Pupil premium strategy statement – St Clement's C of E Primary and Preschool

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	201 (excl Preschool)
Proportion (%) of pupil premium eligible pupils	21.3% (43 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rebecca Mclean
Pupil premium lead	Rebecca Mclean
Governor / Trustee lead	Richard Kieran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**68,318.33**,
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*	**68,318.33**,

Part A: Pupil premium strategy plan

Statement of intent

MAT INTENT:

Vision and mission
Through an extraordinary education, we empower pupils to be life-long learners who recognise their limitless potential. Respectful relationships and an unwavering focus on discovering talents and interests enable pupils to flourish as extraordinary people. Together, we spark aspiration and drive achievement so that pupils contribute positively to society and to their extraordinary futures in an ever-changing world.

Extraordinary Education
An extraordinary education ensures that:

- All pupils experience great teaching and develop the skills to know how to learn, enabling them to reach their true potential.
- Every pupil has access to an equitable education entitlement that extends beyond academic success to the deep development of character, interests, talents and aspirations.

Our strategic priorities
To realise this vision for disadvantaged pupils, our strategy is anchored in three Trust-wide priorities:

1. **Excellent teaching and provision**
   High-quality teaching, inclusive classroom practice and carefully designed provision ensure that disadvantaged pupils access ambitious learning experiences and achieve strong outcomes.
2. **High-quality support for vulnerable pupils**
   Targeted academic, pastoral and wellbeing support removes barriers to learning and enables pupils to engage fully, attend regularly and make sustained progress.
3. **Exceptional enrichment**
   Enrichment opportunities broaden horizons, raise aspirations and develop confidence, cultural capital and character, ensuring disadvantaged pupils flourish beyond the classroom.

Strategic aims for disadvantaged pupils
1. Outcomes and progress

- To ensure disadvantaged pupils achieve strong attainment in reading, writing and mathematics.
- To narrow and close gaps between disadvantaged pupils and their peers within the Trust and nationally.

- To ensure disadvantaged pupils make at least good progress from their starting points.

2. Quality of teaching and learning

- To ensure disadvantaged pupils consistently experience high-quality, inclusive teaching across all subjects.
- To embed evidence-informed strategies that meet the needs of disadvantaged pupils, including those with SEND.

3. Attendance and engagement

- To improve attendance for disadvantaged pupils so that it is strong and sustained.
- To reduce persistent absence through early identification, family engagement and targeted support.
- To strengthen pupils' engagement in learning through positive relationships and high expectations.

4. Wellbeing and mental health

- To ensure disadvantaged pupils have timely access to appropriate mental health and wellbeing support.
- To support pupils to develop resilience, emotional regulation and a positive sense of self, enabling them to engage confidently in learning.

5. Communication and language

- To identify and address language and communication barriers early and swiftly, particularly for younger pupils and pupils with EAL.
- To ensure disadvantaged pupils develop strong oracy, vocabulary and communication skills across the curriculum.

6. Enrichment, aspiration and character

- To ensure disadvantaged pupils fully access enrichment opportunities that develop talents, interests and cultural capital.
- To raise aspirations and support pupils to see themselves as successful learners with ambitious future pathways.

St Clement's C of E Primary School and Preschool Intent:

At St Clement's Primary School and Preschool, we are committed to all pupils making good or better progress from their relative starting points and to most pupils attaining age- related standards or greater, whether they are categorised as disadvantaged or non- disadvantaged pupils.

At St Clement's, there is a number of disadvantaged pupils in each cohort. Due to their individual learning needs, progress and attainment is variable across the school. As a result of this variability, all of the additional interventions are often personalised.

Aims:

To ensure that we continue to close the attainment gap between disadvantaged and non-disadvantaged pupils.

To ensure all disadvantaged pupils receive well targeted support linked to their emotional needs.

