

# Pupil premium strategy statement – Claremont Primary and Nursery School

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	381
Proportion (%) of pupil premium eligible pupils	125/381 = 32.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 2025/26 2026/27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rob Campbell Headteacher
Pupil premium lead	Melissa Davis
Governor / Trustee lead	Jonathan Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186480 EYPP £669
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£187149

# Part A: Pupil premium strategy plan

## Statement of intent

At Claremont Primary and Nursery School, we are deeply committed to ensuring that every child – regardless of background, need or life circumstance – has access to high-quality education and the opportunity to thrive. We serve a diverse community with varying levels of socio-economic challenge, as evidenced with the above average levels of school and local area deprivation, and we recognise the vital role that the Pupil Premium funding plays in helping to close the attainment gap and ensure equity of opportunity for all.

We firmly believe that every pupil can make strong progress, achieve well across the curriculum and benefit from the very best provision. Our aim is to meet each child’s individual needs so that they leave Claremont equipped with knowledge, skills and personal confidence needed for a successful transition to secondary school and well prepared to contribute positively to life in Modern Britain.

Our Pupil Premium Strategy outlines a targeted evidence-informed approach to addressing barriers to learning, raising aspirations and improving outcomes for our disadvantaged pupils. Drawing on internal assessment information, wider school intelligence and national research, we ensure that our interventions are purposeful, impactful and sustainable.

This strategy is underpinned by a whole-school ethos: every member of staff is responsible for securing improved outcomes for disadvantaged children. We set ambitious targets, monitor progress closely and tailor provision to ensure that support is personalised and meaningful.

A core element of our approach is strong, positive engagement with parents and carers. Through termly checks led by our Pupil Premium Champion – alongside reviews of short-term targets, progress and achievements – we work collaboratively with families to ensure that every pupil receives the support they need to succeed.

Our priorities include:

- **Raising academic achievement** through high quality teaching and targeted interventions.
- **Strengthen attendance and engagement**, with a particular focus on pupils who experience significant or persistent challenges.
- **Promote wellbeing and positive mental health**, acknowledging the essential role that emotional resilience plays in enabling academic success.
- **Enhancing cultural capital** by providing enriching experiences that widen horizons, deepen understanding and build confidence.

We continuously evaluate the impact of our strategy and refine our approach in response to pupil progress, staff expertise and ongoing review. By working closely with families, colleagues and external partners, we aim to create an inclusive, ambitious and supportive learning environment where every child can thrive. A commitment to equality and equity shapes every decision made across school.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low Starting Points</b> Many pupils eligible for Pupil Premium begin school with significantly lower starting points in English, Maths and wider developmental areas. This limits access to the full curriculum and can influence long-term attainment if not addressed promptly.
2	<b>Attendance and Persistent Absence</b> Disadvantaged pupils are more likely to experience higher levels of absence and persistent absenteeism. This reduces their time in school, hinders learning continuity and negatively impacts both progress and engagement.
3	<b>Fluency and Comprehension Barriers</b> A high number of Pupil Premium pupils enter school with underdeveloped communication skills which negatively impacts their reading fluency and comprehension skill development. This affects their capacity to access the curriculum effectively and fully engage in classroom dialogue and learning.
4	<b>Social, Emotional and Mental Health (SEMH) Needs</b> A notable proportion of disadvantaged pupils present with SEMH needs, often linked to adverse childhood experiences. These challenges can affect pupils' ability to self-regulate, maintain focus and fully participate in learning.
5	<b>Limited Access to Enrichment Opportunities</b> Pupils from disadvantaged backgrounds frequently have reduced access to cultural, sporting and academic enrichment opportunities outside of school. This can limit the development of confidence, aspiration and social capital.
6	<b>Parental Engagement and Support</b> Levels of engagement from parents and carers of disadvantaged pupils can be lower, which may affect home learning routines, communication and the overall impact of school-led interventions.

