

Pupil premium strategy statement – Clipstone Brook Lower School

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 outcomes for disadvantaged pupils last academic year.

31 pupils from October 2024 census at £1,515.00 per pupil = £46,965.00

3 service pupils from October 2024 census at £350.00 per pupil = £1050.00

Total funding for the financial year 25/26 is £48,015.00

School overview

Detail	Data
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2025
Statement authorised by	Sarah Orr, Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Coralie Bordiak

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 48,015.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£ 48,015.00 + £1050.00 (Service pupil grant) = £49,065

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 attain highly 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.

The challenges faced by vulnerable pupils, such as young carers, service pupils and those pupils under a social worker's care, will be considered and their needs met regardless of whether they are technically disadvantaged or not.

Clipstone Brook Lower receives a pupil premium grant (PPG) from the government. It is based on the number of pupils receiving free school meals or who have received free school meals at any time in the last six years. However, other pupils may benefit from small group work if the groups are no more than 6 pupils. Updated guidance for the Education Endowment Foundation (EEF) September 2023, highlights that good teaching is the most important lever, schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium Grant to improve the quality of teaching benefits all pupils and has a particularly positive effect on pupils eligible for Pupil Premium.

At Clipstone Brook we use the following approaches:

- 1) High Quality teaching (50%) including training for current staff and ECTs on effective pedagogy for all pupils, including disadvantaged pupils.
- 2) Targeted academic approach (25%). Identified gaps in Reading, Writing and Maths to be rectified through HQT, targeted intervention (within the class where appropriate)
- 3) Wider strategies (25%). Developing relationships with parents for disadvantaged pupils and wider links in the community.
- 4) Understanding the barriers that pupils, parents and staff face through discussion, questionnaires and staff training (asset framing, deficit framing, use of praise and triangulated communication between school, pupil and parents).

Our approach will be to use assessment data and our knowledge of individual pupils to identify gaps in skills, knowledge and social and emotional issues, which may hinder a pupil's progress. The interventions or strategies to be used will in the first instance look to benefit whole classes through High Quality Teaching and then target individuals, followed by addressing the barriers to learning experienced outside of school in the wider community. To ensure these are effective we will:

- undertake rigorous assessment systems to identify gaps in skills and knowledge early
- Ensure that our curriculum considers the need to revisit and consolidate skills and knowledge taught during lockdown.
- Act early to intervene at the point any needs are identified.

Pupil progress meetings with the Headteacher will also focus on disadvantaged pupils' progress. They also help to plan how pupils will be supported to secure good progress or to ensure that they meet age related expectations (ARE).

