



## Pupil Premium Strategy Intention Statement – 2025 -2026

1. Summary information					
<b>School</b>	Clipston Endowed (VC) Primary School				
<b>Academic Year</b>	2025-2026	<b>Total PP budget</b>	<b>£9090</b>	<b>Date of most recent PP Review</b>	Sept 2025
<b>Total number of pupils</b>	93	<b>Number of pupils currently in school and eligible for PP / PP+</b>	<b>7</b>	<b>Date for next internal review of this strategy</b>	Sept 2026
		<i>Currently in school (September 25) we have 6 PP + 1 PP+ pupils. The allocated grant includes one post-LAC who has left the school and 5 PP children who have qualified for the grant at the time of the census.</i>			

Current attainment			
Data for 2025	Number of Children	Pupils eligible for PP (Clipston Primary School)	All Pupils (National Average 2024)
% GLD in EYFS 2025	<b>1</b>	<b>100%</b>	67.7%
% Meeting Year 1 Phonics Check 2025	<b>2</b>	<b>50%</b>	79%
% Achieving/Exceeding the expected standard in Reading Year 2 2025	0	N/A	68%
% Achieving/Exceeding the expected standard in Writing Year 2 2025	0	N/A	60%
% Achieving/Exceeding the expected standard in Maths Year 2 2025	0	N/A	70%
% Achieving the expected standard in Reading Year 6 2025	0	N/A	75%
% Achieving/Exceeding the expected standard in Writing Year 6 2025	0	N/A	72%
% Achieving the expected standard in Maths Year 6 2025	0	N/A	74%

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	PP pupils require financial support to access the wider curriculum.	
<b>B.</b>	PP/PP+ Pupils have significant SEMH issues, low self-esteem, family issues and / or attachment issues which create barriers to their learning, and which prevent or significantly impact on positive behaviours for learning, which in turn lead to slower progress and a “can’t do it” mind-set.	
<b>C.</b>	Pupils eligible for PP with SEND have barriers to their learning, which means that they are pre-occupied with issues creating cognitive overload that impacts negatively on their ability to focus on their learning.	
<b>3. Desired outcomes</b>		
<b>A.</b>	Ensure that PP pupils have equal access to the wider curriculum opportunities (and remote education platforms when required).	PP pupils who wish to take part in wider curriculum opportunities (e.g. music lessons and clubs) can access one these free of charge (or subsidised) with the correct equipment (e.g. trainers / music book).
<b>B.</b>	Improve self-esteem and thus progress for pupils eligible for PP / PP+.	PP pupils have their self-esteem supported so that they can make progress in line with “other” pupils. Lone parents with PP children may lack resources or have limited access to information e.g. online. They need support to understand their developing child’s needs and to be able to access resources when needed.
<b>C.</b>	Ensure SEND pupils eligible for PP are supported to remain on task.	PP pupils with SEND access targeted interventions to support their learning. PP pupils with SEND access SEMH interventions and support programmes to enable them to access their learning, make appropriate social choices and thus improve their opportunities to interact with others in the same way as their peers.

#### 4. Planned expenditure: Academic Year 2025-2026

The headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

##### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Cost
A: Ensure that PP / PP+ Pupils have equal access to the wider curriculum opportunities e.g. Music lessons / Clubs / Trips( and that they can access Remote Education Platforms)	Provide financial support towards the cost of trips, curriculum opportunities, such as Music lessons, clubs and resources.	We know that some pupils are unable to choose to access wider curriculum opportunities such as trip and sporting events because they can't afford to take part or don't have the right equipment e.g. trainers. Others with an aptitude for music / Hotshots may not be able to afford music lessons/Hotshots.	Parents will request a payment plan to support their child's engagement with the curriculum opportunity.  Feedback from the Music Tutor / Coach will be sought.	Bursar  Class Teacher	Mar 2026 Sept 2026
B: Improve self-worth and thus social and academic progress for pupils eligible for PP / PP+	Creating solutions whereby the pupils can feel a sense of self-worth through praise, recognition, supporting younger pupils and carrying out roles of responsibility throughout the school.	We intend to invest some of the PP grant in longer-term change, which will help all pupils. Many different evidence sources suggest improving self-esteem is an effective way to improve progress, and it is suitable as an approach that we can embed across the school.	Class teachers to undertake a self-esteem analysis e.g. using the Leuven Well-being Scale to achieve a baseline for all pupil. Pupil Progress Reviews to be carried out termly. Self-Esteem analysis to be re-done to show impact. Monitoring of outcomes will show that these pupils are progressing in line with "other learners".	Head Teacher	Mar 2026 Sept 2026
C: Support the mental health of PP/PP+ children who have experienced traumatic life events.	Provide adult support for children so that they can talk through worries and concerns that are a result of traumatic life events they have suffered. Therapies such as mental health support or play therapy from outside agencies	We know that some children have witnessed traumatic life events that mean they are unable to focus wholly on their learning at times when these events feel overwhelming. We know that by providing support and time to talk, the children will feel safe and their mental well-being will be supported.	Teachers will know that children are in school, and that they are happy and making progress with their learning. Leuven Well-being scale might be used to support anecdotal evidence as well as feedback from parents.	Head Teacher  Class Teacher	Mar 2026 Sept 2026