Key principles of our strategy plan:

1. We will promote our school vision: Love, Learn and Be Extraordinary and our STARS values: Sharing Trust Achievement Respect Safety
2. Continually assess the needs of all disadvantaged pupils.
3. Recognise when assessing needs that not all pupils in receipt of FSM/pupil premium will be socially disadvantaged and planning for pupils and the extension and support packages on offer will reflect this.
4. Ensure that the most vulnerable are our priority.
5. Endeavour to close the gap between the disadvantaged and non-disadvantaged pupils.
6. Design and implement individually-tailored extension and support programmes that accelerate academic progress e.g. we will ensure that our plan meets the needs of our PP pupils and as a result the PPG is spent appropriately.
7. Build in pastoral packages that ensures that all basic needs are met and that all disadvantaged pupils thrive and enjoy good health and mental well-being; pupils with the greatest need will be prioritised.
8. Enrich their educational and life experiences through educational visits that are either fully or partly funded through the PPG.
9. Utilise staff strengths so that planned action has the biggest impact.
10. Rigorous and frequent tracking of their progress.
11. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	**Academic:** Closing the gap between disadvantaged and non-disadvantaged pupils across the school.
2	**Resilience and Anxiety** A number of our pupils require trauma-informed approaches to support their emotional and psychological development. This includes access to play therapy, music therapy, nurture provision, and targeted wellbeing support. A proportion of our disadvantaged pupils have experienced domestic abuse. As a result of adverse home circumstances, some disadvantaged pupils experience high levels of anxiety alongside poor mental health and emotional wellbeing. Consequently, these pupils often demonstrate reduced resilience. They may find it difficult to regulate emotions, recover from setbacks, and develop a positive mindset that enables them to persevere with learning and engage fully in classroom activities.
3	**Speech, Language and Communication Needs (SLCN)** Only 50% of pupils eligible for Pupil Premium achieved a Good Level of Development (GLD) at the end of the Early Years Foundation Stage last year. This was largely due to the following factors: • Limited or no access to nursery provision prior to starting school. • Poor speech, language and communication skills on entry, which significantly impacted pupils' readiness for learning and their ability to access the EYFS curriculum. • Underdeveloped oral language skills and significant vocabulary gaps among many disadvantaged pupils. These speech, language and communication needs are evident from Reception through to Key Stage 2 and are significantly more prevalent among disadvantaged pupils than their non-disadvantaged peers. This ongoing gap continues to impact pupils' ability to access the curriculum, express ideas clearly, and develop reading comprehension and writing skills. **Listening and attention:** Baseline assessment data shows that a higher proportion of pupils begin school with difficulties in listening and sustaining attention. **Reading** Some disadvantaged pupils enter school with limited language and early reading experiences. This may be due to reduced access to books at home or the absence of an adult who is able to provide regular support with reading. Assessments, observations, and pupil discussions indicate that disadvantaged pupils often experience greater difficulties with phonics compared to their peers. These early challenges can negatively impact the development of confident and fluent readers. Despite these barriers, reading outcomes at the end of Key Stage 1 and Key Stage 2 are a strength of the school. This reflects the effective use of Pupil Premium funding to provide targeted support and high-quality teaching that successfully develops pupils' reading skills.

4	Some of our parents of our Pupil Premium pupils are harder to engage in their child's learning and these pupils lack the support the majority of pupils receive at home.
5	Some pupils lack a variety of life experiences and opportunities to enrich their life experiences.
6	We continue to focus on the need for good consistent attendance In 2023-2024, some of our Pupil Premium pupils attendance has declined and the number of persistent absences have increased.

