



Pupil Premium Strategy Statement

This statement details Clapham and Patching CofE Primary 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.

This document was written in consultation with

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupilpremium>

School overview

Detail	Data
School name	Clapham and Patching CofE Primary School
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	29.4%
Academic year/years that our current pupil premium strategy plan covers (a single year to stay responsive to the needs of the children)	2025/26
Date this statement was published	30/12/25
Date on which it will be reviewed	30/11/26
Statement authorised by	S Jones
Pupil premium lead	Mrs J Chubb
Governor / Trustee lead	Mr P Panayiotou

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,715
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	£27,715

Part A: Pupil premium strategy plan

School Contextual Information

- Clapham and Patching CofE Primary School has a significantly higher number of pupils with SEND than national average. The majority of these pupils also form part of the pupil premium group (PPG).
- 52% of pupils at Clapham and Patching have attended at least one other setting before joining the school, and many of these were previously at risk of emotional based school avoidance (EBSA).
- Additionally, the English Indices of Deprivation 2025 show the school is set in a neighbourhood that has a higher rate of income deprivation affecting children (IDACI) than most neighbourhoods in England.

Statement of intent

Clapham and Patching CofE Primary School is a very small school with high expectations and big aspirations for the whole school community, regardless of their starting points. As a small, rural, church school rooted in theology, our Christian school vision underpins everything that we do.

We believe that a happy child is a successful one. Our vision is for our children to be confident, creative, kind and responsible individuals who aspire to achieve their full potential with God. We do this by providing a welcoming, happy, safe and supportive learning environment, in which everyone is equal, can flourish and all achievements are celebrated. We 'Learn, Love and Flourish with God'.

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 regardless of their starting point. We are committed to supporting Pupil Premium (PP) entitled pupils to achieve that goal regardless including those that are already high attainers. We refuse to let disadvantage or need limit ambition, and we have high expectations and aspirations for **all** our pupils.

Adaptive quality first teaching is at the heart of our approach, with a focus on areas in which PP entitled pupils have been identified as requiring the most support, particularly in foundational knowledge acquisition. This is proven to have the greatest impact on closing the disadvantage attainment gap, and at the same time will benefit our non- PP entitled pupils.

We have deliberately designed our curriculum around our school context and the characteristics of our learners. Our curriculum is ambitious and well-sequenced, and our highly inclusive practice ensures that all pupil groups have equal access to the full curriculum offer.

We understand that vulnerable children at our school face challenges and we have outlined in this statement how we intend to support these needs, regardless of whether they are disadvantaged or not.

In order to identify the support and strategies that all pupils at Clapham and Patching CofE Primary School need to flourish our 2025/2026 pupil premium strategy follows the tiered approach identified by The EEF Guide to the Pupil Premium September 2023

'Taking a tiered approach to Pupil Premium spending helps you balance the essential ingredients of an effective Pupil Premium plan: high quality teaching, targeted academic support, and supporting wider strategies.'

Our approach is responsive to the changing needs of our pupils, our local community and wider context to ensure that individual needs and challenges are met.

To ensure that our approaches are effective, we will:

- Deliver a carefully planned, contextually based, culturally diverse, and knowledge rich curriculum.
- Identify, prioritise, close gaps in foundational knowledge across the school.
- Ensure staff are skilled and effective, demonstrating strong subject knowledge and adaptive quality first teaching in order to meet the needs of all groups of learners.
- Regularly use summative and formative assessments to allow us to track pupil progress and attainment so that identified groups of vulnerable learners can be supported and gaps quickly closed.
- Support families to ensure that children arrive at school punctually and attend regularly.
- Remove barriers so that PP children have equal access to extra- curricular activities, trips, experiential learning opportunities that value and celebrate skills and achievements outside of the school setting.

Our strategy is responsive to individual needs, rooted in diagnostic assessment, and no assumptions are made about the impact of disadvantage. We look to ensure that children are challenged in the work set and adaptations made to meet their needs. We aim to act swiftly to intervene if additional support is required and ensure that all staff take responsibility for pupil outcomes and ensure expectations are appropriately high. We are committed to providing the best possible education for all our children and prioritise identifying and closing gaps in foundational knowledge.



Challenges

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

Challenge number	Detail of challenge
1	Ensuring consistently strong quality first teaching across all key stages delivered by highly skilled, professional and knowledgeable staff who are able to identify and address gaps (particularly in foundational knowledge) for PPG and PPG+ children.
2	Embedding a contextually based, knowledge rich, sequential, diverse and inclusive curriculum as outlined in the EYFS and national curriculum that meets the needs of all groups of learners.
3	Access to assessment resources and data analysis tools to identify and address gaps in foundational, substantive, and disciplinary knowledge, in order to track the attainment and progress of all groups of children.
4	Enabling pupils that require additional support in foundational knowledge to access provision to quickly close gaps. This includes executive function, early reading, early writing, communication and language and early mathematics. The school principals of foundational knowledge can be found here
5	Identifying, addressing and supporting families to improve attendance and punctuality. Ensuring that the attendance and punctuality of PPG and PPG+ children is at least equal to non PPG children.
6	Equal access to a healthy day and extra-curricular activities – education and wellbeing experiences such as trips and physical activities crucial to development.



