



Claremont Primary School: Pupil Premium Strategy Statement December 2025

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Claremont Primary School
Number of pupils in school	435
Proportion (%) of pupil premium eligible pupils	$22/435 = 5\%$
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Candi Roberts Headteacher
Pupil premium lead	Clare Smith SENCO
Governor / Trustee lead	Sandra Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,320.00
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	£31,320.00

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.
- Our Key Drivers, specifically linked to this statement are:
 - i. To enable pupils to communicate effectively using language to support self-regulation and learning in the Early Years and Key Stage 1.
 - ii. Embed a consistent approach to the Rights Respecting framework to support an improved whole school culture of respect for all.
 - iii. Ensure a consistent and effective approach to editing opportunities is embedded for stronger writing outcomes which includes the accurate application of punctuation.
- Quality First Teaching is at the heart of our approach. 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.
- In addition, we will endeavour to monitor and focus interventions for individuals delivered by Teachers, Teaching Partners and Teaching Support Assistants.
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure pupils in receipt of Pupil Premium funding are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for all pupils' outcomes and raise expectations of what they can achieve (see [Equality Statement Objectives](#) (p.6))
- ensure all pupils have equity of opportunity inside of the classroom and beyond

Challenges

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

Challenge number	Detail of challenge
1	KS1 self-regulation <i>Behavioural incidents Y1 and 2</i>
2	Gaps in progress and attainment linked to self-regulation Yr R: 2024/2025 (6.6% Reception pupils in receipt of Pupil Premium Funding) outcomes for all: 72% GLD v 78% 2023/2024 All of KS1: 2024/2025 (4.1% KS1 pupils in receipt of Pupil Premium Funding) outcomes for R – 84%, W – 80% and M – 88% All of KS2: 2024/2025 (4.2% KS2 pupils in receipt of Pupil Premium Funding) outcomes for R – 92%, W – 81% and M – 91% Y6: 2024/2025 (3.1% of Year 6 pupils in receipt of Pupil Premium Funding) outcomes for R – 97%, W – 80% and M – 94%. Combined RWM 80%
3	Attainment in writing for all pupils, including those in receipt of PPG Yr R: ELG Comprehension: 95% (2024/2025: 100%) Word Reading: 83.3% (2024/2025: 85%) Writing: 75% (2024/2025: 83%) All of KS1: 2024/2025 outcomes for writing 80% KS1 pupils in receipt of PPG: 2024/2025 outcomes for writing 40% All of KS2: 2024/2025 outcomes for writing 81% KS2 pupils in receipt of PPG: 2024/2025 outcomes for writing 30% Y6: 2024/2025 outcomes for writing were 80%
4	Behaviours/respect during unstructured times: Context: Lack of interaction and communication with peers in key developmental years impacted opportunities for personal and social development. This, in turn, has impacted pupils' ability to self-regulate and respect towards

	adults, other children and possessions, particularly during unstructured non-adult led times such as break and lunch times. 2024/25 this has improved but remains a focus in-line with National studies
5	Access to wider services: Context: The impact of Kent SEND re-structuring and diminishing funding on wider services, such as Community Paediatrics, CAMHS, Speech and Language and Occupational Therapy, has resulted in significantly delayed access to essential services and parental frustration. This now also includes SEND support.

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.

