6-fa89c4659ff3-tables https://www.gov.uk/government/publications/state-of-the-nation-2024-local-to-national-mapping-opportunities-for-all/chapter-2-mobility-since-last-year#compulsory-school-age-age-5-to-16-years
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Priority 3	Wider Strategies Attendance Team In 2024/2025 authorised absence was 3.6% for all pupils with the overall attendance rate at 92.2% (national average 94.8%). Pupils eligible for PP funding had an average authorised absence rate of 8.7% (overall attendance rate 81.6%). In 2024/2025 the proportion of all pupils classed as PA (Persistent Absentees) whose attendance is <90% was 27% (92 out of 346 pupils). National average 13.5% The proportion of pupils eligible for PP classed as PA whose attendance is <90% was 30% (51 out of 172 pupils). Alongside evidence linking attendance to attainment and overall outcomes at GCSE level, DfE statutory guidance 'Working Together to Improve Attendance,' clarifies the importance of good attendance and the system that should be in place to promote this. Pupil attendance in schools, Week 29 2025 - Explore education statistics - GOV.UK https://commonslibrary.parliament.uk/research-briefings/cbp-9710/ https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools
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Priority 3	Wider Strategies Provision for children with SEMH According to BBC analysis of data, there were over 37,000 primary school suspensions recorded in the 2023/2024 autumn term. Permanent exclusions have also increased by nearly 70 percent in the same period. 9 out of 10 suspensions and exclusions occur in secondary schools, but numbers are now rising within primary schools. Data from the DfE on the annual suspension rate from 2012/2013 to 2022/2023 and found that there were 84,300 primary school pupils suspended in 2022/2023. This is a rate of 180 per 10,000 pupils, and a figure that has doubled in 10 years. Permanent exclusions are less common in primary schools, at a rate of 2.6 in every 10,000 pupils, but the figure has also increased by almost 70 percent over the last decade. DfE data for 2023-24 shows a continuing pattern. Suspensions and permanent exclusions in England, Academic year 2023/24 - Explore education statistics - GOV.UK https://epi.org.uk/publications-and-research/outcomes-for-young-people-who-experience-multiple-suspensions/
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Priority 3	Wider Strategies Social Capital Data from the Youth Sport Trust indicates that 40-50% fewer school-age PP pupils participate in after-school clubs compared to their peers. The data also highlights that 30-35% of pupils eligible for PP funding attend residential trips, compared to 50-60% of non-PP pupils. The Years 4 and 6 Residential were well attended. 58% of all pupils (28 out of 48 pupils) attending the Year 4 residential and 58% PP pupils 14 out of 24) attending The Year 6 residential was well attended with 67% of all pupils (37 out of 55) attending and 60% PP pupils (18 out of 30) attending. The EEF Pupil Premium Evidence Brief, identifies that extra-curricular activities such as school trips, the arts, sports and music lessons have been shown to contribute to improved academic outcomes. The EEF Arts Participation Report supports this, highlighting the positive correlation and positive impact of arts participation on academic outcomes across the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium https://www.youthsporttrust.org/about/impact-report https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation
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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
Priority 1 An explicit, systematic, synthetic phonic programme is embedded throughout Early Years and Key stage One.	- Teaching of Read Write Inc will be considered enhanced at the end of the third year (July 2027) as evidenced through teacher observation, learning walks and children's books. 90% of all children reach age related expectations (ARE) in the Year 1 phonics screening check 2026 with the gap narrowed for Pupil premium children. - Year 2 retake 54% children meet the required level in June 2026. 90% of children are at the expected level in phonics according to the RWI tracker in July 2026.
Priority 2 As a result of one-to-one (Fast Track) tuition for phonics no child will fall behind their termly assessed Read Write Inc group.	Children who access one to one tuition will make progress in line with their peers as evidenced by the Read Write Inc Phonic Progress Grid. One to One tutoring will take place for the lowest 20% from Reception to Year 2.
Priority 3 Attendance figures for disadvantaged children will be in line with non pp children. PP persistent absentees will be reduced	- The gap in attendance figures for PP children will be reduced. - Persistent absence for PP children will be reduced to a third by July 2026.
Priority 3 There will be a reduction of incidents of inappropriate behaviour for children who have received specific support for social and emotional mental health.	- Pupil survey results will report a 5-10% increase in the number of children who feel safe and happy in school in the 2025/26 survey. - Reduction of incidents in the classroom and playground for identified children evidenced by Arbor records July 2026. - Nurture provision with a FT Learning Mentor.