D: Improved involvement in curriculum activities for SEND pupils eligible for PP / PP+.	<b>Implement support and intervention programmes:</b> Adult intervention: 5x1 hours per week small group support (Reading & Writing). Adult intervention: 5x1 hours per week small group support (Maths). Adult intervention: 5x 2.5 hours per week 1:1 / paired support to remain on task and be involved in class-based learning and social interactions with peers.	Gaps in learning have been identified and these need to be diminished through targeted intervention strategies linked directly to the learning in class.  Support for some pupils is required to deal with low-level, constant disruption to the learning environment and also with Emotion Regulation.  Support for some pupils is required to implement programmes to support mental health, well-being, self-esteem and/or attachment barriers as advised by external agencies such as the Educational Psychologist or Social Worker.	The Provision Map will evidence the support programmes in place.  Work in books and data will show that these groups / pupils make similar progress to that of "other pupils".	Class Teachers	Mar 2026 Sept 2026
<b>Total budgeted cost</b>					<b>£7190</b>
<b>ii. Targeted support: the numbers are very low for each cohort. Targeted support could identify individual pupils. Please refer to the above.</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review?</b>
<b>Total budgeted cost: Trips (£1400), Clubs (£150), Resources (£50)</b>					<b>£1600</b>
<b>iii. Other approaches: Additional Adult support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review?</b>
To enable all children to access the curriculum and be ready to learn in a classroom environment.	Support children with SEN & PP, who also have SEMH / ASD barriers to their learning by providing additional TA support.	Improving self-esteem and enabling children to regulate their emotions are effective ways to improve the classroom environment for all children and therefore support learning and progress.	Using the Leuven Well-being Scale to achieve a baseline for all pupil. Pupil Progress Reviews to be carried out termly. Monitoring of outcomes will show that these pupils are able to engage in classroom learning and are progressing in line with "other learners".	<b>EM</b>	<b>Spring 2026 September 2026</b>
<b>Total budgeted cost</b>					<b>£9090</b>

## Pupil Premium Strategy Review Statement: 2024-2025

### 6. Review of PP expenditure 2024-2025

Previous Academic Year: Review 2024-2025 Number of pupils eligible for PP/PP+ = 6 Total PP budget = **£10,987**

Total expenditure in 2024 – 2025 = **10,987**. Carried forward to 2023-2024 = **£0**

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (will this approach be continued?)	Cost
KS2 Pupils with significant SEMH barriers to their learning have a safe space to talk about their worries and concerns.	Provide an adult to be available to support PP pupils to articulate their feelings and concerns as required and not to “bottle them up”.	All pupils, including those not eligible for PP, have had access to a consistent, supportive adult who can listen to their worries and concerns and enable them to articulate their feelings rather than bottle them up.  The PP pupil and other vulnerable children in the class made successful transitions to secondary school. Another pupil and their family continues to be successfully supported with attachment issues and has remained in school without any exclusions.	Raising the profile of mental health in school has enabled staff to feel confident to enable pupils to talk about their feelings and worries. Continuing with this approach is vital to the health and well-being of all our vulnerable pupils, as well as pupils across the school as a whole.	<b>£1400</b>
Improved progress for SEND pupils eligible for PP.	<b>Implement support and intervention programmes:</b> TA intervention: 5x1 hours per week small group support on a 1:5 ratio (Writing). TA support: 5 x 1 hours per week 2: 1 Writing / English. Parent Engagement at home supporting learning through Spelling Shed, Times Tables Rock Stars.	PP pupils have their mental health needs met in a supportive manner, enabling them to fully access the curriculum and wider opportunities.  Several referrals to the Central Referral Management Centre have resulted in specialist advice which has been able to be implemented through additional adult support for both PP / PP+ pupils and others in their class.  Additional TA hours to support PP/PP+ pupils with SEMH needs and/or specific SEN issues has resulted in their successful transition to secondary school.	We will continue with approaches such as these in future years.	<b>£8728</b>
Ensure access to the wider curriculum with support towards the cost of trips and equipment.	Resources & curriculum support Trips/Transport £900, Clubs £255, Uniform = £80.	The pupil accessing Music Lessons made good progress and will continue with lessons on a different instrument next year. Clubs and other extra-curricular opportunities have been enjoyed by the children including Coding Club, thus expanding the children’s experiences.		<b>£859</b>
				<b>Total = £10,978</b>