

Pupil Premium Strategy Statement – Clowne Junior School 2026-2029

This statement details our school's use of pupil premium funding to help improve the attainment of our PP pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for PP pupils last academic year.

School overview

Detail (Accurate as of September 2023)	Data
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	Autumn 2026
Date on which it will be reviewed	Autumn 2029
Statement authorised by	C Newton-Wall
Pupil premium lead	Alison Carford
Governor / Trustee lead	Rev. B Taylor (As of 2025)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,966 (estimated)
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>	£203,966

Part A: Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for PP children can be; home circumstances and support, underdeveloped language and communication skills, lower self-esteem and confidence and attendance and punctuality issues.

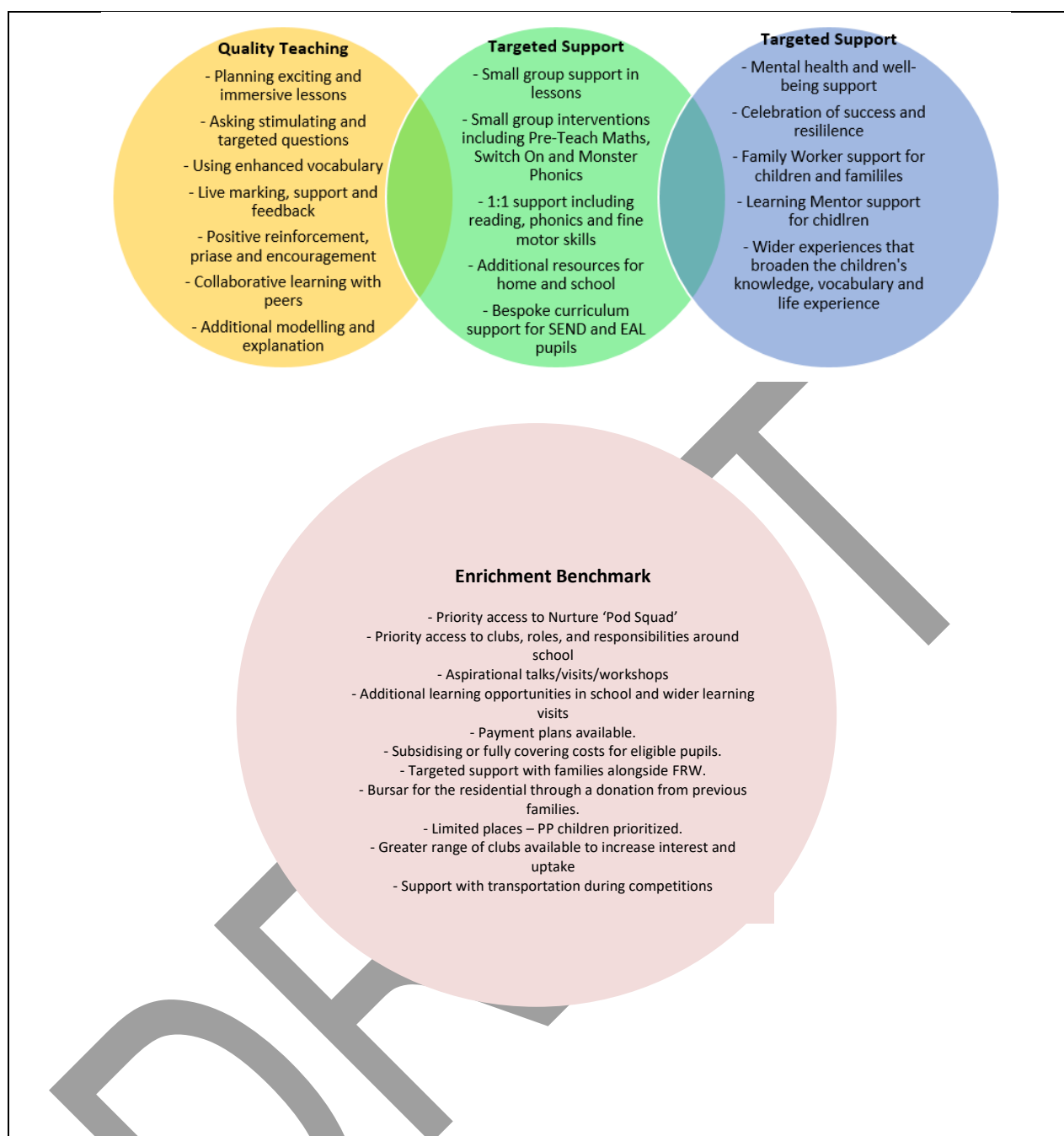
Our ultimate objectives are:

- ✓ To narrow the attainment gap between PP and non-PP pupils
- ✓ For all PP pupils in school to make or exceed national expectations
- ✓ To support our children's wellbeing to enable them to lead happy and fulfilling lives

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils and that quality first teaching is practised throughout school
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially PP pupils are adequately assessed and addressed
- Ensuring that targeted academic support is delivered effectively and appropriately to meet the needs of children and to narrow the gap in attainment
- Providing support for families as well as our children in order to address barriers beyond the classroom
- Fostering a positive and nurturing ethos where children thrive and feel safe

Here are just some of the ways we aim to achieve our objectives:



Challenges

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

Challenge number	Detail of challenge
1	Writing: Assessments, observations, and discussions with pupils suggest PP pupils generally have greater difficulties with writing than their peers, including fluency in transcription skills. On entry to year 3 2025-2026, only 25% of PP achieved Expected or above in Writing, 0% Greater Depth and 65% Working Towards. There was a 30% gap in

	attainment between those that were identified as PP and those identified as not PP.
2	Attendance: Our attendance data over the last 3 years indicates that attendance among PP pupils has been between 92 - 94% compared to those non PP 94 - 96%. Even though our PP attendance scores are above national data (91%), we want to be aspirational for our PP children and increase this percentage to 96%.
3	Reading: Assessments, observations, and discussions with pupils suggest PP pupils generally have greater difficulties with reading than their peers, including reading fluency, vocabulary and background knowledge to support language comprehension. On entry into year 3 (2025-2026 cohort) of the 10 children that reached the WPM on fluency screening, only 1 was a PP child. On entry into year 3 (2025-2026 cohort) of the 37 children that met age related expectations on benchmark screening only 8 were PP children. On entry into year 3 (2025-2026 cohort) of the 15% that failed phonics test, half were PP children. Of the 2025-2026 cohort, only 40% achieved at or above in their Reading assessment. This demonstrated a 37% gap in attainment between those that were identified as PP and those that are non PP.
4	Wellbeing: Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect PP pupils, including their attainment. Our data also shows a percentage of PP children are also identified on our SEND register with EHCPs - this is greater than the percentage for pupils not eligible. Many of these pupils are supported with social and emotional needs.

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
Progress in Reading	KS2 reading outcomes in 2029 show that more than 65% of PP pupils met the expected standard in line with National Standards.
Progress in Writing	KS2 writing outcomes in 2029 show that more than 68% of PP pupils met the expected standard in line with National Standards.

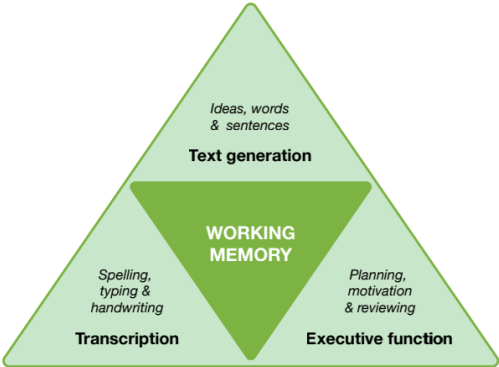
Improved social and emotional well-being as well as improve resilience and motivation	Sustained high levels of wellbeing by 2029 demonstrated by: · qualitative data from student voice, student and parent surveys and teacher observations · a significant increase in participation in enrichment activities, particularly among PP pupils (Trips and ASC 30% or above). · significant increase in Emotionary (KSn) and Boxall profile (KSn/RB) outcomes.
Improvement in attendance	Attendance of PP pupils to be in line with or exceeding school target of 96%

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing, with a focus on building transcription - Staff CPD and follow up support following adoption of new handwriting scheme, including dedicated curriculum time for explicit teaching and appropriate resourcing - Diagnostic analysis of pupils needs to support staff subject knowledge - Ongoing monitoring and staff support, including bespoke 1-2-1 sessions with staff	Focus: Develop pupils' transcription through extensive practice – R2 EEF Improving Literacy in KS2 Our key areas for development include: 1. 'Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting,... and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. 2. Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.' Figure 10: Based on 'The Simple View of Writing' developed by Beringer et al. (2002).⁵⁶ 	1
Develop pupils' fluency through: — guided oral reading instruction— teachers model fluent reading, then pupils read the same text aloud	Focus: Recommendation 2 Support pupils to develop fluent reading capabilities Improving Literacy KS2 guidance report Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. •	3

with appropriate feedback; and — repeated reading— pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.

Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include: — prediction (based on text content and context); — questioning; — clarifying; — summarising; and —activating prior knowledge.

Actively teaching reading fluency is important for all pupils, with those judged to be struggling likely to benefit from targeted support. When considering targeted support, diagnosis of the specific issues should be the first step before selecting an intervention.³¹ For example, it is important to check for weaknesses in decoding or comprehension before concluding that reading fluency should be the primary focus of targeted support.