Priorities for Autumn 2025				
<u>RWM Attainment</u>				
	Expected	Greater Depth	L1 (2020)	L2 (2021)
1	75.00%	-	-	-
2	73.33%	13.33%	-	-
3	75.86%	24.14%	-	-
4	78.13%	32.81%	-	Pre
5	76.19%	28.57%	Pre	R
6	83.87%	32.26%	R	Y1
7	79.69%	34.38%	Y1	Y2
Expected Priorities				
• New Y2 → New Y1 → New Y3				
Greater Depth Priorities				
• New Y2 → New Y3 → New Y5				
<u>Closing the Gap Priorities</u>				
New Year 3	1. Reading (5 pupils) 2. Writing (4 pupils) 3. Maths (2 pupils)			
New Year 4	1. Maths (4 pupils) 2. Writing (3 pupils) 3. Reading (2 pupils)			
New Year 5	1. Writing (4 pupils) 2. Maths (4 pupils) 3. Reading (2 pupils)			
New Year 6	1. Writing (8 pupils) 2. Reading (2 pupils) 3. Maths (2 pupils)			
Whole School	1. Writing (19 pupils) 2. Maths (12 pupils) 3. Reading (11 pupils)			
<u>Upcoming Statutory Outcomes</u>				
Year 1 Phonics				
Expected to pass:				
• 83% (50/60) - target 90%+				
Multiplication Tables Check				
Expected to achieve 20/25:				
• 52% (33/64) - target xx%+				
• + 11% (7/64) on the cusp				
KS2 SATs				
Expected RWM:				
• 76% (52/64) - target 86%+				
Greater Depth RWM:				
• 32% (20/64) - target 50%+				

Intended outcome	Success criteria
To support the wellbeing and engagement of all pupils to enable them to thrive	<p>Pupils have a positive experience of school, feel supported and know how to access support when necessary.</p> <p>Efficient Pastoral System and practice in place that pupils access independently.</p> <p>Efficient Pastoral System and practice in place that teachers access to further support pupils</p>

<p>To support the progress and attainment of pupils in receipt of PPG specifically with regard to writing.</p>	<p>To increase the percentage of disadvantaged pupils who make expected standard or above in writing.</p>
<p>To support the transferral of vocabulary, phonics skills and spellings: in KS1 using Supersonic Phonic Friends and Supersonic Phonic Friends Spelling Stars in KS2</p>	<p>To establish a firm foundation in reading and writing to support progress throughout KS1 and KS2.</p>
<p>Engagement in extra-curricular opportunities and school life: Pupils in receipt of PPG are fully engaged and participating in the school's rich and varied extra-curricular offer.</p>	<p>Monitoring shows there is a good uptake of our extra-curriculum opportunities, in particular for those pupils in receipt of PPG. Staff are actively encouraging participation for these activities.</p>
<p>Pupils in receipt of Pupil Premium play an active, visible part in wider school life.</p> <p>Pupil premium offer:</p> <ul style="list-style-type: none"> • Trips/residentials/ swimming • 1x club after school or during school – music/sport/art. • Cool milk • Tutoring 	<p>100% of pupil premium pupils are tracked to encourage offer uptake</p> <p>100% have the opportunity to participate in at least 1 funded after school/ during school club.</p> <p>The School Council, House Captains and other roles and responsibilities within the school include Pupil Premium pupils.</p> <p>Support is in place for Pupil Premium pupils who are identified as reluctant or disengaged learners.</p>

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: £2,775.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Focus: To support the transferral of vocabulary, phonics skills and spellings: in KS1 using Supersonic Phonic Friends and Supersonic Phonic Friends Spelling Stars in KS2</i></p> <p><i>Sharing of a wide variety of books, poetry, stories and songs.</i></p>	<p>Supporting all aspects of reading/writing – phonics, reading interest, vocabulary and spelling</p> <p>Supersonic Phonic Friends Spelling Stars and Handwriting. Annual subscription: £1,300 SSPF</p> <p>CPD: Phonics lead training: £125</p> <p>All classes to have an up-to-date book corner</p>	3
<p><i>Focus: To embed Rights Respecting framework and language across the school.</i></p>	<p>CPD: Supporting whole school understanding and use of the Rights Respecting framework.</p> <p>Whole school training for Rights Respecting framework: £150</p>	1,2,4
<p>Targeted intervention program (when possible)</p>	<p>Focused intervention program:</p> <p>Touch typing (licence £480) see below</p> <p>Lexia (licence £720) see below</p>	2,3,5

