Pupil premium strategy statement – Horbury St. Peter's & Clifton Primary 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.

School overview

Detail	Data
Number of pupils in school	369
Proportion (%) of pupil premium eligible pupils	25%
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)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Richard Tuddenham
Pupil premium lead	Richard Tuddenham
Governor / Trustee lead	Emma Fieldhouse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,500
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*	£169,500

Part A: Pupil premium strategy plan

Statement of intent

St Peter's and Clifton CE VC Primary School is committed to ensuring that pupils from disadvantaged backgrounds achieve as well as their peers and leave primary school with strong foundations for future learning and life.

Our pupil premium strategy is informed by a robust analysis of current pupil outcomes, attendance patterns and identified barriers to learning. It is closely aligned to the **DfE menu of approaches** and the **Education Endowment Foundation (EEF) tiered model**, prioritising **high-quality teaching**, supported by **targeted academic intervention** and **wider strategies** that remove barriers to engagement and success.

This strategy focuses on a small number of key priorities that we know will have the greatest impact for our disadvantaged pupils:

- improving attendance and reducing persistent absence
- strengthening early language, vocabulary and communication skills
- securing strong phonics knowledge as the foundation for reading, spelling and wider curriculum access

High-quality teaching is at the heart of our approach. We use pupil premium funding to strengthen classroom practice, develop staff expertise and ensure that teaching is responsive to the needs of disadvantaged pupils at every stage. Alongside this, we provide targeted academic support and pastoral provision where additional barriers exist.

Our intention is that disadvantaged pupils make strong progress from their starting points, with gaps between disadvantaged and non-disadvantaged pupils narrowing over time. By the end of the strategy period, disadvantaged pupils at St Peter's and Clifton will be confident, engaged learners with improved attendance, secure foundations in language and literacy, and positive attitudes towards learning.

Challenges

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

Challenge number	Detail of challenge
1	Attendance data shows that disadvantaged pupils attend school less regularly than their non-disadvantaged peers. Persistent absence remains higher for disadvantaged pupils and continues to impact negatively on academic progress, wellbeing and engagement with learning.
2	Assessments, observations and intervention data indicate that a significant number of disadvantaged pupils have underdeveloped oral language and vocabulary skills. This affects their ability to understand instructions, express ideas, regulate behaviour and engage fully with learning across the curriculum. These difficulties are evident from EYFS through to KS2 and are more prevalent among disadvantaged pupils.
3	School data shows that disadvantaged pupils are more likely to experience difficulties in securing phonics knowledge. Weaknesses in decoding, spelling patterns and phonics confidence limit reading fluency and negatively affect access to the wider curriculum, particularly as pupils progress through the school.
4	Some disadvantaged pupils have limited access to wider enrichment experiences beyond the classroom due to financial and contextual barriers. This restricts opportunities to develop cultural capital, vocabulary, confidence and aspiration, and can reduce engagement with learning and the wider curriculum. Where access is limited, disadvantaged pupils are less likely to benefit from experiences that support personal development, wellbeing and positive attitudes to learning.
5	Outcomes for disadvantaged pupils in Key Stage 2 mathematics are below those of their non-disadvantaged peers and below national non-disadvantaged benchmarks. A lower proportion of disadvantaged pupils achieve the expected standard in mathematics, contributing significantly to the gap in the combined reading, writing and mathematics measure. Assessment evidence indicates that gaps in fluency, reasoning and confidence in mathematics limit pupils' ability to apply skills independently and sustain progress.

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
Attendance.	Improved attendance and punctuality for disadvantaged pupils, with gaps between disadvantaged and non-disadvantaged peers closing. By the end of the three-year period, disadvantaged pupils will sustain attendance **above 96%** and persistent absence will be **below national figures**, enabling greater consistency of learning and participation.
Oral language, communication, and behaviour.	Disadvantaged pupils will demonstrate strengthened oral language and communication skills, including the ability to express feelings and needs confidently. As a result, pupils will show improved behaviour, increased confidence in social

	interactions, and enhanced engagement in classroom learning.
Phonics and early reading.	Disadvantaged pupils will develop stronger phonics knowledge and early reading foundations. By the end of Year 1, at least **85% of disadvantaged pupils** will achieve the expected standard in the phonics screening check, with outcomes matching or exceeding national averages, supporting fluency, spelling and broader curriculum access.
Access to enrichment and personal development opportunities.	Disadvantaged pupils will have increased access to enrichment and personal development experiences beyond the classroom, including trips, residentials, music and creative opportunities, supporting engagement, confidence, aspirations and a broader set of life skills.
Mathematics.	Improved attainment and progress in mathematics for disadvantaged pupils at Key Stage 2, with increased confidence, fluency and reasoning skills. By the end of the strategy period, 80% of disadvantaged pupils will achieve the expected standard in mathematics, with gaps between disadvantaged and non-disadvantaged pupils narrowing and outcomes moving closer to national non-disadvantaged benchmarks.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £*84,750*