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
To ensure that ALL pupils receive great teaching and have a deeper understanding of how they think, learn and self-regulate.	• All teachers are using strategies from the Rivers teaching Toolkit • All teachers have had the opportunity for CPL which includes observing great teaching, receiving regular coaching and support. • All disadvantaged pupils make expected or better than expected progress from their starting points. • Tracking of pupils quickly identifies those needing additional support and ensures they make at least expected progress.
To close the attainment gaps between DA pupils and non-DA pupils in school increasing the proportion of DA pupils meeting expected benchmarks at the end of KS1 and KS2.	All disadvantaged pupils make expected or better than expected progress from their starting points. Tracking of pupils quickly identifies those needing additional support and ensures they make at least expected progress.
The school is committed to ensuring that the mental health and emotional wellbeing of all pupils are identified early and effectively supported. Through a whole-school, trauma-informed approach, we aim to ensure that all children feel happy, safe, and valued within the school environment. Strong, positive relationships between pupils and staff are actively promoted, enabling children to develop trust, emotional security, and a sense of belonging. This supports pupils in regulating emotions, engaging positively with peers, and accessing learning effectively. Targeted and universal wellbeing provision enables pupils to engage confidently with a wide range of enrichment experiences, which further enhances self-esteem, resilience, and social development.	• Pupil questionnaires indicate that children feel happy and safe in school. • Pupils demonstrate positive relationships with both staff and peers. • Improved emotional regulation and engagement in learning. Increased participation in enrichment opportunities. • The attendance gap between disadvantaged pupils and their peers continues to close.

To ensure that 100% of disadvantaged pupils access enrichment experiences such as afterschool clubs/residentials/school visits. Enhance enrichment and personal development opportunities, so that ALL pupils 'character, interests, talents and aspirations are exceptionally well developed.	Increased numbers of children attend afterschool or lunchtime clubs. In 2023-24 this was 76%. All pupils attend a musical/drama performance. All pupils access Outdoor learning sessions. All pupils in year 6 attend swimming sessions. All pupils in year 6 have the opportunity to attend a residential trip.
The school aims to ensure that parents and carers of disadvantaged pupils are actively engaged in their child's education and are encouraged to attend parent meetings, information sessions, and workshops throughout the academic year. Staff will proactively support and remove barriers to engagement to strengthen home–school partnerships.	•All parents and carers of disadvantaged pupils attend at least one parent–teacher meeting during the academic year. •Increased attendance of parents of disadvantaged pupils at parent information sessions and workshops. •Improved communication between school and home, enabling parents to better support learning at home. •Stronger parental confidence in understanding the curriculum and their child's progress.
The school aims to close the attendance gap between disadvantaged and non-disadvantaged pupils by identifying and addressing barriers to regular attendance and implementing targeted support where needed. Although overall attendance is currently 1% below the national average, there remains a 2% attendance gap between disadvantaged pupils and their non-disadvantaged peers. Through proactive monitoring, early intervention, and close collaboration with families and external agencies where appropriate, the school seeks to improve attendance rates for disadvantaged pupils and reduce this gap.	•Improved attendance for disadvantaged pupils. •A narrowing attendance gap between disadvantaged and non-disadvantaged pupils. •Increased engagement in learning and improved academic outcomes as a result of improved attendance.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing CPL (Continuous Professional Learning) for teachers and TAs. Protected time to ensure all staff have regular training opportunities. Weekly protected time for the Teaching Champion. Having a teacher champion that is part of The Trust teacher research group. Teachers observing excellent practice 2 or 3 times per half term and then using the teacher toolkit in their classrooms	EEF – High Quality Teaching - Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending.	1 3

Coaching and reflection as part of the CPL offer. All teachers have the opportunity to meet, discuss and reflect on practise.	Rivers Teaching and Learning Principles Quality Instruction Embedding Learning Adaptive Teaching Effective assessment and Feedback Quality of Learning Behaviours Strong Subject Knowledge	1 3
Continue to support staff to deliver high quality writing sessions and to plan writing sequences. Writing Training focused on specific year groups.	It is important to promote the basic skills of writing skills that need to become increasingly automatic so that pupils can concentrate on writing composition. This includes the transcription skills of handwriting (or typing, where appropriate) and spelling, as well as sentence construction (forming sentences that effectively convey meaning, with appropriate grammar and punctuation). If these skills are slow or effortful, then this will hinder progress in writing composition. High quality practice is essential to develop fluent transcription. EEF Improving Literacy in Key Stage 2	1 3

