

Pupil Premium Strategy Statement Summary



School overview (2025/26)

Metric	Data
School name	Claypole CE Primary School
Pupils in school	175
Proportion of disadvantaged pupils	14% (25 children)
Pupil premium allocation this academic year	£35,120
Academic year or years covered by statement	Three years (from 2024-25)
Publish date	September 2025
Review date	(last reviewed: July 2026)
Statement authorised by	Martyn Wells
Pupil premium lead	Martyn Wells
Governor lead	Sarah Fisher

Disadvantaged pupil progress scores for last academic year (2024/25)

Measure (5 children)	Score																														
Reading n/a	<table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>GaPS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>112</td> <td>EXS</td> <td>104</td> <td>102</td> </tr> <tr> <td>2</td> <td>108</td> <td>EXS</td> <td>113</td> <td>112</td> </tr> <tr> <td>3</td> <td>104</td> <td>GDS</td> <td>109</td> <td>111</td> </tr> <tr> <td>4</td> <td>99</td> <td>WTS</td> <td>105</td> <td>97</td> </tr> <tr> <td>5</td> <td>109</td> <td>EXS</td> <td>107</td> <td>109</td> </tr> </tbody> </table>		R	W	M	GaPS	1	112	EXS	104	102	2	108	EXS	113	112	3	104	GDS	109	111	4	99	WTS	105	97	5	109	EXS	107	109
		R	W	M	GaPS																										
1		112	EXS	104	102																										
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3	104	GDS	109	111																											
4	99	WTS	105	97																											
5	109	EXS	107	109																											
Writing n/a																															
Maths n/a <i>No progress measures due to Covid19</i>																															

Disadvantaged pupil progress scores for last academic year (2023/24)

Measure (3 children)	Score
Reading n/a	Child A Reading: 107 Writing: EXS Maths: 108 GaPS: 106 Child B: working below key stage (PKS) Child C: working below key stage for maths reading: 92 GaPS: 94 writing: PKS8
Writing n/a	
Maths n/a	

Disadvantaged pupil performance overview for last academic year (2022-23)

Measure (4 children)	Score																															
Meeting expected standard at KS2	Pupil Premium groups (KS2-Y6) /4 2/4: RMW combined																															
Achieving high standard at KS2																																
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Strategy aims for disadvantaged pupils

See *Pupil Premium Strategy Statement*

Teaching priorities for current academic year (2025-26)

Aim	Target	Success Criteria	Target date
Progress in Writing	Using reading skills to inform writing & application of grammar knowledge into writing. Compare PP writing samples – progress. Whole school CPD in writing [beyond EXS], moderation through external provision. Exemplifications for each year group. Continuity of knowledge of writing across school (deepening as years increase); opportunity to apply knowledge of writing outside of literacy; External & internal writing moderation shows progress for all PP between March 2025 to July 2026.	Achieve national average progress scores in KS2 writing	July 26
Progress in Mathematics	For all PP children to have increased termly test scores by the average increase of their peers or better. Granular checking of specific needs in areas to focus intervention and/or pre-teaching. Considered & informed use of LBQ software to identify specific, targeted needs	Achieve national average progress scores in KS2 maths	July 26
Greater Depth for R, W, M	Careful targeting using Insight Tracker & analysis from LBQ software - to identify next steps to move from EXS into GD	Achieve national average for greater depth.	July 26
Other (attitude to learning)	PP pupils make progress in line with other pupils in order to meet end of year expectations.	PP pupils report a positive attitude towards learning and SEMH needs are well supported	June 26
Other (attendance punctuality)	Improve attendance	Attendance is 96%+ 'Lates' have reduced	Dec 25

	& punctuality of a small number of disadvantaged pupils to at least national average (96%)		
Other (home-learning tasks that support/improve progress)	Support families to be able to access home-learning provided by school.	PP pupils make progress in line with other pupils in order to meet end of year expectations.	Dec 25

Targeted academic support for current academic year (2025-26)

Measure	Activity
Priority 1 Quality First Teaching	Renew subscriptions and embed use of granular checking systems (inc. LBQ: Learning By Question software) across all year groups to increase home/school partnerships and reading progress.
Priority 2 Targeted Support	Establish small group interventions – evaluated termly as part of PPMs - for disadvantaged pupils falling behind age-related expectations.
Priority 3 Wider strategies (inc. attendance, behaviour, wellbeing)	Barriers to learning these priorities address; Encouraging completion of homework, independent learning; 'ELSA' & SEMH intervention support. Improving attendance and developing social skills. Ensuring healthy food provision (Breakfast Club provision).
Projected spending	£35,120

Monitoring and Implementation (2024-25)