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on quality first teaching and feedback strategies, implementation of the whole school teaching and learning model, and adaptive teaching strategies.	Okay. High-quality teaching is the most effective way to improve disadvantaged people's outcomes. EEF: high-quality teaching feedback has strong evidence of positive impact.	2,3
Leadership Development	Effective leadership and support sustained improvement in school	1,2,3,4

	practice. Strong leadership link to better outcomes for disadvantaged pupils.	
Partnership with English Hub for phonic support.	DfE/EEF phonics approaches improve early reading outcomes. Involvement of English Hub adds specialist support.	3
Purchase of additional phonics resources.	Structured phonics resources support consistent delivery of phonics teaching, supported by the EEF Phonics Guidance.	3
Phonics, CPD and Coaching	Continuous professional development increases fidelity of phonics implementation.	3
Enhancement of Mathematics Teaching and Curriculum Coherence in Key Stage 2.	High-quality teaching is the strongest lever for improving outcomes for disadvantaged pupils. The EEF Maths Guidance highlights the importance of fluency, representations, and structured reasoning.	5

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

Budgeted cost: £55,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics & maths interventions.	EEF: Targeted phonics and maths interventions help pupils not making expected progress.	3
1:1 tuition for phonics and maths	EEF: One-to-one tuition and interventions are effective when focused and structured.	3
Rapid catch-up phonics training for staff.	Training staff in Rapid Catch-Up supports pupils needing accelerated progress in reading.	3,4
Early years targeted language groups using Welcome.	EEF: All our language interventions have a high impact on communication and later literacy.	2

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

Budgeted cost: £28,815

Activity	Evidence that supports this approach	Challenge number(s) addressed

ELSA/drawing and talking emotional support.	EEF social and emotional learning approaches to support engagement and behaviour.	2
Implementation of our One Life curriculum.	Evidence supports consistent behaviour curriculum and improving engagement and reducing barriers.	2,4
Enhanced attendance monitoring and early intervention.	DfE: Attendance focus reduces persistent absence, improving engagement in learning.	1
Parental engagement for attendance and learning.	EEF: Parent engagement increases attendance and supports learning at home.	1,2,3
Subsidised access to enrichment and workshops (music trips etc.)	Broader experiences support motivation, engagement, and confidence.	4
Provision of breakfast and after-school clubs.	Supports punctuality, attendance, social interaction, and engagement.	1

Total budgeted cost: £169,500

Paet B: Review of the previous academic year.

Outcomes for Disadvantaged Pupils

Outcomes have been evaluated using statutory Key Stage 2 assessments, internal summative data and ongoing formative assessment. These outcomes have been compared with those of non-disadvantaged pupils in school and with national non-disadvantaged benchmarks.

Attainment Compared with Peers in School

Reading

- 62% of disadvantaged pupils met the expected standard in reading.
- This compares with **67% of non-disadvantaged pupils** in school.
- The in-school gap in reading was therefore **5 percentage points**.

Writing

- 62% of disadvantaged pupils met the expected standard in writing.

- This matches the outcome for **non-disadvantaged pupils (62%)**, meaning **no in-school attainment gap** in writing at the expected standard.

Mathematics

- 54% of disadvantaged pupils met the expected standard in mathematics.
- This compares with **73% of non-disadvantaged pupils**.
- The in-school gap in mathematics was **19 percentage points**, indicating mathematics as a key area for further improvement.

Combined Reading, Writing and Mathematics

- 38% of disadvantaged pupils met the expected standard in reading, writing and mathematics combined.
- This compares with **56% of non-disadvantaged pupils**.
- The combined attainment gap within school was therefore **18 percentage points**.

Comparison with National Non-Disadvantaged Outcomes (2025)

When compared with national non-disadvantaged pupils:

- Nationally, around **75%** of non-disadvantaged pupils met the expected standard in reading, **72%** in writing, and **74%** in mathematics.
- Nationally, approximately **69%** of non-disadvantaged pupils met the expected standard in reading, writing and mathematics combined.

Against these benchmarks:

- Disadvantaged pupils' outcomes at Horbury St Peter's were **below national non-disadvantaged figures in all subjects**, with the largest difference evident in the combined measure.
- This mirrors the national picture, where disadvantaged pupils continue to achieve below their non-disadvantaged peers, but highlights the need for sustained focus on closing gaps locally.

Strengths and Areas for Development

- **Strengths**:

  Writing outcomes for disadvantaged pupils were in line with non-disadvantaged pupils within school, indicating that targeted support and classroom practice in writing have had a positive impact.

- **Areas for development**:

  Mathematics and the combined reading, writing and mathematics measure remain key priorities, with disadvantaged pupils less likely to reach the expected

standard than their peers. Reading outcomes, while closer to peers, still show a small gap and remain below national non-disadvantaged outcomes.

Wider Context and Assessment

These outcomes have been considered alongside:

- internal tracking data and teacher assessments
- attendance information, which shows disadvantaged pupils are more likely to have lower attendance
- observations and pastoral records indicating that language, confidence and engagement continue to affect learning for some disadvantaged pupils

While the previous pupil premium strategy had **some positive impact**, particularly in writing and individual subject progress, outcomes were **not consistently strong across all areas**. This evaluation has directly informed the revised strategy, with a sharper focus on attendance, oral language, phonics and targeted academic support to secure stronger and more consistent outcomes for disadvantaged pupils.

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
White Rose Maths	White Rose Maths
Timetable Rockstars	Math Circle Ltd
Little Wandle	English Hope.
Motional	Motional
ELSA Support	ELSA