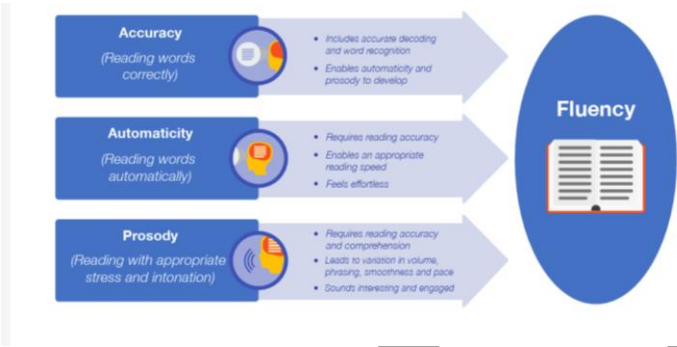
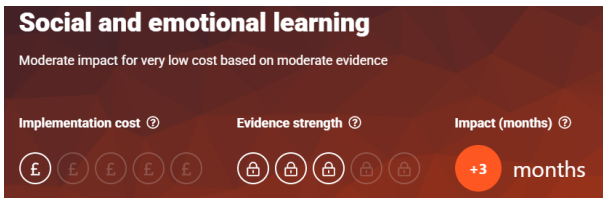


Figure 6: A guide to Reader's Theatre

Step 1: Adult as model The adult reads the selected passage of the class text aloud as an expert model of fluency which pupils follow the text with their own copy. This may be repeated multiple times as necessary.	Step 2: Echo reading Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation, etc.	Step 3: Text allocation Children work in pairs or triads. Each group may: 1. all have the exact same short section of text, or 2. a longer section might be split into short parts, so that each group has a different piece.
Step 4: Repeated choral reading In their groups, children read their section aloud, echoing the initial reading by the adult.	Step 5: Close reading In their pairs/triads children make a close reading of their section of text and think about meaning, audience, and purpose. This requires children to look closely at the writer's use of language and consider characterisation, etc.	Step 6: Text marking Each child has a copy of the text to annotate in order to inform their performance. This is discussed and agreed as a group. Prompts are provided to direct their reading.
Step 7: Practise Time is provided for groups to rehearse their reading. They may decide to change or add to their performance slightly as a result of their rehearsal.	Step 8: Perform Each group perform their rehearsed piece. (Adult may record so that children can appraise their own performance).	Step 9: Reflect Children evaluate their own and/or others' performance and give feedback. They may use a reading fluency rubric or the prompts as success criteria to support articulation of evaluation.

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

Budgeted cost: £45,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional Learning – Pupil Wellbeing - Identification of needs through emotional screening tool - A range of interventions focusing on SEL needs, including 1-2-1 Emotional, Lego Therapy, Nurture Group, Drawing and Talking, Social Skills, Sensory Circuits and OPAL. - Expert Delivery: Ensure high quality provision with staff development - Audit provision based on TARGET framework to ensure maximum impact (Timing; Assessment; Resourcing; Give it time; Expert delivery; Teacher links) - ensure fidelity	Social and emotional learning EEF  Focus: Teach SEL skills explicitly and – Recommendation 1 EEF Social and Emotional Learning Guidance Report Use a range of strategies to teach key skills, both in 1-2-1 provision matched to a pupil's areas of need 	4

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

Budgeted cost: £124,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clear communication between school and parent through online	Focus: • Working with Parents to Support Children's Learning EEF - effective	2

mediums – class dojo, termly newsletter, emails. Attendance – protocols in place when attendance issues lead by our Attendance Lead. - Family support worker contact - School works alongside parents and carers to support home/school life. - Flowchart of communication if attendance drops e.g. email to parents, FRW, attendance panel meeting with parenst/carers. Magic Breakfast - Free breakfast for all to encourage punctuality and readiness to learn. Interventions - Offering more structured, evidence-based programmes can help to develop positive behaviour and consistency where needs are greater. Such examples include, Fluency groups, phonics (bespoke, ph 4 & 5), bespoke writing, LEAP/VIP, Maths satellite groups and Ready, Set, Read. Learning plans – shared termly with parents. - Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be needed to use resources effectively and avoid widening gaps. • Communicate carefully to avoid stigmatising, blaming, or discouraging parents. Focus on building parents' efficacy— that they are equal	parental engagement can lead to learning gains of +3 months over the course of a year. Getting your child ready to start school. There is some evidence of promise for parental communication and engagement approaches and responsive interventions that meet the individual needs of the pupils. The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems.	
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partners and can make a difference.		
Social and Emotional Learning – Pupil Wellbeing 1) Audit current pupil need and identify high leverage focus areas 2) Align work with our feeder infant school 3) Review current SEL curriculum, values and behaviour and rewards systems	Focus: Reinforce SEL skills through whole-school ethos and activities – Recommendation 5 EEF Social and Emotional Learning Guidance Report • Establish schoolwide norms, expectations and routines that support children’s social and emotional development. • Align your school’s behaviour and anti-bullying policies with SEL.  Focus: Integrate and model SEL skills through everyday teaching - Recommendation 2 EEF Social and Emotional Learning Guidance Report • Model the social and emotional behaviours you want children to adopt. • Give specific and focused praise when children display SEL skills. • Do not rely on ‘crisis moments’ for teaching skills. • Embed SEL teaching across a range of subject areas: literacy, history, drama and PE all provide good opportunities to link to SEL. • Use simple ground-rules in groupwork and classroom discussion to reinforce SEL skills.	4