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions (Teacher/TA) Daily readers (first 20%) Daily Catch Up Daily Keep Up	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. Research evidence that supports approach: EEF: small group tuition +4 EEF: one to one tuition +5	1, 2, 3
Maths Intervention Success @ Arithmetic Calculation 3 staff training sessions Implementation for Years 5 and 6 Spring Term 2026 Maths Whizz	Impact: This intervention has been chosen due to its evidence base and its proven impact. Learners taking part in this programme make an average of 14.5 months' progress over a 4-month period. Impact will be collected and evaluated by Rivers. Impact: pupils who engage with the platform for around an hour per week can make learning gains equivalent to up to 18 months increase in “maths age” over a year of use, with stronger gains linked to consistent engagement.	1, 2, 3
Sensory room access and sensory spaces in classrooms	Sensory room access and sensory-aware classroom spaces can positively impact pupils’ emotional regulation, focus, behaviour, inclusion, and readiness to engage with learning. When integrated into a wider whole-school approach to wellbeing and SEND support, these spaces help reduce barriers to learning and contribute to a calmer, more inclusive school culture. EEF_Metacognition_and_self-regulated_learning.pdf NCSE - Sensory Spaces in Schools	1, 2, 3

Structured speech, language, and communication (SLCN) intervention: Wellcomm SALT every fortnight Supporting school based SALT interventions	•The WellComm programme is supported by research demonstrating that early identification and targeted SLCN interventions improve oral language development, which is strongly linked to literacy, social skills, and long-term academic outcomes. •EEF (Education Endowment Foundation) guidance on Oral Language Interventions shows that structured small-group interventions can accelerate language acquisition by +5 months of progress on average, particularly for pupils from disadvantaged backgrounds. Oral language interventions | EEF •Schools implementing WellComm have reported improvements in pupils' vocabulary, comprehension, and confidence in communication, with subsequent positive impacts on reading and writing attainment. Communication and language approaches | EEF Communication and language approaches typically have a very high impact and increase young children's learning by seven months.	1, 3
Pre-teach and post catch up	2. Targeted academic support | EEF •Pre-teaching is supported by research on **scaffolding and prior knowledge activation**, which shows pupils better retain information and participate more effectively in lessons when introduced to key content beforehand. •Post-teach / catch-up aligns with the EEF guidance on **feedback and mastery learning**, reinforcing learning and reducing knowledge gaps, especially for disadvantaged pupils. Teacher Feedback to Improve Pupil Learning | EEF •Schools implementing these strategies report improved confidence, engagement, and outcomes for pupils who struggle to keep pace with classroom teaching.	1, 2 ,3

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

Budgeted cost: £36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target parents of pupils whose attendance is below 90% and formulate action plans; school to agree to support level and parents to agree to plan.	Previous evidence in years has shown a good relationship with families improves and strengthens engagement, which also improves attendance. Also, there is a clear link between poor attendance and lower academic achievement. Working together to improve school attendance (2024)	6 4 2

	Supporting school attendance | EEF	
Provide free places at after school clubs for pupils who are disadvantaged. Aim for 100% of pupils to attend an after school activity.	Historic monitoring of attendance at clubs for disadvantaged pupils has shown that there is a lower uptake than non-disadvantaged pupils EEF: Aspiration intervention EEF: Arts participation +3	5, 4
Support for pupils/ families who may need additional financial support in order to access the wider curriculum opportunities including residential trips.	Historic monitoring and knowledge of our families indicates that some struggle to fund the larger costings for trips and residentials. EEF: Aspiration intervention EEF: Arts participation +3	5, 4
Identify those pupils in need of Play Therapy, Music Therapy or farm provision. Support those who need nurture during more unstructured times such as coming in to school or lunchtime. Offer breakfast club to all. Outdoor education for all pupils (Working with the Worcester Wildlife Trust)	Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties. There is no clear evidence whether play-based learning has a differential positive benefit on children from low-income families. EEF - Play Based Learning •The Education Endowment Foundation (EEF) highlights that social and emotional learning (SEL) interventions can improve academic performance by an average of +4 months' progress and reduce behavioural challenges. Social and emotional learning | EEF •Nurture interventions during unstructured times are supported by research showing that targeted social and emotional support at key points in the day improves wellbeing, emotional regulation, and engagement. (EEF Guide to SEL, 2023) •Breakfast clubs have been shown to improve punctuality, attendance, concentration, and social skills, particularly for disadvantaged pupils. They also create opportunities for positive adult–child interactions before formal lessons begin. (Public Health England, 2014) Outdoor adventure learning | EEF	2, 5, 6,