Challenges

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

Challenge number	Detail of challenge												
1	<p>Parental engagement and mistrust of school, lack of education, language or cultural barriers: Through discussion with parents, family worker engagement, admissions data, or family history we have identified families that present with these barriers and data suggests that it has had a negative impact on most pupil’s progress. Attendance data also supports this area of challenge for parents. Language barriers also provide difficulties for both parents and pupils alike.</p>												
2	<p>Incidence of Special Educational Needs (including behaviour and emotional well-being):</p> <div><p>Pupils with SEND</p><table><thead><tr><th></th><th># Pupils</th><th>% Pupils</th><th>National</th></tr></thead><tbody><tr><td>SEN Support</td><td>39</td><td>12.8%</td><td>14.8%</td></tr><tr><td>EHC Plan</td><td>7</td><td>2.3%</td><td>3.5%</td></tr></tbody></table><p>15.1% 18.3%</p><p>School National</p></div> <p>There is a diverse range of special educational needs: ASD, ADHD, S&L, SEMH, Dyslexia, Dysgraphia, GDD and low cognition. Although, ASD remains the most common need in pupils with and EHCP, speech, language and communication difficulties are the most common at SEN support. This is slightly below national data. Provision and funding for SEND remains a challenge for the school both financially and in recruitment. There are approximately 30 further pupils who are at SEND monitoring.</p> <p>With local housing developments and demand for school places, we have seen a rise in ‘in-year’ transfers requiring SEN support. Pupils entering the school in Reception have also arrived with undiagnosed high needs that would ordinarily be identified in pre-school/nursery and have therefore not been seen by the Early Years team or Edwin Lobo (local Community Paediatric Service) before starting school. This has meant developing a nurture provision to meet the needs of these pupils whilst we compile EHCP evidence, where appropriate. Accessing support from outside agencies has compounded pupil’s difficulties due to the time waiting to observe, diagnose and provide support strategies. Working with or signposting parents to support their understanding of their child’s diagnosed or undiagnosed need is also required as NHS services are currently stretched.</p>		# Pupils	% Pupils	National	SEN Support	39	12.8%	14.8%	EHC Plan	7	2.3%	3.5%
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	Attendance for some disadvantaged pupils with SEND, continues to be a barrier to learning; due to ill health, sensory difficulties, emotional regulation or school refusal (EBSNA).																														
3	Speech and language development: Significant number of children with delayed speech and language.																														
4	English as an additional language: Data suggests an increase from the number of pupils on roll by new families moving into the area. In order to support pupils and families effectively, CPD is required to support staff to provide an EAL friendly environment; bilingual resources; assessments; strategies; pedagogy and accessible communication for parents/carers. Data shows that pupils with EAL has increased significantly from 8% in 2023 to 17% in 2025																														
5	Lack of or no experience in an educational setting (school readiness) and lack of life enriching experiences: Although data indicates an improvement compared to last year's baseline data, some pupils in Reception continue to require support for self care and social skills; communication and language skills; gross and fine motor skills.																														
6	<p>Poor reading, writing and maths outcomes: Autumn assessments indicate low attainment for most disadvantaged pupils compared to non-disadvantaged pupils in KS1 and KS2:</p> <p>All children in KS1 and KS2</p> <div><p>Attainment Overview for Pupils in class Badgers, Foxes, Hedgehogs, Herons, Kestrels, Muntjac, Owls or Red Kites - 2025-2026 Autumn - Main Assessment</p><p>Legend: Below Working Towards Expected Greater Depth No data</p><table><tr><td>Reading</td><td>9%</td><td>22%</td><td>53%</td><td>15%</td></tr><tr><td>Writing</td><td>10%</td><td>27%</td><td>46%</td><td>13%</td></tr><tr><td>Maths</td><td>6%</td><td>24%</td><td>59%</td><td>10%</td></tr></table></div> <p>Disadvantaged pupils and KS1 and KS2</p> <div><p>Attainment Overview for Pupils in class Badgers, Foxes, Hedgehogs, Herons, Kestrels, Muntjac, Owls or Red Kites, who are disadvantaged - 2025-2026 Autumn - Main Assessment</p><p>Legend: Below Working Towards Expected Greater Depth No data</p><table><tr><td>Reading</td><td>30%</td><td>41%</td><td>22%</td><td>4%</td></tr><tr><td>Writing</td><td>41%</td><td>37%</td><td>19%</td><td>4%</td></tr><tr><td>Maths</td><td>22%</td><td>44%</td><td>30%</td><td>4%</td></tr></table></div> <p>There is a need to identify the specific barriers eg comprehension/ phonics/ number bonds/ place value. To be explored in detail at pupil progress meetings with each teacher.</p> <p>There is a need to identify how lack of attendance is impacting - ie what specifically are pupils missing in their learning?</p>	Reading	9%	22%	53%	15%	Writing	10%	27%	46%	13%	Maths	6%	24%	59%	10%	Reading	30%	41%	22%	4%	Writing	41%	37%	19%	4%	Maths	22%	44%	30%	4%
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7	Basic needs not being met: poor housing, lack of food, access to educational technology, toys, books and games: Discussions with family worker, parents, children's services and safeguarding processes indicate a number of families that are affected by the lack of basic needs being met, which has impacted on attendance, health, well-being and the ability to access education either in school.																														
8	Service pupils: We recognise that service pupils can often have gaps in their learning due to changing educational establishments more often than most pupils. They may also not reach their full potential by studying at greater-depth level or have access to technology. They may also have language																														

	barriers. Early identification of gaps, followed by HQT and targeted intervention will be required. Pupils from service backgrounds can also suffer from mental health conditions: Family support work/ counselling should be offered if required.
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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. Disadvantaged pupils and their parents understand and value education and engage with school to break down barriers.	<ul style="list-style-type: none"> • Parents share their needs and engage in actions designed to break down barriers encountered. • Parents, pupils and staff recognise and celebrate the achievements of disadvantaged pupils. • Praise certificates demonstrate an improved engagement in lessons, attendance and attainment. • PPG book look and pupil voice meetings demonstrate that disadvantaged pupils feel their needs are being met or will voice their concerns. • Attendance is at 96% or higher. • Cultural representation can be seen around the school and celebrated by staff, parents and pupils. • Positive engagement by parents during. • Parents will engage with the google translation facility on the reach more parents website or school website.
2. Disadvantaged pupils with SEND or SEMH needs will achieve improved well-being and start to demonstrate an ability to access the curriculum.	<ul style="list-style-type: none"> • Pupils with sensory seeking difficulties will take part in daily sensory circuits. • Whole school /Group or individual interventions: Zones of Proximal development will see pupils being able to identify and regulate or co-regulate their behaviour and be ready to learn. • Pupils will be able to verbalise their emotions. • Pupils will take part in MHST or Drawing and Talking Therapy.

