

John Clare Primary School - Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	John Clare Primary School
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	4 th December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sarah Nicolson, Headteacher
Pupil premium leads	Sarah Nicolson, Headteacher Hannah Breslin, RSL/DHT
Governor / Trustee lead	Rosey Shackell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,025
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	£23,025

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

High-quality teaching 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our ultimate objectives are:

- To continue to narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to be in line or exceed nationally expected progress.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that high quality teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision we make for this group includes:

- Ensuring all teaching is good or better, thus ensuring that the quality of teaching experienced by all children effective.
- Providing high quality catch-up, for small groups, enabling gaps in learning to be filled.
- 1-1 support.
- Pupil Premium resources to be used to target able children on FSM to achieve age-related expectations.
- The use of Smart-Grade to support a school-wide ethos of clear assessment to find learning gaps and address the gaps identified.

Challenges

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

Challenge number	Detail of challenge
1	Children entering school over the past 2 years have poor fine motor skills, which impacts on the development of writing. Developing the EYFS/Year 1 provision along with allocation of resources and time will be needed to support this.
2	Assessments, observations, and discussions with pupils indicate underdeveloped writing skills and vocabulary gaps among disadvantaged pupils.
3	Internal and external (where available) assessments indicate that phonics attainment among some disadvantaged pupils is below that of non-disadvantaged pupils.
4	Internal and external (where available) assessments indicate that mathematics attainment among disadvantaged pupils for Greater Depth Standard is below that of non-disadvantaged pupils.
5	Internal assessments show that some disadvantaged pupils make less progress than their non-disadvantaged peers in mathematics.
6	Our assessments (including Stirling wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils, and a lack of wider enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
7	We have a number of disadvantaged children who have not been in a school setting full-time, prior to joining our school, for a whole variety of reasons. We therefore need to continue to provide pastoral opportunities to support these children's wellbeing, social, emotional and mental health needs along with opportunities to develop positive relationships with their peers.

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
1 – Improved fine motor skills development	<ul style="list-style-type: none"> Ensure provision in EYFS and Year 1 support development of fine motor skills, so that GLD outcomes are in line with or above National. Consistently apply the handwriting approach in school, which includes re-search-based strategies to develop fine motor coordination.
2 – Develop writing skills and vocabulary	<ul style="list-style-type: none"> Ensure that pupils continue to be provided with speech and language opportunities throughout the curriculum by learning tier 2 and 3 vocabulary related to their learning, so that writing outcomes for pupil premium children are in line with non-pupil premium children. Teach golden sentences and sentences stems so that children develop their writing and vocabulary.
3 – Improved phonics attainment in Year 1	<ul style="list-style-type: none"> Improved outcomes in EYFS and Year 1 – phonics screening check results are at least in line with National. Children have access to high quality, correctly pitched phonics/reading books which they read with appropriate fluency & prosody.

	<ul style="list-style-type: none"> • The phonics curriculum is reviewed, using the support of the English Hub. • Staff are highly skilled and uphold fidelity in the delivery of a phonics curriculum.
4 – Improved higher standard attainment in mathematics	<ul style="list-style-type: none"> • Continue use of Power Maths to support high-quality mathematics teaching so that outcomes for disadvantaged learners are in line with non-disadvantaged children. • Continue to develop teachers’ knowledge in how to use the Bar Model, adaptive teaching and mastery approach so that children’s reasoning skills improve (evidence through improved scores in reasoning papers and through work scrutiny). • Further develop teacher’s knowledge of how to skilfully use concrete resources to support conceptual understanding in mathematics.
5 – Improved progress in mathematics	<p>Sustain the current approach so that all pupils make at least 0 progress in mathematics, by:</p> <ul style="list-style-type: none"> • Providing quality first teaching to all groups of pupils, using evidence-based teaching. • Use of Smart-Grade and other school-based assessments to identify gaps and next steps. • Providing additional catch-up sessions before school for children in Year 6 to further address gaps before transition to secondary school. • Providing focused interventions to address gaps in learning.
6 & 7 – Promote high levels of wellbeing, positive mental health and inclusivity	<p>Sustain the current approach to ensure our children, including those who are disadvantaged:</p> <ul style="list-style-type: none"> • are confident, independent learners who show a resilient attitude to all aspects of school life; • are able to self-manage behaviour and ask for help when support is needed; • engage with the wider life of the School, including participation in extra-curricular clubs.

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: : **£11,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued purchase of standardised diagnostic assessments (Smart-Grade).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Training for staff to ensure that QLAs and assessment information is utilised fully to pinpoint gaps in learning to be addressed.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	<p>2, 3, 4, 5</p>
<p>Enhancement of our writing and reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Ensure class texts are available for each child.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access support from our own AST (English) and other outstanding English Subject Leads from within the Trust and LA.</p> <p>We will fund training and travel costs for teachers to participate in regular Trust and LA writing moderation sessions to validate their judgements, share good practice and form part of their continuous professional development.</p> <p>Release time for implementation and monitoring of CUSP writing scheme.</p>	<p>The EEF guidance is based on a range of the best available evidence: EEF - Improving Writing Quality EEF - Reading Comprehension strategies</p> <p>Research behind the CUSP Writing curriculum</p>	<p>1, 2, 3</p>
<p>Review/audit our current phonics provision.</p> <p>Ensure reading books are aligned with the phonics scheme.</p> <p>We will fund teacher and teaching assistant training, including associated release costs.</p>	<p>English Hub Support EEF - Phonics Phonics pedagogy</p>	<p>2, 3</p>
<p>Enhancement of our mathematics teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	<p>4, 5</p>