Access to an Emotionally Available Adult	The Education Endowment Foundation (EEF) identifies that social and emotional learning interventions led by trained adults can improve academic outcomes by up to +4 months' progress and reduce behavioural difficulties. Social and emotional learning | EEF Nurture provision research demonstrates that having a trusted adult increases pupil wellbeing, attendance, and engagement, particularly for children from disadvantaged or trauma-affected backgrounds.	

Total budgeted cost: £69,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

To help us gauge the performance of our disadvantaged pupils, we compare our results to those of disadvantaged and non-disadvantaged pupils at a national level.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance (see below table), behaviour and wellbeing.

Outcomes:

Outcomes of KS2 SATS:

	Reading	Writing	Maths	Combined
All pupils	67% National – 75%	73% National 72%	73% National 74%	67%
PP	60%	70%	80%	50%

Outcomes End of KS1:

	Reading	Writing	Maths	Combined
All pupils	72%	68%	75%	68%
PP	33%	33%	67%	33%

Outcomes of KS1 phonics screening check in 2025:

- 87% of all Y1 pupils passed the phonics screening.
- 1 PP pupil did not pass the phonics check.
- National figure (for all pupils) in 2024 was 80%.

Year 4 Multiplication Check

- 97% of all pupils knew over 20/25 of their times tables
- 100% of PP pupils got over 20/25

Although there have been improvements in some curriculum areas and year groups there continues to be a gap in attainment in certain areas and year groups. The small numbers of PP

children across the school means that percentages for each year group are inflated. Our trust strategy for 2025-26 is to '*Ensure that ALL pupils receive great teaching and have a deeper understanding of how they think, learn and self-regulate.*' Coaching, CPL and targeted interventions are in place to support the closing of these gaps.

Attendance 2024-2025

There was a dip in PP attendance across the whole school. This will be a focus for 2025-26.

	Whole school	PP	NPP
2022-2023	94.6%	92.17%	95.27%
2023-2024	95.7%	93.3%	96.48%
2024-2025	93.8%	94.07%	95.37%

2024-2025		Whole School	PP	Non-PP
Attendance	St Clement's	95.08%	94.97%	95.37%
	National	Absence rate – 6.9%		
Persistence Absence	St Clement's	21%	14.58%	16.74%
	National	18.7%	11.8%	1.74%

To provide access to a wide range of enrichment experiences both in and out of school.

- Number of PP pupils attending lunchtime or afterschool clubs rose from 76% in 2023-24 to 80%.
- 100% of the Y6 PP pupils went on their residential.
- All PP pupils accessed their educational trips.

To ensure the mental well-being of all pupils is identified and effectively supported.

- School now has a fully trained TISUK practitioner. All staff have received training.
- Play therapy, Onside Advocacy and music therapy continues to support children who need it. Individual staff have also been trained in Nurture/Thrive. This has had a significant impact on behaviour across the school, reducing the number of behaviour incidents.
- Nurture of a morning to encourage children to be ready to learn has had a significant impact
- 'Come Dine With Me' - lunchtime quiet club has supported those children who find lunchtimes challenging.
- Lunchtimes are more structured and incorporate music

Based on these outcomes, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as demonstrated in the main strategy document.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

At St Clement's C of E Primary School and Preschool, we frequently review and revise our provision for our disadvantaged pupils. We monitor their progress regularly and if planned action is not impacting on outcomes, we change planned actions immediately. At times, we may include pupils who are not disadvantaged, but are not on track to meet expected outcomes, in some of our intervention groups if we think it will not have a detrimental impact on our disadvantaged pupils.