Pupil premium strategy statement 2025-2027

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	Old Clee Primary Academy
Number of pupils in school	474 (plus Nursery)
Proportion (%) of pupil premium eligible pupils	37.34%
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2027
Statement authorised by	Debbie Richardson
Pupil premium lead	Lauren Kinnaird
Governor / Trustee lead	Richard Claridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£259,570
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	£259,570

Part A: Pupil premium strategy plan

Statement of intent

At Old Clee Primary Academy, we have high aspirations and ambitions for all children in our care and we believe that no child should be left behind, irrespective of their background or the challenges they face. We believe that high-quality first teaching is at the heart of children making good progress and achieving high attainment across the full breadth of the curriculum. We want all of our children, including those in receipt of Pupil Premium Funding, to leave Old Clee Primary Academy being able to read fluently, write coherently, to express their views confidently, solve mathematical problems fluently, gain a wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences.

Our approach will be responsive to individual needs and rooted in robust diagnostic assessment. Teachers and support staff will have a thorough understanding of their pupils and their individual 'barriers'. We aim to close the gaps and remove any perceived barriers to enable them to achieve across the breadth of our ambitious curriculum.

We recognise that mental health and wellbeing is essential for all pupils in regard to learning ad social development. We therefore strive to build strong relationships with pupils and parents enabling pupils to take on an increasing responsibly for their own learning.

The focus of our pupil premium strategy is to support pupils in receipt of Pupil Premium Funding (PPF) to achieve that goal. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

We aim to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Raise the attendance of ALL pupils ensuring they attend every day and on time with a clear focus on those in receipt of PPF.
- Ensure ALL pupils are able to read fluently and write coherently to enable them to access the breadth of the curriculum.
- Ensure ALL pupils are able to solve mathematical problems fluently in preparation for later life.
- To communicate effectively and confidently in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop individual talents, knowledge and understanding of the world.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and Metacognition. Implicit in the intended outcomes detailed below, is

the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Our context: Old Clee Primary Academy currently has 40% of all children across the school receiving Pupil Premium funding.

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Ensure that the attendance of PP children is meeting/exceeding the expected national rate and in line with their peers.
- Provide targeted intervention to quickly address identified gaps in learning including the use of small group work to enable PP pupils to achieve in line with National outcomes and their peers.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching in all areas of the curriculum.
- Ensure children access a knowledge rich curriculum where effective communication and high level vocabulary is prominent.
- Target funding to ensure that all pupils have access a range of enrichment activities, attend trips, residential opportunities and individual talents are nurtured through rich opportunities beyond the curriculum.
- Provide appropriate pastoral and emotional support to enable pupils to access learning within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	**Reading:** Improve reading from EYFS to Y6 ensuring our disadvantaged pupils achieve in line with their peers.
2	**Maths**: Assessments, observations, work sampling and discussions with pupils indicate that disadvantaged pupils are less confident with their understanding of number and have not developed their number sense or number strategies. Research shows that without appropriate and efficient strategies, pupils will be lower mathematical attainers. They are at a disadvantage when applying number patterns and methods to reasoning and problem solving.

3	**Attendance**: Data shows an improving picture, but a gap remains between disadvantaged and non-disadvantaged attendance. Therefore, pupils do not fully engage with school life, and this has a negative impact on their social and emotional development as well as academic progress.
4	**Wellbeing, social and emotional skills:** Providing support and nurture for our vulnerable families play an essential element of our provision. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. This has resulted in them not being ready to access learning due to low levels of resilience, determination and lacking self-esteem. Pastoral support is needed to further support these pupils and enable them to be successful within the academy and access learning confidently, positively and without anxiety in line with their peers.
5	**Communication & Language/Oracy Skills:** Poor levels of vocabulary and experiences of literacy and literature are more common for PP pupils than among their peers. Exposure to language rich experiences, or to a broad range of language contexts, is less likely amongst PP children. Most of our PP children enter our academy behind their peers. Assessments, observations, and discussions with pupils indicate underdeveloped language skill and vocabulary gaps amongst many disadvantaged pupils. These are evident from nursery to Y6 and in general, are more prevalent amongst our disadvantaged pupils than their peers.
6	**EYFS**: The attainment of our disadvantaged pupils achieving a GLD is lower than our non-disadvantaged pupils.