	<p>Reports will be fed back from Family worker/ teachers as to impact on pupil's emotional and academic progress.</p> <ul style="list-style-type: none"> • Impact of nurture provision, measured using Boxhall profile. • Widget resources used effectively to communicate with or support learning in the classroom. • Reduction in assaults on staff, pupils and damage to school property, reduced behaviour log incidents. • Qualitative data, gathered through pupil voice, parent voice and teacher observations, shows improving trends. • CPD on adaptive teaching will demonstrate work matched to ability and thus more independence and engagement. • CPD on Behaviour/Relational Policy/ Therapeutic Thinking will demonstrate more understanding of children who struggle to regulate their behaviour and emotions. • Preparing pupils in advance for enrichment activities will demonstrate greater engagement and retention of information. • Jigsaw SEMH outreach reports and following observations/ meetings will indicate a pupil's well-being progress. • Pupils will be able to access the curriculum and retain what they have been taught: summative and formative pupil data. Pupil Progress meetings focus on DA pupils with SEND. • Parents to be signposted to pre/post diagnosis packs on the NHS website. Signposted to support groups e.g. Autism Bedfordshire.
3. Improved oral language skills and language development amongst disadvantaged pupils	<ul style="list-style-type: none"> • Lift off to Language course pre and post assessment data will demonstrate that pupils have acquired the necessary skills and vocabulary from the six-week

	<p>course or further intervention is required.</p> <ul style="list-style-type: none"> • EYFS assessments show a significant increase in pupils working at the expected level for listening, attention and understanding by July 2026. • SEND pupils with communication and language difficulties make measurable progress towards their provision map targets or EHCP targets. • SALT set new targets or discharge from their care. • New KS1 Lift off to Language provision provides pre and post assessment data that indicates impact for KS1 pupils requiring communication and language support.
<p>4. To demonstrate school readiness and improve life experiences .</p>	<ul style="list-style-type: none"> • EYFS 'school readiness' parent/carer meeting and information leaflets. • Information gathered from transition visits is acted on swiftly to ensure that new pupils are able to make swift progress from their starting point. • Lift off to Language interventions indicate that pupils have gained oral skills and can apply these. • Pupils will be able to turn-take and share. • Gross and fine motor skill interventions will demonstrate improved abilities. • All disadvantaged pupils will have the opportunity to apply for subsidised access to trips and visitors in order to extend their life experiences and cultural capital. • All disadvantaged pupils will have the opportunity to discuss and understand these experiences back in the classroom. • High proportions (75%+) of disadvantaged pupils access extra-curricular clubs and sporting activities.

	<ul style="list-style-type: none"> • PPG pupils will access the free holiday clubs.
5. To ensure phonics, reading maths and writing are at least ARE, where there are no significant SEND barriers	<ul style="list-style-type: none"> • All pupils, including disadvantaged and vulnerable will have access to high quality daily phonics teaching, using the Read, Write, Inc. programme. • All pupils, will have access to high quality reading materials matched to their phonic ability, so that they learn to read quickly and well. • When the basics of phonics has been mastered, all pupils will continue to have access to high quality guided reading lessons, so that they develop as engaged and fluent readers. • Any pupil, who is in danger of not keeping up with phonics will receive targeted support and/or pre teaching. • By the end of Year 1 100 % of pupils, including disadvantaged pupils, will meet the expected standard in the phonic screening check. • Disadvantaged pupils achieve in line with their peers in reading, writing and maths. • All Year 4 pupils, including disadvantaged learners, will achieve the Multiplication Tables Check (MTC)
6. Barriers to the basic needs of disadvantaged families are improved through support and signposting.	<ul style="list-style-type: none"> • Families will be signposted by the Family Worker to the Leighton-Linslade food banks, school uniform grants and toy lending libraries at the children's centre etc. • Families will feed back their experience as evidence of the positive impact from this support. • School nurse involvement will support pupils to maintain a good level of attendance where health issues impede this. • Monitoring of attendance by SLT, Family Worker and Access and inclusion will demonstrate improved and sustained attendance figures. • Families will have access to services such as Citizen Advice Service, Children's Centre or counselling services etc. • PPG families will be supported through

