

Pupil premium strategy statement – Steeple Claydon School and Preschool 2025 - 2026

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	217
Proportion (%) of pupil premium eligible pupils	24%
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)	September 2024 – July 2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Justine Dudley
Pupil premium lead	Theresa Wheeldon
Governor / Trustee lead	Jenny Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,330
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£64,330

Part A: Pupil premium strategy plan

Statement of intent

At Steeple Claydon School and Preschool we are committed to ensuring all pupils achieve their full potential. We recognise that pupils eligible for Pupil Premium funding may face additional barriers to learning, including gaps in attainment, emotional well-being, irregular attendance and reduced access to enriching oral language experiences. Our strategy is designed to remove these barriers and ensure equity, high expectations and inclusion for every child.

We aim to diminish the attainment gap between disadvantaged pupils and their peers by:

Providing high-quality, evidence informed teaching as the foundation for all learning.

Use targeted interventions to address identified gaps in reading, writing and maths.

Ensure children receive timely feedback, tailored support and opportunities for overlearning.

Prioritising early identification of need, particularly in EYFS and KS1 to prevent gaps widening over time.

We recognise that emotional wellbeing is integral to academic success. Our intent is to:

Create a nurturing and inclusive school environment where pupils feel safe, valued and ready to learn.

Provide access to targeted SEMH interventions, including pastoral support and emotional literacy programmes.

Develop children's resilience, self-regulation, confidence and positive relationships through whole school approaches and personalised support.

Work in partnership with families and external agencies to ensure consistent and effective support for pupils.

Regular attendance is essential for learning and wellbeing. Our strategy aims to:

Identify and address barriers to attendance through early intervention and close monitoring.

Build strong relationships with families to promote the importance of attendance and punctuality.

Provide pastoral and practical support to families where attendance is affected by wider challenges.

Foster a sense of belonging and motivation so pupils want to attend school and engage positively with learning.

We believe that strong oral language skills underpin success across the curriculum. Our intent is to:

Enhance pupils' vocabulary, spoken language and confidence in expressing ideas through high-quality classroom practice.

Provide targeted speech, language and communication support where needed.

Embed structured talk, discussion and vocabulary rich experiences across all subjects.

Ensure pupils have opportunities to develop listening skills, articulate reasoning and engage in meaningful discussions with peers and adults.

We recognise the vital role parents and carers play in supporting the achievement and wellbeing of pupils eligible for pupil premium. Our intent is to strengthen home school partnerships by providing clear, accessible communications and targeted support that removes barriers to engagement.

Our pupil premium strategy is informed by robust research, including guidance from the EEF. We are committed to:

Regularly reviewing the impact of the provision.

Using data, pupil voice and professional judgement to adapt our approach.

Ensuring Pupil Premium funding has a clear rationale, measurable outcomes and demonstrable impact.

Challenges

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

Challenge number	Detail of challenge
1	Attainment There is an attainment gap between our disadvantaged pupils compared to our non-disadvantaged pupils in reading, writing and maths.
2	SEMH Needs Through observations, conversations and assessments with families and pupils we have identified social and emotional issues for many of our disadvantaged pupils. This is influenced by home circumstances and SEND needs.
3	Attendance The attendance of disadvantaged pupils is lower than other children in the school. Attendance is impacted by a variety of factors including SEND, SEMH and challenges within the home environment.
4	Oral Language Skills Internal assessment and pupil voice indicates slower language development amongst disadvantaged pupils as a result of less experiences/visits and lower levels of oracy, language and conversation used at home.
5	Parental engagement Parental engagement for children entitled to pupil premium increases to support their learning through better communication, opportunities and engagement.

