

# Pupil premium strategy statement – *The Clere 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	387
Proportion (%) of pupil premium eligible pupils	26.8% (104)
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	20/11/2025
Date on which it will be reviewed	31/12/2026
Statement authorised by	Jayne McLaren
Pupil premium lead	Sandra Kirton
Governor / Trustee lead	Garry Parker

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,850
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£126,850</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, take an active role in their learning and make good progress across all subject areas. The focus of our **Pupil Premium Strategy** is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. Our strategy is rooted in addressing the controllable factors that are preventing disadvantaged students from attaining well.

High-quality teaching is at the centre of our approach with a learning-led approach not label-led, ensuring high-quality, experienced expert staff are working equitably with disadvantaged students. Retrieval practice, checking for understanding and meaningful feedback will ensure any gaps in students' knowledge or skills are identified and addressed.

Our approach will be responsive to common challenges and individual needs, focused on robust diagnostic assessment, not assumptions about the impact of disadvantage. We believe every interaction matters and the quality of what we do is critical, including removing the deficit discourse around disadvantage. We will adopt a whole-school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Our strategy is also integral to wider school plans:

- To raise attainment across all subject areas.
- To adapt practice within the classroom to raise engagement and success.
- To use assessment and target data effectively.
- Improve attendance to be in line with national levels.

## Challenges

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

Challenge number	Detail of challenge
1	Reducing the gap between the <b>attainment</b> of non-disadvantaged and disadvantaged students across all subjects – developing effective use of data where assessment, both formative and summative assessment, provides meaningful and useful information that can be acted upon in a timely manner.
2	Reducing the gap between the <b>attendance</b> of non-disadvantaged and disadvantaged students – developing strong relationships and building a sense of community between families and school is essential.
3	Students' access to learning materials following <b>absence</b> (short and long term) is mixed, with inconsistent filling of gaps in subject knowledge and skill acquisition.
4	Students' access to subject-specific vocabulary and the demands of academic <b>reading</b> . 50% of disadvantaged students in Year 9 have a below average reading age, 55% in Year 8 and 57% Year 7.

## 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
Improved <b>attainment</b> among disadvantaged students across the curriculum at the end of KS4 and sustained improvement from Years 7-10.	<p>Disadvantaged students achieve outcomes at GCSE that are closer to, or in line with, their non-disadvantaged peers across the curriculum.</p> <p>Disadvantaged students show sustained year-on-year improvement in Progress 8 / Attainment 8 scores, reducing the gap in those falling below national benchmarks.</p> <p>Internal assessment data evidences that disadvantaged students make at least expected progress each year, with increasing proportions exceeding expectations.</p> <p>Teachers consistently use formative assessment to identify misconceptions early, with evidence of timely interventions leading to improved outcomes.</p> <p>Summative assessment data is analysed termly, with clear action plans implemented to address gaps in specific subjects or cohorts.</p> <p>Departmental planning and classroom practice demonstrate that assessment data is being used to adapt teaching strategies for disadvantaged learners.</p>
To achieve and sustain improved <b>attendance</b> for all students, particularly disadvantaged students.	<p>Overall student attendance consistently reaches or exceeds 95%.</p> <p>Attendance rates for disadvantaged students improve year-on-year, closing the gap with non-disadvantaged peers for <math>\leq 2\%</math>.</p> <p>Reduction in persistent absence among disadvantaged students with sustained downward trends across cohorts.</p> <p>Students identified as at risk of poor attendance in Year 7 show improved patterns by Year 8, preventing long-term disengagement.</p>
To ensure that all students, particularly disadvantaged students, have consistent and equitable access to high quality teaching and teaching materials, enabling timely and effective adaptations in the classroom and/or support following <b>absence</b> .	<p>Teachers use effective checking for understanding strategies to accurately identify misconceptions and/or gaps in learning and promptly adapt teaching accordingly.</p> <p>All students, particularly disadvantaged, have timely access to high-quality teaching and learning materials after absence.</p> <p>Departments provide standardised approaches so students can reliably access missed content.</p> <p>Absence-related gaps are consistently reduced across cohorts.</p>

<p>To strengthen the <b>literacy</b> of disadvantaged students by embedding subject-specific vocabulary and academic <b>reading</b> skills, ensuring all learners can access, understand, and succeed across the curriculum.</p>	<p>The proportion of disadvantaged students with a reading age below 90 reduces across each year group in Years 7-9.</p> <p>Disadvantaged students demonstrate increased use of subject-specific vocabulary in written work and oral contribution.</p> <p>Improved literacy will lead to higher attainment in core subjects, narrowing the gap between disadvantaged and non-disadvantaged peers.</p> <p>Embed a whole-school approach to academic reading and vocabulary ensuring disadvantaged students consistently benefit from high-quality literacy support.</p> <p>All departments embed explicit vocabulary instruction into schemes of learning.</p>
--	---