## 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 pupils, especially disadvantaged boys, make accelerated progress in reading, writing and maths, closing the attainment gap by the end of KS2.	<ul style="list-style-type: none"> <li>• At least 70% of disadvantaged pupils meet age-related expectations in reading, writing and maths by the end of KS2.</li> <li>• EYFS GLD in line with National outcomes</li> <li>• Internal data shows accelerated progress for disadvantaged pupils in phonics, reading, writing and maths from individual starting points with internal gaps closing year on year.</li> </ul>
Attendance for disadvantaged pupils improves to be in line with or above national averages, with a significant reduction in persistent absence.	<ul style="list-style-type: none"> <li>• PP attendance improves rapidly to national average by 2027-2028</li> <li>• Persistent absence among PP pupils reduces compared to the previous academic year 2025-2026 -25% 2026-2027 -20% 2027-2028 -15%</li> </ul>
Pupils develop fluency and comprehension skills, leading to improved participation, comprehension and attainment across the curriculum.	<ul style="list-style-type: none"> <li>• PP pupils show measurable improvement in Accelerated Reader assessments.</li> <li>• Increased participation in class discussions and improved outcomes in writing and comprehension.</li> </ul>
Pupils with SEMH needs show improved emotional regulation, resilience and engagement in learning, as evidenced by behaviour logs and wellbeing assessments.	<ul style="list-style-type: none"> <li>• Reduction in behaviour incidents and exclusions for disadvantaged pupils.</li> <li>• SEMH assessments (eg – Boxall profiles) show improved emotional regulation and resilience.</li> </ul>
Pupil Premium pupils participate in a broad range of enrichment activities, leading to improved confidence, engagement and cultural capital.	<ul style="list-style-type: none"> <li>• 100% of PP pupils attend at least one enrichment activity per term</li> <li>• Pupil voice surveys show increased enjoyment and engagement in school life.</li> <li>• Pupil premium profiles to measure pupil voice of PP pupils.</li> </ul>
Increased parental involvement in school life and learning, resulting in better home-school relationships and improved pupil outcomes	<ul style="list-style-type: none"> <li>• At least 75% of PP families attend parent workshops or meetings</li> <li>• Increased parental feedback engagement through surveys and events</li> <li>• 100% of PP families signed up to Class Dojo</li> </ul>

## 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: £14856.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. <b>£3222.45</b></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. <a href="#">EEF – Embedding Formative Assessment</a></p>	1,3
<p>Membership of Nottingham School’s Trust (NST) to deliver and support improvements in teaching and learning in all subjects and to support subject leaders in driving forwards standards in their subject area. Included in this are five days of School Improvement Advisor support to provide in depth advice and support to continue the development of core areas of the curriculum. <b>£5100</b></p>	<p>The EEF states that: “High-quality teaching is the most important lever schools have to improve pupil attainment, particularly for disadvantaged pupils.” Effective teaching strategies include:</p> <ul style="list-style-type: none"> <li>• Explicit instruction</li> <li>• Scaffolding</li> <li>• Metacognitive strategies</li> <li>• Flexible grouping</li> <li>• Diagnostic assessment</li> </ul> <p>These approaches are especially beneficial for disadvantaged pupils, who <a href="#">EEF – High Quality Teaching</a></p>	1,3
<p>Subject lead release time to drive standards forwards in all areas of the curriculum with a focus on adaptive teaching through use of effective adaptations and scaffolds to ensure all children can access the curriculum</p>	<p>The Early Career Framework (Standard 5) breaks the term ‘adaptive teaching’ into more concrete recommendations for teaching. For example: Provide opportunity for all pupils to experience success by:</p> <ul style="list-style-type: none"> <li>• Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.</li> <li>• Balancing input of new content so that pupils master important concepts.</li> <li>• Making effective use of teaching assistants.</li> </ul> <p><a href="#">EEF – Adaptive Teaching</a></p>	1,3