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. To improve outcomes and continue to close the gap in reading between disadvantaged and non-disadvantaged pupils.	Statutory assessments show an increase in the percentage of disadvantaged pupils achieving the expected standard in reading. Gap between disadvantaged and non-disadvantaged pupils in phonics is reduced and closely in line. Number of disadvantaged pupils reading at age-appropriate level is significantly reduced and more in line with their non-disadvantaged pupils.
2. Building fluent mathematicians who have a strong number sense in order to apply a skill to multiple contexts.	Observations, pupil voice, assessments and work sampling show that pupils have developed a greater range of number strategies and are able to apply these in different contexts. KS2 maths outcomes in 2025/2026 show that

	disadvantaged pupil's attainment will be closer to that of their non-disadvantaged peers.
3. To improve whole school attendance with a specific focus on disadvantaged persistent absentees.	Whole school attendance data is at least 96 % (aspirational target of 97% has been set) and persistent absentees is below 10%. Average attendance for disadvantaged pupils is inline or above attendance for non-disadvantaged pupils. Persistent absence of disadvantaged pupils reduced in line with non-disadvantaged pupils.
4. Sustain improved well-being across all groups of children, specifically disadvantaged pupils.	Continue to ensure that pupils are able to manage and control their feelings and emotions more effectively. Pupils feel supported and show improved resilience and determination. SEMH pupil questionnaire and voice shows improvement in managing their emotional and social well-being. For all families/children who need support to have this immediately and create links with further external agencies or links in school. Pastoral team support pupil well-being effectively through the teaching of self-regulation and positive emotional strategies.
5. Improved oral language skills and vocabulary among disadvantaged pupils.	Our monitoring schedule addressing assessments and observations indicate significantly improved oral language among pupils in receipt of pupil premium. Lesson visits and pupil book study provide evidence that children are being taught explicit vocabulary and are able to commit the words to long-term memory, which they use to articulate their learning. WELLCOMM assessments show significant improved language skills. - Children are using a higher level of vocabulary in and out of the classroom and communication and language in EYFS.
6. End of EYFS assessment data (2024/25) shows the percentage of disadvantaged pupils achieving a GLD at the end of Foundation Stage is nearly in line	EYFS data shows disadvantaged pupils achieving a GLD is more in line with their non-disadvantaged peers.

with national. Ensuring we close the gap between disadvantaged pupils and non-disadvantaged pupils remains a priority for 2025/26. September baseline assessments tell us that children are not school ready with poor speech and communication.	

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: £155,473.07

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily allocated time for the phonics lead to model, monitor and support in the planning, delivery and assessment of phonics. Provide weekly CPD to all early reading teachers.	EEF research evidences that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Targeted interventions implemented: Teaching Assistants to provide one to one support in early reading. Teaching Assistants to provide Keep Up Not Catch-Up phonics intervention daily.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,4, 5, 6
Reading and Maths Lead Practitioners to provide one to one support and small group tuition.	Disadvantaged pupils reading below their chronological age require one to one support or small group intervention. EEF research evidence shows on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2, 4, 5, 6

	Small group tuition has an average impact of four months' additional progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Monitoring and providing continuous CPD to embed the implementation of 'Mastering Number' and the NCETM Prioritisation Maths curriculum.	Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2,
Quality First Teaching based on evidence informed practice around: • Thinking • Oracy • Metacognition • Questioning • Feedback • Collaborative Approaches	The EEF recognises the impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. The EEF states that an additional 6 months progress can be achieved through effective feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback The average impact of metacognition and self-regulation approaches is high (+8 months additional progress) however, it can be difficult to realise this impact in practice. Teachers should be supported to both explicitly teach metacognitive strategies and to promote metacognitive skills in lessons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3, 4, 5, 6
Social and Emotional Learning: Pastoral team to deliver ELSA to pupils on a one-to-one basis or small group.	Social and emotional learning approaches are proven to have a positive impact on pupil outcomes at school and in later life, when quality PSHE lessons, mentoring, clear routines/systems and self-regulation strategies are embedded in teaching.	1, 2, 3, 4, 6

	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	
Introduce a high-class oracy education with two Oracy Champions providing continuous CPD and a robust oracy curriculum	In school, oracy is a powerful tool for learning; by teaching pupils to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all pupils, not just some, to find their voice to succeed in school and life https://voice21.org/why-oracy-matters/	4,5,6
Continue with WELLCOMM assessment and intervention. Screen children using the WELLCOMM tool. Identify specific need/gaps. Set up intervention groups. Adapt planning to work of areas of need. Assess pupils at end of intervention cycle.	Communication and language approaches typically have a very high impact and increase young children's learning by seven months. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	4, 5, 6

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

Budgeted cost: £43,940.38

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ELSA	EEF Toolkit Social and emotional learning interventions seek to improve pupil's decision-making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning.	1, 2, 3, 4
TA intervention for mathematics and reading KS1 & KS2	EEF Toolkit Teaching Assistants can provide a large positive impact on learner outcomes, however how they are deployed is key. Access to high quality teaching is the most important lever schools have to improve outcomes for the pupils. It is particularly important to ensure that when pupils are receiving support from a TA these supplements teaching but does not reduce the number of high-quality interactions, they have with their teacher both in and out of class.	1,2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1,5, 6
Lead partitioners for reading and maths to provide bespoke catch-up sessions to accelerate progress of disadvantaged pupils in reading and maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both one-to-one and in small groups. One-to-one tuition/teaching and learning toolkit/EEF	1, 2, 5

