

Pupil premium strategy statement –Clover Leys Spencer Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils in the Year 2025-2026.

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	138
Proportion (%) of pupil premium eligible pupils	30%
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)	2025-26 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	I Fearon
Pupil premium lead	I Fearon
Governor / Trustee lead	M Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 39,655
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>	£ 39,655

Part A: Pupil premium strategy plan

Statement of intent

When determining how Pupil Premium funding is used, we carefully consider the specific context of our school and the challenges faced by our children. This approach is informed by ongoing analysis of school data alongside research and guidance from the Education Endowment Foundation (EEF).

Disadvantaged children may experience a range of barriers to learning, including reduced support outside of school, lower development starting points when entering school, delayed language and communication development, low confidence, difficulties with behaviour, issues relating to attendance and punctuality. In some cases, children may also be affected by complex family circumstances or wider social factors that can impact on engagement and progress. Barriers are not uniform: there is no single approach that will meet the needs of all.

At Clover Leys we recognise that eligibility for free school meals alone does not fully capture the level or complexity of disadvantage within the school community. Since the 2024 census, the proportion of pupils eligible for free school meals has increased, and we are mindful that disadvantage can present in many different forms. This includes, but is not limited to, pupils eligible for Pupil Premium, children with special educational needs and/or disabilities, those known to social care, children who have experienced trauma or adverse childhood experiences, young carers, pupils with mental health needs, and those facing wider family or economic challenges.

There is significant overlap between these groups, and we take a holistic approach to identifying and supporting vulnerability. All teaching staff are actively involved in the analysis of attainment and progress, ensuring that emerging needs are identified early and responded to effectively. This shared understanding of pupils' strengths, gaps and barriers to learning enables the school to prioritise targeted support, while maintaining high expectations for all learners. Our focus remains on securing the highest possible outcomes for every disadvantaged child, both academically and in their wider personal development.

Ultimate Objectives

Our use of Pupil Premium funding aims to:

- narrow the attainment gap between disadvantaged children and their peers
- ensure that disadvantaged children make at least expected progress, and where possible exceed age-related and national expectations
- remove barriers to learning by supporting children's health, wellbeing and engagement, enabling all pupils to achieve their full academic and personal potential

Principles

- We are committed to ensuring that all children, regardless of background or circumstance, have access to high-quality teaching and learning experiences that enable them to achieve their best possible outcomes.
- We ensure that appropriate and timely provision is in place for children identified as vulnerable, including those experiencing social or economic disadvantage. Individual needs are carefully assessed, monitored and reviewed to maximise progress and long-term impact.
- We recognise that disadvantage is not defined solely by eligibility for free school meals; children may experience barriers to learning for a wide range of social, emotional, economic or developmental reasons.
- Pupil Premium funding is allocated using a needs-led approach, informed by data analysis, professional judgement and evidence-based practice. Support is responsive and flexible, and not all eligible children will require targeted intervention at the same time.
- We also acknowledge that some children who experience social disadvantage may not be eligible for, or registered as, receiving free school meals. Where appropriate, Pupil Premium funding may be used to support individual pupils or groups who have been legitimately identified by the school as facing disadvantage, ensuring equity of opportunity and the highest aspirations for all learners.

Challenges

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

Challenge number	Detail of challenge
1	Limited Early Language, Literacy and Reading Readiness A key challenge for a number of disadvantaged pupils is beginning EYFS and transitioning into KS1 with limited early language and literacy experiences. Some pupils have had fewer opportunities to engage in storytelling, shared reading and high-quality talk at home, resulting in lower starting points in vocabulary, language comprehension and background knowledge. These early gaps can impact pupils' confidence and their ability to access learning across the curriculum. Additionally, some pupils enter school with underdeveloped early reading skills, including weaknesses in phonological awareness. This can make it more difficult for pupils to secure accurate decoding and develop reading fluency as they progress through KS1.