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

Budgeted cost: £18,931.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Language and speech screening through Language Link and Speech Link.</p> <p>Touch-typing intervention to support writing progress</p> <p>Support to encourage reading for pleasure and improved comprehension.</p> <p>Phonics intervention to support writing progress</p>	<p>Contribution to the purchase of Speech Link and Language Link £790.00</p> <p>Purchase of subscription for Touch Type Read and Spell</p> <p>Purchase Beanstalk £750</p> <p>Delivery of Lexia intervention £750 (1 x 0.5 TP hrs @£15 per hour for 25 weeks, 4 days per week)</p>	<p>2, 3, 5</p>
<p>To ensure that Pupil Premium pupils have equal access to school activities.</p> <p>To raise the self-esteem of pupil premium children - 50% of trip and one extra curricula activity to be paid for children in receipt of pupil premium.</p> <p>100% of trips and one extra curricula activity for pupils on Free School Meals</p>	<p>All children will have equal access to opportunities.</p> <p>Costs approx. £9,000 per annum usually based on the number of children in the school at the time, year groups and activities on offer etc.</p> <p>This includes, trips, residentials, mls, swimming, clubs, tutoring, resources (further breakdown on spreadsheet)</p>	<p>1, 2, 3, 4</p>
<p>Use of iPads to support reading, spelling and maths catch-up for identified pupils in Years 2 – 6</p>	<p>Regular intervention activities are more beneficial and this allows identified pupils to work at their own level independently, to practise key skills in reading (through AR), spelling and maths, Clicker £216</p>	<p>2, 3, 4, 5</p>
<p>To support the wellbeing and engagement of all pupils linked to extending learning and mentoring scheme – to provide 1 hour 1:1 tutoring for KS2 pupil premium pupils each week</p>	<p>Builds a relationship with trusted adult outside the classroom who can offer wellbeing support as necessary.</p> <p>Offers the opportunity for targeted support to focus on pupils' gaps in understanding and knowledge.</p> <p>Tutoring for KS2 pupils in receipt of PPG. Support is individualised to target engagement, wellbeing and academic progress, as appropriate.</p> <p>£7,425 (11 x 1 TP hrs @£22.50 per hour for 30 weeks)</p>	<p>2, 3, 4, 5</p>

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

Budgeted cost: £ 10,610.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support the wellbeing and engagement of pupils.</p> <p>To support communication with children with high levels of anxiety.</p>	<p>Importance of supporting emotional wellbeing as part of the curriculum. Zones of Regulation provide an opportunity to model discussion of emotions, provide a non-verbal way for children to identify their emotions and also offer children strategies to support their own wellbeing.</p> <p>Ensuring that conversations about mental wellbeing are positive and commonplace.</p> <p>Offering play-based opportunities to self-regulate, talk about emotions and wellbeing in a safe space with a trusted adult £2,025 (1 x 1.5 Teacher hrs @£45 per hour for 30 weeks) £540 (1 TP hr @£15 per hour for 36 weeks)</p> <p>School counsellor £5300</p> <p>Cover for Pastoral Lead to support behaviour and wellbeing across the school £540 (2 x TP hrs @ £15 per hour fortnightly for 36 weeks)</p> <p>Lunchtime Haven for KS1 and KS2 to support self-regulation and wellbeing at lunchtimes £2,925 (2 x 0.5 TP hours @ £15, 5 days a week for 39 weeks)</p> <p>Resourcing to support strategies for self-regulation in KS1 £1,080 (2 TP hrs @ £15 per hour for 36 weeks)</p>	<p>1, 4</p>

Total budgeted cost: £ 32,316.00

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.

All pupils in receipt of PP, Years 1 – 6 2024 – 2025 (15 pupils):

	<i>Attainment (Expected Standard)</i>	<i>Progress (Expected)</i>
<i>Reading</i>	73%	87%
<i>Writing</i>	33%	73%
<i>Maths</i>	53%	80%

National Data 2024 - 2025:

Attainment – Expected Standard: End of KS2 (2 pupils)

R: 100%

W: 0%

M: 50%

Expected Steps of Progress – End of KS2 (2 pupils)

R: 100%

W: 50%

M: 100%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Counselling	Counselling with Care
Beanstalk Reading	Coram Beanstalk
Mental Health First Aider	Internal SMHFA: Hannah Oliver