	Small group tuition/teaching and learning toolkit/EEF.	
Assistant SENCO deliver bespoke curriculum to disadvantaged pupils with cognition and learning needs.	EEF SEND evidence review recommendations	1,2,3
Purchase Doodle Maths programme to support SEND and disadvantaged pupils' mathematical gaps within small group tuition.	Small group tuition has an average impact of four months' additional progress over the course of a year.	2,3,4

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

Budgeted cost: £60,745.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Assistant employed to work with children requiring 1:1 or small group emotional wellbeing support. Pastoral assistant to support children during lunch breaks across KS1 & KS2. Pastoral assistant to develop understanding of social emotional learning and teach ELSA to identified children through targeted intervention.	Evidence for EEF's Teaching and Learning Toolkit suggests that effective social emotional learning can lead to learning gains of +4 months over the course of a year. SEL is expecially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their non-disadvantaged peers. Observations, discussions with teachers and intervention logs show improved social and emotional outcomes of children, including disadvantaged pupils, who have been targeted for support. Therefore, it is fundamental this vital support continues. EEF Parental Engagement	1,2,3,4,5,6
Attendance Lead	It is widely recognised that the educational outcomes and future life	1,2,3,4

To improve attendance of those in receipt of PPF through the implementation of a robust tracking system (Insight). The attendance team to engage with parents/carers both formally and informally after robust tracking and identification of those children whose attendance becomes a concern.	chances for children and young people can be significantly impacted upon by periods of absence and poor punctuality. The ongoing work of the attendance team is helping to ensure that whole school attendance is above national and that persistent absenteeism is reducing. Attendance data shows that the average attendance of disadvantaged pupils is lower that non-disadvantaged pupils. In 2024/25, the difference between the two groups was 2%. *Improving attendance- The Key for school leadership summary of research and case studies *DFE case studies *EEF T&L toolkit, parent engagement. *EEF: attendance interventions.	
Behaviour/Welfare and Wellbeing Lead employed to support families and children with additional needs: • Offering Solihull Parenting Training and support. • Delivering 1:1 intervention • Registering and leading Early Help Plans • Making referrals to other agencies	The academy has seen an increased need to support children and families' social, emotional and mental health and wellbeing. Therefore, it is important that school's pastoral offer continues.	1,2,3,4,5,6
Subsidise the experiences and provision at Old Clee Primary Academy enhance cultural capital and enrichment opportunities	**Enhanced Music Curriculum**: Choir club, violin lessons. **Sporting Clubs**: Before and After school sporting clubs all subsidised by the academy. **Enhanced Art Curriculum**: Lunchtime art classes & academy art gallery. At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally	1,2,3,4,5

	rich, education. However, many go above and beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in. EEF Social and emotional learning has a positive impact on learning and achievement.	
Subsidising Clubs	EEF Toolkit (Link to physical activity – some of the clubs on offer are physical) There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.	3,4
Increase parental engagement through workshops, social media and additional events. Solihull trained staff within the academy to provide parental support.	EEF – Parental engagement +4 months. Parental engagement has a positive impact on additional progress.	1,2,3,4,5,6

Total budgeted cost: £260,159.41

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.

Review of Pupil Premium Strategy for 2025/26

Phonics Data Year 1

	2024/2025	2025/2026	2026/2027
All	84%	95%	
Pupil Premium	77%	94%	

Phonics Data Year 2 Retakes

	2024/2025	2025/2026	2026/2027
All	98%	100%	
Pupil Premium	96%	100%	

Good Level of Development

	2024/2025	2025/2026	2026/2027
All	75%	72%	
Pupil Premium	63%	75%	
Non-Pupil Premium	78%	71%	

KS2 Outcomes = PP pupils sustained achievements above National PP pupils in all areas.

	2024/2025		2025/2026		2026/2027	
	EXS	GDS	EXS	GDS	EXS	GDS
Combined All	74%	19%	68%	8%		
Combined PP	63%	16%	60%	5%		
Reading All	86%	44%	77%	26%		
Reading PP	84%	45%	70%	23%		
Writing All	86%	32%	78%	34%		
Writing PP	82%	16%	70%	23%		
Maths All	82%	30%	81%	23%		
Maths PP	71%	24%	79%	14%		
GPS All	85%	35%	80%	31%		
GPS PP	87%	26%	74%	23%		

Attendance = All attendance rates remain above National rates.

	2024/2025	2025/2026	2026/2027
All	95.3%	95.2%	
Pupil Premium	94.1%	93.9%	

Persistent Absentees = All persistent absentee rates remain significantly below National rates.

	2024/2025	2025/2026	2026/2027
All	10.3%	11.3%	
Pupil Premium	14.9%	12.7%	

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
Habits of Mind	Thinking Matters
Doodle Maths	Doodle Learning
Read Write Inc	Ruth Miskin
Mastering Number	NCETM/Maths Hub
Maths……	NCET Maths Curriculum
Thinking Matters Network	Thinking Matters
Wellcomm	GL Assessment
Accelerated Reader	Rennaisance
Times Tables Rockstars	TT Rockstars
Data Analysis and assessment	Insight
No Nonsense Literacy	Babcocks

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.