<p><b>£6144</b></p>	<p><a href="#">Early Career Framework</a></p>	
<p>Training for EYFS staff on 'With Boys in Mind' play project. The aim is to support practitioners develop learning and language through effective outdoor play which provokes wonder and stimulates imagination. The project will support all learners but will have a particular focus on developing opportunities to engage boys in their learning to enable them to achieve.</p> <p><b>No cost</b></p>	<p>The evidence base for play-based learning is not strong or consistent, but does indicate a clear relationship between play and early learning outcomes. On average, the studies of play that measure impact found that play-based learning approaches improve learning outcomes by approximately four additional months.</p> <p>Positive outcomes have been identified for a range of early learning outcomes including language, early literacy, early numeracy and a range of other cognitive outcomes. Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.</p> <p><a href="#">EEF – Play Based Learning</a></p> <p><a href="#">EEF – Getting it Right for Disadvantaged Children</a></p>	<p>1, 3, 4, 5</p>
<p>ECT support programme to allow ECTs to receive expertise and assistance from mentors and induction tutors</p> <p><b>£390</b></p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="#">EEF – High Quality Teaching</a></p> <p><a href="#">National Institute of Teaching - Mentoring and Coaching of Teachers</a></p>	<p>1, 3</p>

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

Budgeted cost: £95722.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online subscription to TTRS £270.10	EEF Improving Maths in KS2 guidance highlights the following areas to target: <ul style="list-style-type: none"> <li>• Use assessment to build upon pupils' existing knowledge and understanding (1)</li> <li>• Enable pupils to develop a rich network of mathematical knowledge (4)</li> <li>• Develop pupils' independence and motivation (5)</li> <li>• Use structures interventions to provide additional support (7)</li> </ul> <a href="#">EEF – Improving Maths in KS2 Recommendations Poster</a>	1, 6
Online subscription to Accelerated Reader £2961	Reading comprehension strategies are high impact on average (+7 months). Alongside phonics this is a crucial part of early reading instruction. <a href="#">EEF – Reading Comprehension Strategies</a>	1, 3, 6
Phase based TAs delivering high-quality reading based interventions (in and out of the classroom) and support on a 1:1, 1:2 and small group basis. PP children will be supported with: phonics, fluency, comprehension, and reading for pleasure £92206.38 – proportional costs	EEF Summary of Recommendations: <ul style="list-style-type: none"> <li>• Deploy TAs in ways that enable all pupils to access high-quality teaching</li> <li>• Deploy TAs to scaffold learning and to develop pupils' independence</li> <li>• Deploy TAs to deliver well-chosen, evidence based structured interventions where appropriate</li> <li>• Prepare and train staff around effective TA deployment</li> <li>• Engage all staff in the process of implementing effective TA deployment</li> </ul> <a href="#">EEF – Deployment of Teaching Assistants</a> <p>Schools should carefully consider how teaching assistants are used to support learners from disadvantaged backgrounds. There is evidence that when a teaching assistant is used to support specific pupils routinely in the classroom, the teacher may interact less with these pupils, meaning that those who need additional teacher monitoring and support may not receive it. Therefore, additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils.</p> <p>However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <a href="#">EEF – Teaching Assistant Interventions</a>	1, 3
CGP books purchased for all PP children in Year 6 £285	The Seven-step modelling of revision in practice - EEF The model offers a way to hone evidence-informed revision strategies.	1, 4, 6

