

Pupil premium strategy statement – Robert Clack School (Primary)

This statement details our school's use of pupil premium (and recovery 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	165
Proportion (%) of pupil premium eligible pupils	7.3%
Number of years the plan covers	1 Years
Date this statement was published	01.09.2025
Date on which it will be reviewed	01.09.2026
Statement authorised by	R Taylor
Pupil premium lead	E Lines
Governor / Trustee lead	C Monk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,180
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18,180

Part A: Pupil premium strategy plan

Statement of intent

At Robert Clack Primary, we have high aspirations and expectations for our children and we believe that all learners should be able to reach their full potential regardless of their background. It is our aim to ensure that our learners develop the necessary skills and values required to help them become successful learners and to be able to make a positive contribution to society.

Our pupils in receipt of the Pupil Premium Funding may face barriers to reaching their full potential, and we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide access to a variety of exciting opportunities as well as a rich and varied curriculum.

In order to achieve this, we:

- Ensure that teaching and learning opportunities meet the needs of all the pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In providing provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged and further acknowledge that not all disadvantaged pupils 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 disadvantaged.
- Allocate Pupil premium funding based on a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	<i>Reading / Phonics</i>
2	<i>Writing outcomes (boys in particular)</i>

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
Disadvantaged or PP pupils achieve the required standard at the end of each Key Stage (EYFS, KS1) and for those that are identified as having fallen behind, intervention groups are in place enabling the pupil to make progress.	Pupils will achieve the same standard as their peers and will reach the required standard at the end of each Key Stage. If a pupil has been unable to reach the required standard and interventions have taken then the pupil will have made progress from their starting point.
Writing outcomes will increase, specifically in boys.	Boys are achieving as well as or in line with girls and national expectations.

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint an associate SLT member of staff who has whole school responsibility for leading reading and phonics	The teacher appointed is an advanced skills teacher in phonics and has led phonics in the school for two years now. We have achieved 86% (22-23) and 90% (23-24) 88% (24-25) proving her impact. Enabling the teacher to lead phonics and reading across the school will ensure that phonics teaching continues beyond Year 1 / 2 / 3 targeting pupils who still require intervention and support.	1
Work with LA consultant to review the writing framework, schemes of work and progressions documents.	The consultant is an expert in this field and was previously a Headteacher whose school had very successful writing outcomes.	2

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

Budgeted cost: £ 3680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted interventions to children across the whole school using Pupil premium funding. Interventions to be monitored and evaluated by the Assistant Headteacher and Phase Leaders. Interventions to be carried out by experienced teachers, HLTA and Teaching Assistants within school.	<p>Provision of broad and balanced curriculum and effective challenge for children identified as requiring support</p> <p>Data analysis supports target approach through PPM (pupil progress meeting). Analysis of in year data and monitoring show positive impact from interventions</p>	1,2

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

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School based Speech & Language Therapist to provide specific and targeted interventions for pupils across the school.	Disadvantaged pupils with SEND make good or better progress from their differing starting points, and are well supported in classrooms to access their learning.	1,2

Total budgeted cost: £ 18,180

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024-25 academic year, all 4 EYFS PP pupils achieved GLD.

In Year 1, 2 pupils made the required progress and were EXS at the end of Year 1, 2 made progress from their starting point but were not at EXS at the end of year 1, 1 pupil is a LAC child and although they are expected in Maths they did not achieve the required standard in Writing and Reading.

The previous 2 pupils that did not pass the phonics check In Year 1 retook the test and 1 pupil passed and the other did not. We are now putting in place toe by toe reading intervention for this pupil. The 3rd pupil premium pupil in Year 2 is at the expected level.

In Year 3 there are 4 pupil premium pupils 3 are at the expected level, 1 pupil is not and has small group interventions he has also been diagnosed with autism.

Overall, 43.75% of our PP pupils are performing at the expected level in line with their peers.

Externally provided programmes

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

Programme	Provider

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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

The primary phase of the school is growing year on year, currently the primary school has 60 Reception pupils, 60 Year 1, 30 Year 2 and 30 Year 3.