## 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.

### High Quality Teaching

Budgeted cost: £105,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improve the quality of teaching</i></p> <p>Improvement of staff CPD programme at all levels to ensure equitable access to well-trained, highly qualified staff.</p> <p>Recruitment of highly skilled subject specialists and high-quality intervention teachers.</p> <p>Timely deployment of staff support plans where teaching does not meet expectations.</p>	<p>'High-quality teaching has a long-term positive effect on students' life chances, particularly for children from disadvantaged backgrounds.'</p> <p>ECT framework – Standard 1 <a href="#">Early Career Framework</a></p>	1, 2, 3, 4
<p><i>Embed Teaching &amp; Learning Framework</i></p> <p>T&amp;L The Clere Way: embedding of non-negotiables to ensure all students including disadvantaged can access high-quality teaching and learning.</p> <p>Planning for learning and full participation through strong explanations and scaffolding up, modelling and worked examples; moving from guided to independent practice.</p>	<p>EEF guidance makes clear that quality first teaching is key to addressing gaps in learning and improving outcomes for all students, including disadvantaged students.</p> <p><a href="#">1. High-quality teaching   EEF</a></p>	1, 3, 4
<p><i>Embed adaptive and responsive teaching:</i></p> <p>Checking for Understanding strategies are used consistently and effectively to find out what students know, understand and can do.</p> <p>Blue Folders are annotated with actionable strategies for disadvantaged students and actively used within every lesson.</p>	<p>EEF's: <a href="#">Diagnostic Assessment Tool.pdf</a></p> <p><a href="#">Check for Understanding... why it matters and how to do it. #rEDSurrey21 – teacherhead</a></p> <p>'Providing opportunity for all students to experience success, by adapting lessons, whilst maintaining high expectations for all' – ECF / TS Standard 5</p> <p><a href="#">Adaptive Teaching   Huntington Research School</a></p>	1, 3, 4
<p><i>Effective use of assessment data</i></p> <p>Assessment data is used to inform practice and improve provision at individual student, group and whole cohort level.</p>	<p>Using assessment data provides an efficient, low-cost and seemingly objective way in which to measure the impact of teaching via student progress.</p> <p>Chartered College of Teaching:</p>	1, 3, 4

	<a href="#">Measuring what matters: Redefining data's role in schools : My College</a> <a href="#">How to use assessment effectively in your school</a>	
<p><i>Strengthening literacy</i></p> <p>Systematic teaching of vocabulary, developing reading comprehension, and building confidence with challenging texts. Schemes of Learning are audited and updated to ensure Tier 2 and Tier 3 vocabulary are explicitly taught. Explicit vocabulary instruction in lessons where teachers introduce, model and revisit key words regularly. Training staff to make better understand and use of reading ages to ensure resources and assessments are accessible.</p>	<p>Importance of improving reading for the whole school curriculum: <a href="#">New study highlights the importance of reading to the whole school curriculum - GL Assessment</a></p> <p>'Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.' <a href="#">Improving Literacy in Secondary Schools   EEF</a></p>	1, 4
<p><i>Curriculum Development</i></p> <p>Development of the curriculum across the school that builds knowledge and skills through a spiralling approach, ensuring every student experiences a coherent, well-taught academic and pastoral programme to drive academic excellence.</p>	<p>Mary Myatt's <i>The Curriculum: Gallimaufry to Coherence</i></p> <p>Wood &amp; Haddon <i>Secondary Curriculum Transformed</i></p> <p>Chartered College of Teaching: <a href="#">Issue 25: A broad and varied curriculum : My College</a></p>	1, 4

## Targeted academic support

Budgeted cost: £8,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Effective diagnostic assessment</i> of new Year 7 cohort and tracking of all year groups:</p> <p>NGRT Reading Tests</p>	<p>NGRT reliably measures reading skills against the national average to support getting to the root of any problems precisely and quickly.</p>	4
<p><i>Reading intervention programme</i></p> <p>Small group reading and targeted literacy support using Little Wandle.</p> <p>English Nurture Sets within the curriculum.</p>	<p>Reading comprehension is one of the top three strategies identified within the EEF Teaching &amp; Learning Toolkit in terms of impact:</p> <p><a href="#">Reading comprehension strategies   EEF</a></p> <p><a href="#">Small group tuition   EEF</a></p>	4
<p><i>Learning Support Assistants (TAs)</i></p> <p>Strategic and planned deployment of Learning Support Assistants in the classroom to facilitate access to the subject-specialist teacher.</p>	<p>EEF research states that the input of TAs should supplement (rather than replace) high quality provision from the class teacher:</p> <p><a href="#">Deployment of Teaching Assistants   EEF</a></p>	1, 4
<p><i>Regular 'spotlight' on disadvantaged students:</i></p> <p>Core data meeting with a standing agenda item of the progress of disadvantaged students every two weeks.</p> <p>KS4 Pupil Premium standing agenda item in line management meetings.</p> <p>Monthly 'Pupil Premium' focus in Friday Pupil Focus Briefing.</p> <p>Pupil Premium Profiles.</p>	<p>Ongoing discussion and training allows teachers and support staff to better understand the specific challenges faced by disadvantaged students.</p> <p><a href="#">Using pupil premium: guidance for school leaders</a></p> <p>Embedding Pupil Premium into regular meetings and training helps create a shared responsibility across staff.</p> <p><a href="#">The EEF Guide to the Pupil Premium   Education Endowment Foundation</a></p>	1, 2
<p><i>Targeted Revision Workshops</i></p> <p>Provide structured, high-quality revision opportunities that specifically support disadvantaged students in preparing for assessments and public examinations, helping to close attainment gaps.</p>	<p>Research from the EEF and DfE supports the use of structured revision workshops.</p> <p><a href="#">RISE attainment improvement - GOV.UK</a></p>	1, 3