	<ol style="list-style-type: none"><li>1. Activating prior knowledge.</li><li>2. Explicit strategy instruction.</li><li>3. Modelling of learned strategy.</li><li>4. Memorisation of strategy.</li><li>5. Guided practice.</li><li>6. Independent practice.</li><li>7. Structured reflection.</li></ol> <p><a href="#"><u>EEF – Seven Step Model – Metacognition</u></a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £76570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker to work with vulnerable families, link to external organisations (such as Targeted Family Support) and to support parental engagement at school events.</p> <p><b>Proportional costs</b></p>	<p>Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches.</p> <p>Generally, interventions which target particular families or outcomes show greater progress.</p> <p><a href="#">EEF – Parental Engagement</a></p>	6
<p>Premier League Primary Stars membership with Nottingham Forest. Through this intervention, we gain sports coaching alongside a reading stars intervention and a behaviour mentor for targeted pupils.</p> <p><b>£7070</b></p>	<p>Developed by the National Literacy Trust, Premier League Reading Stars is an evidence-based and effective recovery reading intervention for boys and girls who might not enjoy reading, but do enjoy football! Supporting pupils to read a wide range of formats about the subject they love, Reading Stars is free, delivered in partnership with the Premier League and is part of Premier League Primary Stars.</p> <p><a href="#">National Literacy Trust – Premier League Primary Stars</a></p> <p>Misbehaviour in lessons is something that has been documented by teachers for centuries. And while most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.</p> <p><a href="#">EEF – Improving Behaviour in Schools</a></p>	3, 4, 5
<p>School ELSA and Drawing and Talking specialists employed to deliver tailored support and nurture to disadvantaged pupils</p> <p><b>Proportional costs</b></p>	<p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p> <p><a href="#">EEF – Social and Emotional Learning</a></p> <p>The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of three additional months' progress.</p> <p><a href="#">EEF – Self-regulation Strategies</a></p>	4
<p>Enrichment activities for all PP pupils to be funded or heavily subsidised including trips, visitors and residential.</p> <p>PP pupils to be involved and over-</p>	<p>The report recommends that enrichment vouchers, perhaps funded through the pupil premium, should be made available to encourage reading for pleasure, educational trips and out-of-school study for high attainers.</p> <p>Schools should also provide more opportunities for able students to undertake academic enrichment activities where these are not available at home, including through structured 'gifted and talented' programmes, and monitor their progress more effectively.</p>	5

<p>represented in all enrichment opportunities. <b>£3000</b></p>	<p><a href="#">Sutton Trust – Bright disadvantaged pupils get better A-levels through reading for pleasure, education trips and regular homework, as well as good schools</a></p> <p>The DofE’s “Enrichment for All” Benchmarks Report highlights that enrichment supports:</p> <ul style="list-style-type: none"> <li>• Belonging and purpose</li> <li>• Confidence and resilience</li> <li>• Essential life skills like teamwork, communication, and leadership</li> </ul> <p>These benefits are especially pronounced for pupils whose strengths may not be fully recognised in academic settings.</p> <p><a href="#">DofE – Enrichment for All</a></p> <p>A young person may miss out on some of the most valuable experiences in life – a chance to bond with others, aspire to learn more, and gain the soft skills so important to employers – simply because of their social background and where they grew up. It is time to level the playing field.</p> <p><a href="#">Gov.uk – An Unequal Playing Field – Extra-curricular Activities, Soft Skills and Social Mobility</a></p>	
<p>Attendance officer and wider attendance team to closely monitor attendance patterns to support families to improve attendance and punctuality in accordance with the school’s attendance policy.</p> <p>Attendance incentives to help raise the profile of attendance across school. <b>Proportional costs</b></p>	<p>The recent EEF Rapid Evidence Assessment on attendance acknowledges that ‘Positive impacts were found for both parental communication approaches and targeted parental engagement interventions.’</p> <p><a href="#">Bradford Research School – Attendance: Communicating with Parents</a></p> <p>Effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF guidance recommends that schools should:</p> <ul style="list-style-type: none"> <li>• Critically review how they work with parents</li> <li>• Provide practical strategies</li> <li>• Tailor school communication</li> <li>• Offer sustained and intensive support where needed</li> </ul> <p><a href="#">EEF – Working with Parents to Support Children’s Learning</a></p>	2, 6
<p>Continued breakfast club provision for disadvantaged pupils <b>£2340</b></p>	<p>Schools that offer a breakfast club can boost the attainment of pupils by over 2 months during the academic year.</p> <p><a href="#">EEF – Breakfast Clubs</a></p>	2, 6
<p>Class Dojo subscription to aid home-school communication <b>No cost</b></p>	<p>EEF have found that engaging parents in school life is consistently associated with children’s subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of five additional months’ progress over the course of a year.</p> <p><a href="#">EEF – Parental Engagement</a></p>	6