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
PPG children will have access to skilled and effective teaching staff demonstrating good subject knowledge and pedagogy.	Monitoring at all levels will show evidence of at least good teaching and learning. CPD based on the SDP objectives and Ofsted areas for improvement will inform effective pedagogy, planning and curriculum design.
The curriculum will be embedded enabling PPG children to know more and remember more particularly in writing and mathematics and strong foundations.	Pupils will be able to talk knowledgeably about what they have learnt and how it links with prior learning and across the other curriculum subject areas.
With a particular focus on foundational knowledge, writing and mathematics. PPU children will make at least good progress from their starting points raising their attainment across the curriculum, with a particular focus on foundational knowledge, writing and mathematics.	Outcomes of termly assessments, reading ages, and evidence in books will show clear evidence of good progress / raised attainment for PPU children, with a particular focus on foundational knowledge where gaps have been identified.
Staff will identify gaps in children's foundational, substantive and disciplinary knowledge. These will be addressed through data analysis, adaptive teaching and high quality interventions.	Monitoring and data analysis will show adaptive teaching methods and interventions designed to successfully address specific gaps in learning for individual learners.
PPU children will have access to a skilled SEND LSA to deliver interventions with a focus on mental wellbeing, anxiety and other identified areas of need that could become barriers to learning.	PPU children and their families will feedback that they feel listened to, and barriers to learning reduced through sensitive targeted interventions.
Reduced rates of persistent absence, avoidable absence and persistent lateness among PPG.	PPG children will arrive at school on time and attend regularly. Where barriers to school attendance are identified families will be notified, supported and signposted as necessary.
PPG pupils are able to participate in trips, residential visits and extra-curricular activities which support and enhance the school's curriculum. They will be given priority for attending clubs and school subsidised trip payments.	PP children will be able to access extra-curricular activities and learning beyond the classroom. They will be given priority for attending 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Embed and resource curriculum in order for children to know more and remember more (Ofsted Nov 23 AFI). Targeted high quality CPD for all staff to 	<ul style="list-style-type: none"> Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium 	1,2, 3,4 - ICT packages - teachers - Staff CPD with skilled consultant Approx £10,300

improve teacher subject knowledge and pedagogy (Ofsted Nov 23 AFI)).	spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention.	
<ul style="list-style-type: none"> Termly summative assessments and analysis systems to identify, track and close gaps for vulnerable groups (Ofsted Nov 23 AFI). 	<ul style="list-style-type: none"> Robust, ongoing analysis and assessment is central to developing a strategy that is fit for purpose. This alone makes sure that priorities are properly diagnosed and that the impact of any measures adopted as a result can be accurately monitored. (EEF September 23) 	1,2, 3,4 PIRA and PUMA assessments. Balance curriculum tracking tool approx. £700



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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions and tutoring in all areas where low attainment and slow progress and gaps in foundational knowledge have been identified.	<p>(EEF)Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF Guide to Pupil Premium highlights how 'good teaching is the most important ever schools have to improve outcomes for disadvantaged pupils.'</p>	1, 2, 3, 4 Approx. £14,500



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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide funding to allow PPG and PPG+ pupils to fully participate in school trips and residential visits which support and enhance the school's curriculum. Social skills, independence, perseverance and team work are developed through participation in group activities and overnight stays</p>	<p>If children are able to access the full breadth of the carefully planned curriculum, enhanced through first-hand experiences, their ability to benefit academically is improved.</p> <p>Social skills are developed along with the ability to emotionally regulate through team building activities. (EEF)</p>	<p>1, 2,3, 4 5</p>
<p>ETMAS SLA</p>	<p>External support for Traveller and ELA PPU children</p>	<p>1,2,3,4, Approx £300</p>
<p>Travel & enrichment</p>		<p>Approx. £450</p>

Total budgeted cost: £26,070



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcomes	Impact / Evidence
PPG children will have greater access to knowledge rich, sequential, diverse and inclusive curriculum.	Section 48 inspection outcome, internal and external monitoring shows evidence of high-quality inclusive curriculum. The school curriculum has deliberately been designed and the school context and characteristics of our groups of learners.
Data will show improved attainment in reading among PPG pupils.	All PPG children met the expected standard in the Year 1 phonics screening. At the end of Key Stage 2; PPG made better than expected progress in reading.
Accurate tracking of attainment and progress of PPG and other groups of children	Accelerated Reader reports, phonics assessments and outcomes of PIRA and PUMA tests have enabled the school to more closely track the progress and attainment of all groups of learners across the curriculum including foundational knowledge.
Attainment gaps, particularly in foundational knowledge, between the PPG group and other children will have been identified and addressed.	In addition to formative systems in place for tracking attainment and progress, quality first teaching CPD has and focused on evidence-based research, in order to develop a new whole school quality first teaching and learning policy focusing on adaptive teaching and strong foundations.. The impact of this has been that timely interventions and support in class for PPG children are aimed at identified and specific areas of identified need, in particular to close gaps in foundational knowledge.
Reduced rates of persistent absence, avoidable absence and persistent lateness among PPG.	The school became an 'Early Adopter' of the government free breakfast scheme in the summer term of 2025. This has had a positive impact and improved the attendance and punctuality of vulnerable children. Attendance for the PPG in 2024/2025 was 83.6%. DfE attendance data for the PPG group is 90.8%. This is an increase of 7.2%.
PPG pupils are able to participate in trips, residential visits and extra-curricular activities which support and enhance the school's curriculum.	Trips and residential visits for PPG children are subsidised in order for them to access these very important aspects of their educational, social and emotional development. All after school clubs are free to attend. PPG+ children are subsidised at a higher rate. The school is an 'Early Adopter' for the free breakfast club scheme.

Programme	Provider
White Rose Maths	White Rose Hub
Little Wandle Letters and Sounds	Little Wandle Teaching
PIRA / PUMA	Hachette
Kapow	Kapow Primary