	Where these challenges overlap with additional vulnerabilities, such as identified SEND or wider family circumstances, barriers to early reading development may be further compounded. Addressing these needs early is essential to ensure pupils are well prepared for the increasing demands of reading and learning across the curriculum.
2	Underdeveloped Oracy and Communication Skills A further challenge for some disadvantaged pupils is developing the skills required to speak and listen effectively within the classroom. Some pupils enter EYFS with limited experience of structured talk, leading to reduced confidence, restricted vocabulary and difficulty expressing ideas clearly. These gaps can persist into KS1 and beyond, affecting pupils' ability to engage with learning, collaborate with peers and access the language demands of the curriculum. Limited oracy skills can also impact pupils' wellbeing, self-regulation and ability to articulate understanding and reasoning. Strengthening spoken language is therefore a key priority in supporting literacy development and ensuring pupils can participate fully and confidently in classroom learning.
3	Emotional Regulation, Wellbeing and Readiness to Learn An increasing challenge for some disadvantaged pupils is the ability to regulate emotions independently. Wider influences, including busy home lives, increased digital exposure and reduced opportunities for face-to-face interaction, may contribute to heightened anxiety, emotional dysregulation and difficulty managing transitions or change. Where emotional regulation skills are not secure, pupils may struggle to focus, engage consistently with learning and build positive relationships. Supporting emotional literacy, resilience and self-regulation is therefore essential in enabling pupils to access learning effectively and make sustained progress.
4	Gaps in Learning and Fluency Following COVID-19 Disruption The ongoing impact of the COVID-19 pandemic continues to affect pupils' rehearsal and consolidation of key skills across the curriculum. Periods of remote learning and reduced access to structured teaching limited opportunities for many pupils,

	particularly those from disadvantaged backgrounds, to practise and secure foundational skills in literacy and numeracy. For some pupils, this has resulted in gaps in fluency, confidence and retention, which remain evident as they progress through school. These gaps continue to contribute to attainment differences and can hinder pupils' ability to access age-related learning without targeted and sustained support.
5	Attendance, Engagement and Access to Enrichment For a small but significant number of disadvantaged pupils, attendance and punctuality present an additional barrier to learning. Irregular attendance can limit continuity of learning, reduce opportunities for consolidation and negatively impact progress over time. In addition, some disadvantaged pupils may have reduced access to enrichment opportunities, both in and out of school. This can affect pupils' cultural capital, background knowledge, motivation and engagement, further widening gaps in attainment and experience.

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 Outcomes:

Intended outcome	Success criteria
The majority of disadvantaged children make strong progress from their individual starting points across the curriculum.	- In the academic year 2025–26, over 90% of disadvantaged children make at least expected progress from their starting points. - Disadvantaged children identified as working below or working towards age-related expectations receive targeted intervention. - Identified children demonstrate accelerated progress, enabling gaps to narrow over time.
Disadvantaged children achieve outcomes in phonics that are in line with, or above, national averages.	- By the end of KS1, disadvantaged children attain in line with or above national outcomes in the phonics screening check. - Gaps between disadvantaged children and peers are reduced year on year.



Children develop confident use of spoken language to support learning, literacy and engagement across the curriculum.	- Spoken language opportunities are planned and embedded across all subjects. - Technical vocabulary is explicitly mapped and taught across the curriculum. - Children increasingly articulate ideas clearly and confidently in a range of contexts.
Children develop the skills needed to regulate their emotions and engage positively with learning.	- Children demonstrate improved emotional regulation in class. - Reduced incidents of dysregulation impacting learning. - Children are better able to manage transitions, change and learning challenges.
All disadvantaged children benefit from enriched experiences that broaden knowledge, understanding and aspiration.	- All disadvantaged children access at least one school visit per academic year. - Children have access to extra-curricular clubs. - A programme of visitors and enrichment opportunities is provided throughout the year.
Attendance for disadvantaged children is in line with national averages or above.	- Attendance for disadvantaged children is in line with national figures. - Persistent absence among disadvantaged children is reduced.
Disadvantaged children achieve outcomes in the Year 4 Multiplication Tables Check in line with national expectations.	- Disadvantaged children attain in line with national outcomes in the MTC. - Children demonstrate increased fluency and confidence in multiplication recall.