Part B: Review of the previous academic year

PPSS 23-26 REVIEW			
Challenge number	Detail of challenge	Review	Impact
1	Limited exposure to books leading to difficulties with fundamental writing skills.	Implementation of 6 step writing sequence which includes analysis and SPAG element to target writing skills. Four book studies covered, Non-fiction and a range of genres covered including play scripts and poetry. Class Reader plus D.E.A.R. All children have individual reading books.	Writing 2025 KS2 SATs 68% (60% National)
2	Limited exposure to books and support with phonics and early reading leading to difficulties with fundamental reading skills	Targeted phonics support interventions (Bespoke and Phases 4 & 5). Four book studies covered, Non-fiction and a range of genres covered including play scripts and poetry. Class Reader plus D.E.A.R. All children have individual reading books.	Reading 2025 KS2 SATs 65% (63% National)
3	Social and emotional difficulties including self-esteem, motivation, resilience and social interaction.	Targeted work from Learning Mentor, Pod squad (nurture style provision), Lego Therapy, Drawing and Talking, use of sensory audits and sensory room. PSHE curriculum – SCARF scheme implemented. Wellbeing ambassadors and	Children acquire the skills to be confident and tolerant learners becoming well rounded adults and a positive member of a diverse, multicultural society, more

		Smilers established. Clowne values.	emotionally literate, challenge themselves and persevere, build positive relationships and have an improved understanding of their mental health.
4	Limited early childhood experiences and opportunities for learning, play, language acquisition and life skills.	Reduction in residential to 2 year groups to support families fund the trips, payment plans available, subsidising or fully covering costs for eligible pupils, targeted support with families alongside FRW, limited places – PP children prioritized, greater range of clubs available to increase interest and uptake, support with transportation during competitions, targeted support with families alongside FRW. OPAL established.	27% uptake on ALL residential (20% 2023) 26% uptake on ASC (19% 2023) 99% uptake on ALL school trips (95% 2023)
5	Attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.	FSW targeted involvement, flowchart of communication with parents, Magic breakfast, targeted intervention where need is greater, learning plans shared termly.	93% attendance (Above national average)

Outcomes for disadvantaged pupils

Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
Latest 3 year average	59%	46%	Above

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
Latest 3 year average	71%	62%	Above

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
Latest 3 year average	70%	59%	Above

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
Latest 3 year average	80%	60%	Above

Pupil Premium children were above the national average in attainment in Reading, Writing and Maths over a 3 year average.

Pupil Premium 2025 cohort Progress Data.

KS1 Data	EXS	GD	KS2 Data	EXS	GD
Reading	44%	0%	Reading	64.7%	29%
Writing	28%	0%	Writing	67.6%	11%
Maths	40%	4%	Maths	82.4%	20%

Pupil Premium 2026 cohort Progress Data

KS1 Data	EXS	GD	KS2 Data	EXS	GD
Reading	45%	0%	Reading	85%	21%
Writing	41%	0%	Writing	77%	5%
Maths	41%	0%	Maths	87%	15%

Disadvantaged pupils' performance gap

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	68%	-9 pp
2024/25	56%	69%	-13 pp
2023/24	68%	67%	0 pp
2022/23	53%	66%	-13 pp

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	80%	-8 pp
2024/25	65%	81%	-16 pp
2023/24	81%	80%	1 pp
2022/23	69%	78%	-10 pp

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	70%	78%	-8 pp
2024/25	68%	78%	-11 pp
2023/24	71%	78%	-7 pp
2022/23	72%	77%	-6 pp

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	80%	80%	1 pp
2024/25	82%	81%	2 pp
2023/24	81%	79%	1 pp
2022/23	78%	79%	-1 pp

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils.

Based on all the information above, the performance of our disadvantaged pupils *exceeded* expectations.