	free school meals vouchers during holidays.
7. Disadvantaged service pupils will achieve in all areas of the curriculum and take part in enriching activities outside of the classroom. <ul style="list-style-type: none"> • Service pupils identified for GDS in reading, will achieve this by the end of this academic year. 	<ul style="list-style-type: none"> • Service pupils identified as needing additional support in computing, maths and reading -to reach GDS, will demonstrate improved skills and technical knowledge/vocabulary. • Service pupils will take part in extracurricular activities and educational visits or enrichment activities.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Activity	Evidence that supports this approach https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium	Challenge number(s) addressed
Provide high quality training for teachers	<p>Teachers need to be up-to-date with the latest strategies used to improve the attainment and progress of pupils eligible for the pupil premium:</p> <p>Reading fluency project (Years 2 and 3) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>CPD for all staff on Rosenshine's principles</p>	2,5,7
TA support for disadvantaged pupils	Planned class TA support will enable teachers to plan for better adapted teaching within the maths and English curriculum. Planned support will allow for specific	2, 3, 4, 5

	interventions to be tailored to meet individual needs and learning objectives.	
Teacher CPD (Refresher/New teacher) on the Rady project strategies to support engagement and attendance	Many disadvantaged pupils come from families who are mistrustful of education. This project is designed to promote pupils' engagement in school and attendance and better support families to help their pupils to make good progress. Providing pupils with regular praise, which is recognised to parents too, supports engagement in a child's learning (EEF/Rady project)	1, 3, 4, 5
Teacher CPD on Formative assessment to ensure specific needs are met through the identification of pupils' missing learning.	https://educationendowmentfoundation.org/	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with the school-led tutoring programme, which will focus on phonics.	Tuition targeted towards specific needs and gaps in knowledge is an effective way of supporting pupils with low prior attainment or those falling behind. All tutoring will be completed on a 1:1 basis. Read, Write Inc. Fast Track Phonics Tutoring programme is an approved intervention to support the teaching of synthetic phonics.	5
Additional targeted support for those falling behind in maths and KIRFs	Ongoing assessment has continued to identify gaps in pupils' knowledge as a result of lockdown. Additional targeted support is an effective means of enabling pupils to catch up. TA to support small group work	5

(key instant recall of facts)	interventions (x 6 pupils max) TA led small group work to support instant recall of mathematical facts (KIRFs) Y4 teachers to run lunchtime clubs.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidies for trips and extra-curricular clubs. Provision of school uniform.	Enabling disadvantaged pupils to access to school clubs, trips and enrichment activities, give them access to the same opportunities as their peers. Developing cultural capital within the curriculum before going on trips will strengthen the links made during trips and embed new knowledge. Being responsive to financial pressures reduces the stress and worries on family life for parents.	5
Drawing and Talking Therapy training ELSA training	CPD training for designated Family Support Worker https://www.elsanetwork.org/report/elsa-evaluation-report-pembrokeshire/	7
Pastoral, wellbeing and behaviour	Therapeutic thinking CPD delivered to staff and pupils. Relational and restorative practice. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?token=T8tpRsqYHiHFpJXJ0nfP-tuB5_5Dd3lck2	2,5,6,7
Family worker to contact parents, where their child's attendance falls below 96% to offer support.	Early intervention and support can reduce attendance issues. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	1,6

Family worker parent meetings, and directing parents to support within the community.	The family worker is a key staff member in promoting improved family life and school relations.	1,6
Parental engagement in their child's learning	<ul style="list-style-type: none"> • PPG pupil voice meetings to review learning and feedback to parents (access to technology at home) • Sharing information on how parents can effectively support children in their learning at home e.g. routines, independent skills and emotional regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?to-ken=T8tpRsqYHiHFpJXJ0nfPt uB55Dd3lck2	4

Total budgeted cost: £ 48,015.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

School and disadvantaged: End of 24.25

Early Years Foundation Stage:

2025 Cohort GLD = 62%

2025 PP (3 children) GLD = 33%

Year 1 Phonics

2025 Cohort = 91%

2025 PP (7 children) = 57%

MTC (Year 4)

Mean average, 2025 cohort = 22.1

Mean average, PP (10 children, incl 1 x EHCP) 2025 cohort = 18.0

One child in the PP group in EYFS not achieving GLD is statistically challenging in terms in terms of their vulnerable grouping status. The other child has SEND needs as well as PPG eligibility.

In phonics, of the three children that did not achieve the pass mark, all have SEND needs as well as PPG eligibility. Two will be on track to pass in Year 2.

Without EHCP, included in the MTC, the mean average, was 19.1.

Attendance

2025 Cohort average = 96.2%

2025 PP average (22 pupils) = 86.9%

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

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

Programme	Provider
RWI Spelling	Read, Write Inc.
TT Rock Stars	Maths Circle Ltd.
Numbots	Maths Circle Ltd.
Maths mastery	White Rose
Lift off to Language	Bedfordshire community Health services (SALT)
Writing to Learn	Chris Quigley
Nessy (Dyslexia programme)	Nessy Ltd
Nessy Dyslexia quest (Dyslexia assessment)	Nessy Ltd
RWI Phonics / 1:1 Tutoring	Read, Write Inc.

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.