	• Children will make good progress in line with their baseline of Thrive/IAP profiling. • Attainment will be in line with age related expectations for identified children as barriers are addressed holistically July 2026.
Priority 3 PP children will fully access the opportunities provided by the school and participate in a range of enrichment opportunities which will impact positively on their confidence levels and attainment.	• Children supported to access a musical instrument will report high levels of enjoyment and confidence via end of term enrichment questionnaire. • 90% of Year 6 children identified for PP will attend the Year 6 residential in September 2026. • 95% of Year 4 children identified for PP will attend the Year 4 residential in May 202. • 95% of Year 4 children identified for PP attend Year Six residential • PP pupil attendance monitoring will show a higher take up from this pupil cohort. (includes a range of academic, sports and arts clubs) across the school led by teaching staff.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc – 2 day Read Write Inc (RWI) development days to provide external monitoring and ensure the programme is embedded. English Coordinator and new to post phonics coordinator to work alongside RWI consultant to drive impact.	Development Days - Ruth Miskin Phonics Training	Priority 1
Phonics coordinator to provide coaching and training for reading leaders to ensure Read Write Inc. is delivered to the highest standard consistently across all groups. 4.5 hours per week to coach reading teachers. 12 assessment days per year to ensure accurate data and analysis to inform correct groupings/intervention and closely monitor progress.	Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)	Priority 1
6 teachers, 5 Teaching Assistants and 1 Early Years Educators lead and support the delivery of RWI sessions 45 minutes per day. From Reception to Year 2.	Case Studies - Ruth Miskin Phonics Training	Priority 1

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Activity	Target Pupils and Resources	Cost
One to one tutors identified and trained to run sessions for time monitored periods to ensure all children make expected progress. 2 TLAs for 10 hours per week and 1 TLA for 1.5 hours per week.	Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)	Priority 2
H of S, DHT, and TLA 1.5 hours per week tailored closing the gap sessions in reading and maths. Pupils identified through internal data analysis targeted for small group teaching sessions across Year 6.	https://www.teachprimary.com/hot_products/view/shine-targeted-interventions-for-primary-reading-and-maths-from-rs-assessment-from-hodder-education	Priority 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Safeguarding and Attendance officer ensures robust systems to monitor attendance and punctuality, supporting all vulnerable groups. In order to support families she makes regular contact with families where attendance patterns have become a concern, following school policy and statutory guidance 'Working Together to Improve Attendance,' August 2024. Safeguarding and Attendance officer 3 days a week	https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/	Priority 3
Lunch Time Activity Club is a short-term, focused intervention for children with particular social, emotional and behavioural difficulties which are creating a barrier to their engagement in the playground. Pupils with SEND specific needs and those who find	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	Priority 3

self-regulation in unstructured time challenging and traumatic benefit from this provision. TLA 5 hours per week		
The Learning Mentor supports children both at risk of exclusion and those who need support with social, emotional and behavioural learning. Working both in a 1:1 capacity and with small groups, the Learning Mentor will provide pupils with strategies to overcome barriers preventing pupils from accessing their learning and participating in school life. Learning Mentor 5 days a week	Impact of Thrive - The Thrive Approach	Priority 3
Drama therapist supports identified vulnerable pupils with a range of needs including, pupils who are looked after or with social care support, and those experiencing mental health and or behaviour difficulties. Pupils are encouraged to explore their emotions and develop strategies to support them. Drama therapist 1 day a week	Drama Therapy https://www.mindheartcreativetherapies.org/	Priority 3
Pupils accessing pupil premium funding are offered a reduced rate of 50% for residential trips. Residential field trip for current pupils in Year 5 Residential field trip for current pupils in Year 4 Families who are experiencing adverse economic hardship will also be supported as they come to our attention.	Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	Priority 3