**Total budgeted cost: £ 187149**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Review of Actions from 2024-2025

#### Teaching and Targeted Academic Support:

#### EYFS Academic Outcomes

Percentage of EYFS pupils who achieved GLD			
	2024-2025	2023-2024	2022-2023
Cohort sizes	All pupils – 55 PP - 13	All pupils – 57 PP - 19	All pupils – 50 PP - 12
All pupils	72.2%	64.9%	50%
Pupil Premium	69.2%	57.9%	16.7%
Difference	-3%	-7%	-33.3%

#### Year 1-6 Academic Outcomes – Summer Term 2025

Percentage of Year 1 pupils who achieved ARE or above			
	All pupils (51)	Pupil Premium (20)	Difference
Reading	66%	50%	-16%
Writing	58%	50%	-8%
Maths	62%	50%	-12%
Combined	53%	38%	-15%

Percentage of Year 2 pupils who achieved ARE or above			
	All pupils (59)	Pupil Premium (18)	Difference
Reading	63%	63%	-0%
Writing	52%	50%	-2%
Maths	67%	56%	-9%
Combined	47%	44%	-3%

Percentage of Year 3 pupils who achieved ARE or above			
	All pupils (57)	Pupil Premium (17)	Difference
Reading	85%	82%	-3%
Writing	71%	65%	-5%
Maths	85%	88%	+3%
Combined	67%	65%	-2%

Percentage of Year 4 pupils who achieved ARE or above			
	All pupils (53)	Pupil Premium (23)	Difference
Reading	51%	41%	-10%
Writing	46%	37%	-9%
Maths	47%	37%	-10%
Combined	36%	25%	-11%

Percentage of Year 5 pupils who achieved ARE or above			
	All pupils (60)	Pupil Premium (16)	Difference
Reading	58%	38%	-20%
Writing	47%	19%	-28%
Maths	56%	38%	-18%
Combined	40%	19%	-21%

Percentage of Year 6 pupils who achieved ARE or above			
	All pupils (58)	Pupil Premium (21)	Difference
Reading	67%	57%	-10%
Writing	65%	52%	-13%
Maths	72%	67%	-5%
GPS	63%	50%	-13%
Combined	60%	46%	-14%

#### Multiplication Check Outcomes – 2024-2025

	All pupils	Pupil Premium	Difference
25 marks	19.3%	21.4%	+2.1%
20+ marks	56.1%	50%	-6.1%
Mean Score	18.7	18.3	-0.4

#### Phonics Check Outcomes

Percentage of Year 1 pupils who achieved a pass score (32/40)			
	2024-2025	2023-2024	2022-2023
Cohort sizes	All pupils – 50 PP – 21	All pupils – 56 PP - 16	All pupils – 54 PP - 14
All pupils	68% (64%)	60.7%	72.2%
Pupil Premium	48% (59%)	50%	64.3%
Difference	-20% (-5%)	-10.7%	-7.9%

Please note: in 2024-2025, 5 children were disapplied. 4 of this group of children are PP children. Data shown in brackets is shadow data for this year group.

#### Wider Strategies:

- PP pupils have been supported with attendance on school trips – a discount has been applied and, in some cases, the entire cost of the school trip has been financed.
- In addition, the two school residentials in years 3 and 6 have been supported with funding from the pupil premium.
- ELSA have supported identified children, providing them with additional emotional support.
- Our Family Support Worker has engaged with a large number of vulnerable families to improve the pastoral offer and to encourage improved attendance.
- Attendance:

Academic Year	All Pupils	Disadvantaged Pupils
2024/2025	93.3% (94.8%)	90.8% (92.2%)
2023/2024	92.7%	89.1%

- Persistent Absence:  
This data includes all pupils who attended Claremont during the 2024/25 Academic Year  
Whole School – 487 pupils 26%  
Disadvantaged pupils: 156 pupils 38.5%  
Non-disadvantaged pupils: 331vpupils 22.1%
- Premier League Primary Stars have worked specifically with targeted children in year 6 as well as providing sporting activities in the afternoon and collapsed curriculum days at the City Ground.

## 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.*

<b>Programme</b>	<b>Provider</b>
Premier League Primary Stars	Nottingham Forest Football Club
SCARF RHSE Curriculum	Coram Life Education
TTRS	Maths Circle LTD
Accelerated Reader	Renaissance