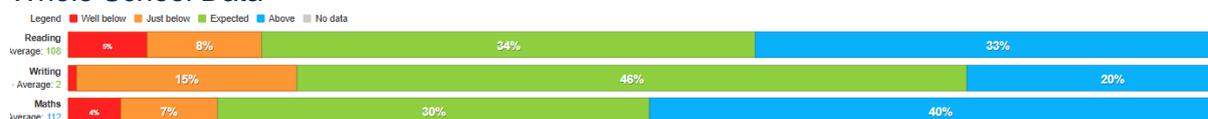
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for all areas of curriculum to be taught with sufficient depth; ensure dedicated time for teachers & subject leads to monitor progress and analyse/diagnose data.	Staff meeting time allocated in advance half termly. Additional release time
Targeted support	Limited space in school in which to work with small groups. Training for new staff.	Ensure that the spaces available have the appropriate resourcing. Clear intervention tracker; understand strength/development areas of staff – source CPD.
Wider strategies	Attendance & punctuality for a small number of children ELSA/SEMH requirements	Regular contact with families. 'ELSA' & SEMH training for additional adults to implement

Review: Last year's aims and outcomes (2024-25)

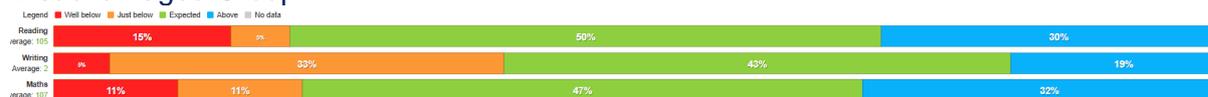
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Progress in Reading, Writing & Maths	Progress: n/a Attainment: <table border="1" data-bbox="427 264 1554 506"> <thead> <tr> <th>National Data (2025) for achieving 'Expected Standard (EXS+)'</th> <th>Claypole (EXS+)</th> <th>Comparison (Claypole vs National)</th> <th>Claypole (GDS)</th> <th>National (GDS)</th> <th>Comparison (Claypole vs National)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>88%</td> <td>+13%</td> <td>38%</td> <td>33%</td> <td>+5%</td> </tr> <tr> <td>Maths</td> <td>100%</td> <td>+26%</td> <td>44%</td> <td>26%</td> <td>+18%</td> </tr> <tr> <td>Writing</td> <td>88%</td> <td>+16%</td> <td>25%</td> <td>13%</td> <td>+12%</td> </tr> <tr> <td>Grammar, Punc, ' Spelling</td> <td>94%</td> <td>+21%</td> <td>44%</td> <td>30%</td> <td>+14%</td> </tr> <tr> <td>RWM (combined)</td> <td>88%</td> <td>+26%</td> <td>13%</td> <td>8%</td> <td>+5%</td> </tr> </tbody> </table>	National Data (2025) for achieving 'Expected Standard (EXS+)'	Claypole (EXS+)	Comparison (Claypole vs National)	Claypole (GDS)	National (GDS)	Comparison (Claypole vs National)	Reading	88%	+13%	38%	33%	+5%	Maths	100%	+26%	44%	26%	+18%	Writing	88%	+16%	25%	13%	+12%	Grammar, Punc, ' Spelling	94%	+21%	44%	30%	+14%	RWM (combined)	88%	+26%	13%	8%	+5%
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Phonics	92% (11/12)																																				
Other	Attendance: 97.1% (Nationally 95.8%)																																				

Whole School [internal] Data

Whole School Data



Disadvantaged Group



- 21 children (13%)
- 3 children of FSM are also SEND (nationally 16%);
- 5 children (24%) of our FSM register joined us outside of EYFS;
- 7 children (33%) of our FSM children have accessed SEMH/nurture workshops.

Year 6 context:

- 5 children FSM;
- 1 of whom are SEND;
- 1 EAL

Measure	Activity
Priority 1 Quality First Teaching	Approach to feedback & marking is about understanding the granular information to make rapid & sustained progress. Renewed subscriptions and embed use of granular checking systems (inc. LBQ: Learning By Question software and BigMaths: CLIC) across all year groups to increase home/school partnerships and progress.
Priority 2 Targeted Support	Establish small group interventions – evaluated termly as part of PPMs - for disadvantaged pupils falling behind age-related expectations. Cycle of review reg' intervention (impact vs): catch-up vs keep-up opportunities... Tracking/assessment software & approach

Priority 3
Wider
strategies
(inc.
attendance,
behaviour,
wellbeing)

Attendance:

Medicines/permission.
Holidays (changes in August)
Late children

Behaviour

Differentiated work
Access tools (ipad/laptop; sound operated)
Learning 'passport' approach for individual needs
encouraging completion of homework, independent learning;

Wellbeing

ELSA & SEMH intervention support & developing social skills.
Ensuring healthy food provision (Breakfast Club provision).