Pupils accessing pupil premium funding are offered a reduced rate of 50% for individual or group music lessons.		
Clapham Manor Primary School provides a varied range of subsidised clubs at £2.50 per session. 12 teachers one hour for 15 weeks per year plus resources		

Total budgeted cost: £ 259,584.72

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Attainment of pupils in receipt of the Pupil Premium Grant

By Year Group	Reading		Writing		Maths		RWM Combined		PP Sample Size
	Expected or above (%)	Greater Depth (%)	Expected or above (%)	Greater Depth (%)	Expected or above (%)	Greater Depth (%)	Expected or above (%)	Greater Depth (%)	
Year 1	59	22	51	7	63	11	48	7	27
Year 2	28	6	22	0	28	0	22	0	32
Year 3	71	14	43	0	58	10	43	0	21
Year 4	55	5	35	0	55	0	30	0	20
Year 5	54	0	23	0	35	0	12	0	26
Year 6	86	41	66	7	83	24	62	3	29

Attainment comparison with pupils not in receipt of the Pupil Premium Grant

By Year Group	Reading		Writing		Maths		RWM Combined		PP Sample Size
	PP (%)	Non PP (%)	PP (%)	Non PP (%)	PP (%)	Non PP (%)	PP (%)	Non PP (%)	
Year 1	59	22	51	71	63	83	48	71	27
Year 2	28	6	22	56	28	56	22	48	32
Year 3	71	14	43	61	58	79	43	61	21
Year 4	55	5	35	44	55	74	30	44	20
Year 5	54	0	23	67	35	67	12	62	26
Year 6	86	87	66	87	83	100	62	83	29

A positive start in foundational learning:

- 63% of Year 1 pupils met or exceeded age-related expectations in Maths leading to fewer gaps in learning and improved number fluency.
- Just over half of Year 1 pupils met or exceeded age-related expectations in Reading (59%) and Writing (51%). Their improved fluency and confidence has resulted in enhanced access to the broader curriculum.
- 48% of Year 1 pupils met or exceeded age-related expectations in Reading, Writing and Maths combined as a result of a more balanced curriculum.

Stronger pupil outcomes for pupils in key transition year groups:

- 86% of Year 6 pupils met or exceeded age-related expectations in Reading leading to improved comprehension and critical thinking skills which are essential within the secondary curriculum.
- 83% of Year 6 and 71% of Year 3 pupils met or exceeded age-related expectations in Maths demonstrating secure retention of key knowledge and problem solving skills.

- 62% of Year 6 pupils met or exceeded age-related expectations in Reading, Writing and Maths combined due to effective teaching and improved alignment of the curriculum.

Priority 1 - High Quality Teaching:

- 88% of Year 1 pupils met age-related expectations in the phonics screening check, exceeding our target by 2%. This reflects the effectiveness of consistent high-quality phonics teaching in Year 1.
- 95% of Year 2 pupils retaking the phonics screening check met age-related expectations, demonstrating the positive impact of continued support and effective teaching for those pupils needing consolidation.

Priority 2 - Targeted Academic Support:

- 86% of Year 6 pupils met or exceeded the age-related expectations in Reading and 84% in Maths, as a result of targeted small group interventions. These focused sessions effectively addressed the gaps in these core subjects.

Priority 3 - Wider Strategies:

- Pupils attending the lunchtime Activity Club benefitted from a safe, structured environment to develop their social skills. Leading to improved peer relationships and positive lunch time behaviour.
- The Thrive Approach intervention has supported pupils in developing an improved sense of agency and emotional awareness. Pupils are able to identify and evaluate a range of strategies available to them.
- Dramatherapy and art therapy, as part of our holistic approach, have supported pupils in processing their emotions and building resilience.

Please see Pupil Premium Spend Impact 2024 -2025