<p>We will fund teacher release time to embed key elements of guidance in school and to access/ embed Maths Hub CPD training:</p> <ul style="list-style-type: none"> • Reception, Year 1 and Year 2 teachers to embed Mastery in Number Programme to develop early number fluency. • Participation in Sustaining Mastery Maths Hub programme. • Reorganisation of mathematics timetabling. • Team teaching with MSL and MaST within school to share and develop good practice. 	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF - Manipulatives – the ‘power’ tool of the maths classroom</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost **£5,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release time for teachers and subject leaders to :</p> <ul style="list-style-type: none"> • Hold Pupil Progress meetings looking at internal progress data • Monitor of Pupil Premium class lists • Analyse information from Headstart tests and school-based assessments, to highlight gaps in learning and interventions needed. 	<p>When class teachers are aware which children, including pupil premium children, are in their classes did not make good progress last academic year, they can identify these children as ‘target’ children.</p> <p>Raising Standards Lead/HT to actively involve teachers in clear targeting of pertinent learning gaps.</p> <p>Teachers and TAs to lead high quality small group interventions to plug gaps in learning – evidenced through provision mapping.</p>	1, 2, 3, 4, 5,6
<p>Use of Little Wandle Handwriting Scheme in EYFS and Key Stage 1</p>	<p>Little Wandle is a DfE Approved Phonics Teaching Programme. Based on research into the teaching of writing and guidance from the Writing Framework (DfE, 2025), the programme supports the development of legible and fluent handwriting through direct teaching, consistent routines and memorable mantras.</p>	1, 2, 3
<p>School led interventions: Teachers/TAs to take on further responsibility leading catch-up tutoring.</p>	<p>2 CTs and 2 TAs leading in school interventions across different year groups. Our own highly-skilled staff know our children well and can provide timely and effective interventions.</p> <p>Targeted support following in school assessments and prior attainment, including 1:1 sessions and small groups.</p> <p>Staff feel skilled and confident leading interventions, ensuring clear communication with</p>	1, 2, 3, 4, 5

	<p>teaching staff each in turn seeing better progress from these children.</p> <p>EEF Pupil Premium Guidance</p> <p>EEF Teaching and Learning Toolkit</p>	
Additional TA support for Key Stage 2	<p>EEF Teaching and Learning Toolkit</p> <p>EEF Pupil Premium Guidance</p>	2,4,5
Use of Rapid Reading intervention	<p>An independent study by the National Foundation for Educational Research (NFER) showed that children using Rapid Reading make more than twice the normal rate of progress in reading.</p>	2, 3, 5

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

Budgeted cost: **£5,625**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Whole school CPD on developing further understanding of SEND needs, including ASD.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6, 7
<p>Train staff member to deliver Drawing and Talking Therapy within school</p>	<p>Drawing and Talking Therapy is an alternative to CBT and direct talking therapies, that can often be confronting or limiting in the processing of pain or trauma. As an attachment-based therapeutic intervention, Drawing and Talking Therapy is designed to complement CAMHS and other specialist therapies.</p>	6,7
<p>Additional lunchtime support for children at risk of exclusion</p>	<p>Children sometimes require additional support to integrate pro-socially with their peers. These pupils do not always qualify for funding for their needs and this is met by the school.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6,7
<p>Additional coach resource used to provide nurture and physical wellbeing activities, through Positive Play and group sessions</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income</p> <p>EEF Social and Emotional Learning</p>	6,7
<p>TA support to deliver Energise sessions 4 mornings per week</p>	<p>EEF Physical development approaches</p>	1, 6, 7
<p>Engaging with families through:</p> <ul style="list-style-type: none"> • use of Parent Mail, Google Classroom, SeeSaw, Facebook to share communication and achievements • Reading Cafes, Workshops and Stay and Share sessions to supporting the involvement of parents in their children's academic learning. • Providing financial contributions to school trips for those families facing deprivation. 	<p>EEF Parental Engagement</p> <p>EEF outdoor adventure learning</p>	6,7

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £23, 025

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.

Our internal assessments during 2024/25 showed that our pupil premium strategy positively benefited all learners last year. Our disadvantaged pupils made expected progress in reading and writing, however, mathematics was slightly below and remains an area of focus.

Funding of additional adult support for sensory circuits and positive play interventions has ensured that children enter class ready to learn and are then consequently successful throughout the day. Funding was also provided to support our year 6 children before the school day to address gaps in mathematical understanding and build confidence – this proved to be a very successful intervention and will continue into 2025-26.

The use of assessment materials allowed us to accurately identify gaps in all pupils' learning, to ensure good progress in all areas.

Results 2024/25

Due to our small cohort sizes, outcomes are not statistically significant for groups and could identify individual pupils. Therefore, we have taken the decision to include data for all pupils. Within school, we track the attainment and progress of pupils in receipt of pupil premium carefully: this is monitored by our governor responsible for Pupil Premium and by our Local Governance Committee.

	John Clare Primary School	National
GLD	79%	68%
Year 1 Phonics	75%	81%
KS1 Reading	95%	
KS1 Writing	95%	
KS1 Mathematics	89%	
KS2 Reading	91%	75%
KS2 Writing	95%	72%
KS2 Mathematics	95%	74%

Externally provided programmes

Programme	Provider
Mastery in Number	Cambridge Mathematics Hub
Sustaining Mastery	Cambridge Mathematics Hub

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We provided opportunities for service children to attend extracurricular clubs to assist with their social and emotional wellbeing. We offered pastoral support to service children affected by job-related instability and risk.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