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. Disadvantaged children achieve as well as their peers in Reading, Writing and Maths, so they make the same or better progress as their peers.	*Whole school tracking of attainment and progress of disadvantaged children. *Pre and post teaching to support knowledge and understanding where appropriate. *Same day interventions to close the gap. *Quality first teaching for all, including suitable adaptations. *CPD to ensure CTs and TAs can support all children's learning. *Live marking in lessons to provide on the spot feedback.
2. Improved levels of wellbeing and mental health amongst disadvantaged pupils and they are supported in their social, emotional and mental health needs at school to erase barriers to their learning.	*Nurture group to support disadvantaged children struggling in class. *ELSA for individual targeted support. *Well-being interventions for disadvantaged as and when needed. *Whole school zones of regulation to support emotional dysregulation. *Children know who their trusted adult is and who to go to if needed. *Support from Pets as therapy dog.
3. Attendance of disadvantaged pupils is in line with peers and national attendance data. Persistent absence is significantly reduced or resolved.	*Children at risk tracked and supported by Safeguarding team. *Class rewards to encourage good attendance. *Parental support and communication good to encourage attendance of Pupil Premium children. *Attendance protocol is robust and monitored regularly.
4. Improved oral and language skills and vocabulary evident among disadvantaged pupils.	*All children identified in Rec for language link intervention to show significant improvement. *NELI assessment screened in preschool and interventions put into place to show significant improvement. *Speech link interventions targeted for PP children to show significant improvement. *Children confident to use vocabulary in a wide range of contexts.
5. Parental engagement for children entitled to pupil premium increases to support their learning through better communication, opportunities and engagement.	*Engagement at parent consultation meetings. *Engagement in parent workshops. *Positive feedback from parent voice questionnaire. *Update website to support home learning – easily accessible. *Support networks for parents shared and accessed.

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: £ 32,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of targeted CPD to develop pedagogy and subject knowledge, to support subject leaders, class teachers and teaching assistants in their roles to ensure quality first teaching for	EEF Guide to PP- tiered approach- identifies teaching as top priority. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801 Implementation of PKC, development and tracking.	1 3 4

all. Subject Leader release time to professionally develop subject area.	RSW CPD Support from SSPC Support from iSEND	
Develop teaching of reading through RWInc phonics scheme, high quality guided reading sessions, daily reading and developing whole school approach for a love of reading.	DFE Reading and Writing Framework shares expectations for practise of reading and writing https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801 English Education Subject Report DFE https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report https://www.gov.uk/government/publications/the-writing-framework Whole school phonics training 2xs INSET	1 3 4
Develop teaching of writing through embedding Ready, steady, write to ensure interactive and exciting lessons to develop passionate and successful writers.	DFE Writing framework https://www.gov.uk/government/publications/the-writing-framework Writing research evidence DFE https://assets.publishing.service.gov.uk/media/5a7b1474ed915d429748cadf/DFE-RR238.pdf English Education Subject Report DFE https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report Moderation training Bucks CPD Bucks Bucks English conference Release time RSW CPD	1 3 4
Develop teaching of maths through White Rose and Mastering Number. Ongoing training for staff to ensure all lessons use the mastery approach with same expectations for all.	Teaching through mastery – NCETM https://www.ncetm.org.uk/classroom-resources/cs-school-sees-better-results-through-teaching-for-mastery/ Mathematics guidance DFE https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf Enigma Maths Hub – mastering number White Rose cpd Peer support SL support from SSPC	1 3 4
Oracy and vocabulary development through NELI in preschool, language link in Rec and KS1 alongside speechlink throughout school. CPD for staff from	Importance of spoken language EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 3 4

SALT to support development of language skills for all pupils including disadvantaged.	Oracy Education Commission https://oracyeducationcommission.co.uk/wp-content/uploads/2024/10/We-need-to-talk-2024.pdf English Education Subject Report DFE https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 10,165

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Link screening and interventions (Speech and Language Link / NELI) delivered across the school based on need, delivered by a dedicated lead Teaching Assistant.	Speech and Language Link and NELI provide assessment of strengths and weaknesses in a pupils' language development and speech. They offer structured programmes to help develop areas of weakness. The studies in the EEF Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall.	4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support across school, delivered by a dedicated lead Teaching Assistant.	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 (EEF Toolkit).	1 3 4
Teachers and TAs deliver same day interventions and small group interventions to pupils identified as in need.	Teachers and TAs run a range of small group intervention sessions weekly to support pupils with individual learning gaps and needs. Pupils are identified by the class teacher and these groups are changed regularly to ensure maximum impact. The EEF toolkit collates studies that conclude that small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. It has an average impact of 4 months additional progress over the course of a year.	1 3 4
Educational materials for pupils to have access to in and outside school to support progress. TTRockstars, Numbots, Dynamo, Nussy.	We want our pupils to be able to continue to support their learning at home and in school, through ensuring digital applications are available for Maths and English. All these platforms are used within school, so pupils are familiar with them. EEF Evidence 'digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching.'	5