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD focused on early language, early reading	EEF – <i>Improving Literacy in the Early Years</i> :	1, 2, 4



and phonics pedagogy (EYFS–KS1)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years EEF – <i>Preparing for Literacy</i> : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/preparing-for-literacy Literacy EEF	
Training staff in evidence-informed approaches to behaviour, regulation and co-regulation	EEF – <i>Improving Behaviour in Schools</i> : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour <i>Trauma informed approach to behaviour</i> : Trauma-ID-EXCERPT.pdf	1, 3, 4
Curriculum and assessment CPD to support retrieval, rehearsal and progression of core skills	EEF – <i>Improving Literacy in KS1 & KS2</i> : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1-ks2 Literacy EEF EEF – <i>Improving Mathematics in Primary Schools</i> : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-primary	1, 4
Instructional coaching to embed consistent, high-quality teaching practices	EEF – <i>Effective Professional Development</i> : https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 4
Recruitment, retention and mentoring of EYFS/KS1 and KS2 teachers	DfE – <i>Teacher Recruitment and Retention Strategy</i> : https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy EEF – <i>Effective Professional Development</i>	1, 2, 4

Use of Power maths scheme taught across school	EEF – Improving Mathematics in the Early Years and KS1: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-early-years-ks1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	Use of Power maths scheme taught across school
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Targeted academic support

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily phonics intervention delivered (Read write inc.)	EEF – <i>Phonics</i>: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics DfE – <i>Reading Framework</i>: https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1, 4
Targeted rapid catch-up phonics for pupils working below expected standards	EEF – <i>Making a Difference with Effective Tutoring</i>: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/tutoring EEF – <i>Improving Literacy in KS1</i>: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1	1
Speech and Language (SaLT) intervention	EEF – <i>Oral Language Interventions</i>: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2
Targeted SEMH intervention to support regulation	EEF – <i>Social and Emotional Learning</i>: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3



and engagement with learning	EEF – <i>Improving Behaviour in Schools</i>	
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Wider strategies

Budgeted cost: £9, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment through educational visits (minimum of one visit per year group, per year)	EEF – <i>Arts Participation and Outdoor Adventure Learning</i> highlight benefits for engagement, confidence and wider outcomes, particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit DfE – <i>Cultural Education Plan</i> emphasises equal access to enrichment opportunities.	1, 2, 5
After-school enrichment clubs. 1 x sport 1 x KS1 different opportunity each half term 1 x KS2 different opportunity each half term	EEF – <i>Arts Participation and Physical Activity</i> show positive impacts on wellbeing, engagement and social skills: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit EEF – <i>Social and Emotional Learning</i> .	5
Targeted support for attendance and punctuality Early Help	EEF – <i>Improving Behaviour in Schools</i> highlights the importance of consistent routines and proactive support; DfE – <i>Working Together to Improve School Attendance</i> .	5



	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
Parent meetings to build relationships and share assessment information	EEF – <i>Parental Engagement</i> shows that well-designed school-led engagement can improve outcomes: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 4
Workshops for parents focused on early reading, phonics and key assessments	DfE – <i>The Reading Framework</i> : https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy EEF – <i>Improving Literacy in the Early Years</i> supports parental understanding of early reading.	1, 5
Wellbeing-focused provision to support emotional literacy and regulation. Zones of regulation embedded across school. Termly Nurture interventions, for targeted children	EEF – <i>Social and Emotional Learning</i> : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF – <i>Improving Behaviour in Schools</i> .	3
Early Help engagement through termly parent workshops signposting local services and support	DfE – Early Help System Guide highlights the importance of early intervention and partnership with families and services. EEF – <i>Parental Engagement</i> supports building trust and access to support.	5

Total budgeted cost: £52,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

NA

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
Read Write Inc.	Letters and Sounds A complete Phonics resource to support children
Reading Plus	ReadingPlus Student Login
Power Maths	Learning by Questions LbQ
Zones of Regulation	Self-Regulation Curriculum The Zones of Regulation

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***

NA

The impact of that spending on service pupil premium eligible pupils

NA

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.