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

Budgeted cost: £ 22,000

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

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Use of peer mentoring scheme to support pupil wellbeing.	Pupil wellbeing is recognised as being an important part of our approach. This is therefore an essential part of our overall strategy and was endorsed in our most recent Ofsted inspection.	2
Close monthly monitoring by attendance champion of individual pupil's attendance and follow up communication and meetings with families where there are concerns	The EEF pupil premium guidance recommends that wider strategies such as improving attendance should form part of our tiered approach. Pupil premium pupils' attendance at our school is lower than overall figures and so close monitoring and communication with these families is important as part of our strategy.	2 5
Provide financial support to enable pupils to attend trips and experiences which will boost their wellbeing and facilitate effective learning. This will include day trips, Y6 residential, Bikeability training for cycling safety, Young Voices Choir Concert etc.	Our knowledge of our locality and particularly the families who are eligible for pupil premium tells us that many families do not have a driver in the household or access to a car and so travelling outside the village on trips and experiences is very difficult in addition to paying entry fees. We believe it is an important part of every child's education to have experiences which will develop language, give pupils a reason to write/learn and have those enhanced experiences which they will remember forever and which build their 'cultural capital.'	2 5
Nurtue group set up to support PP children with trauma needs.	Development of children's SEMH through nurture group attendance https://www.researchgate.net/publication/370630417_How_effectively_can_nurture_group_s_be_used_in_improving_outcomes_for_young_children_with_emotional_behavioural_and_social_difficulties_in_primary	2

Total budgeted cost: £ 64,330

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Progress
1. Attainment Disadvantaged children achieve as well as their peers in Reading, Writing and Maths, so they make the same or better progress as their peers.	End of KS2 data: Maths: 72% Reading: 86% Writing: 66% GPAS: 72%
2. SEMH Needs Disadvantaged children are supported in their social, emotional and mental health needs at school.	Wellbeing remains at the heart of our whole school ethos and values, in order for children to have their basic needs met and be ready and able to access teaching and learning consistently. The strategies within this plan form some of the key methods which support all our pupils but especially our disadvantaged pupils. All staff receive training in the Steps approach to positive behaviour management, which has building positive relationships and enabling understanding of the child at an individual level, underpinning the strategies. Zones of Regulation is utilised in every classroom, enabling ongoing modelling of language and strategies to support awareness of emotions and self-regulation.. The school continues to work closely with external agencies, including Children's Services, CAMHS, School Nursing, to employ strategies and support for children's emotional development. Feedback and observation from teachers, parents and pupils evidence a positive impact, with pupils demonstrating new skills and emotional regulation. Children have been supported with ELSA sessions for their SEMH needs. Our disadvantaged trauma experienced children have attended Nurture group regularly taking part in a range of activities to develop their SEMH needs. Ruby the Therapy dog supports our disadvantaged children through listening to them read, playing games and activities. Referrals are promptly made to CAMHS for children who are still struggling and need more targeted support.
3. Parental engagement Parental engagement for children entitled to pupil premium increases to support their learning through better communication, opportunities and engagement.	There has been increased levels of parental engagement for pupils in receipt of Pupil Premium at curriculum workshops, trips, school events and parent meetings.
4. Attendance Attendance of disadvantaged pupils is in line with peers and in line with national data.	Attendance data: 60% PP children had good or excellent attendance 24 - 25
5. Reading skills Disadvantaged children achieve as well as their peers at reading and make accelerated progress, allowing them equal opportunity.	56% PP children at age related and above expectations for reading 24 – 25 50% Year 6 PP children at age related and above expectations for reading at the end of KS 2 24 – 25 78% PP children passed phonics screening check in Year 1 24 - 25
6. Oral Language skills Disadvantaged children demonstrate improved oral language and vocabulary skills.	NELLI and Welcom used in preschool to assess and support early speech and language needs. Infant language link and speech link used to assess and implement interventions of support for EYFS and KS1 children. Speech link and junior language link support for KS2 children, assessment and interventions. Support from SALT advice sessions for associated SEND needs. Class development of vocabulary knowledge through introduction of PKC and RSW, recall, practice and embedding activities to support development.

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
Speech and Language Link Intervention Nuffield Early Language(NELI) Education L Times Tables Rockstars Numbots	Speechlink Multimedia Ltd Nuffield Foundation Ltd Maths Circle Ltd Maths Circle Ltd

Service pupil premium funding (optional)

<i>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</i>
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.