## Wider strategies

Budgeted cost: £12,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improving attendance:</i></p> <p>Attendance data shared with pastoral leads, tutors and subject teachers to ensure a co-ordinated response.</p> <p>Use of positive reinforcement strategies such as recognition, certificates, and rewards to improve attendance.</p> <p>Hold structured meetings with parents/carers of persistently absent students to co-create solutions.</p> <p>Work with external agencies where barriers are complex.</p> <p>Track attendance improvements termly for disadvantaged students.</p>	<p>Supporting pastoral and teaching staff to develop a culture of good attendance is supported through the recommendations in the government guidance:  <a href="#">Improving school attendance: support for schools and local authorities - GOV.UK</a></p> <p>School attendance is associated with higher average academic performance in an assessment year across all pupils from all backgrounds.  <a href="#">Link between attendance and attainment - GOV.UK</a></p>	2
<p><i>Wider pastoral support:</i></p> <p>Use pastoral data (attendance, behaviour logs, safeguarding concerns) to identify disadvantaged students requiring additional support.</p> <p>Provide practical assistance to reduce barriers (uniform, equipment, food support, revision guides).</p> <p>Provide access to ELSA, pastoral support or mental health support where needed.</p> <p>Strengthen communication with parents/carers of disadvantaged students through regular updates and support meetings.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life.  <a href="#">Social and emotional learning   EEF</a></p> <p>Levels of parental engagement are consistently associated with improved academic outcomes.  <a href="#">Parental engagement   EEF</a></p>	1, 2
<p><i>Careers Programme:</i></p> <p>Deliver a structured careers programme aligned with the Gatsby Benchmarks.</p> <p>Provide tailored guidance interviews for all disadvantaged students, ensuring personalised pathways are explored.</p> <p>Monitor engagement in careers activities and compare against non-disadvantaged peers.</p>	<p>The EEF, DfE and Gatsby Foundation all highlight that structured careers education raises aspirations, improves engagement, and helps disadvantaged students make informed post-16 choices.  <a href="#">Gatsby Benchmarks Explained</a></p> <p><a href="#">Aspiration interventions   EEF</a></p>	1, 2

Use mentoring programmes to help disadvantaged students set academic and career goals.		
<p><i>Extra-curricular / Enrichment opportunities:</i></p> <p>Prioritise disadvantaged students for enrichment opportunities, ensuring barriers such as cost, transport, or equipment are removed as far as possible.</p> <p>Track participation and identify gaps in engagement compared to non-disadvantaged peers.</p> <p>Provide targeted invitations and encouragement for disadvantaged students to join enrichment and/or extra-curricular activities.</p> <p>Communicate clearly with parents/carers about opportunities, ensuring disadvantaged families are supported to enable participation.</p>	<p>Research highlights that participation in extra-curricular activities is associated with better long-term outcomes, including higher engagement and improved progression routes:</p> <p><a href="#">Access to extra-curricular provision and the association with outcomes - Education Policy Institute</a></p> <p>Broadening access to enrichment opportunities can improve life chances:</p> <p><a href="#">Improving educational outcomes for disadvantaged children</a></p>	1, 2

**Total budgeted cost: £126,850**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This Pupil Premium strategy has been reviewed and a new 3-year plan put in place to reflect the changes in the leadership and management of the school and to more precisely diagnose need and put in place appropriate and relevant intended outcomes and activities.

Below is the review of the intended outcomes for 2024-25:

#### ***Quality first teaching in all lessons which supports disadvantaged students' understanding and progress.***

In September 2025 the teaching and learning framework was replaced with a more robust model designed to embed consistency of practice across the curriculum. This strategic refinement was undertaken to ensure that disadvantaged students consistently access high quality teaching.

The revised framework is embedding greater coherence in classroom delivery, reducing variability and strengthening equity of provision. Early monitoring indicates that this approach is contributing to improved engagement, progress, and attainment for disadvantaged students, supporting the school's wider commitment to sustained improvement.

#### ***Reduced gaps in achievement and progress in English and Maths***

There was no Progress 8 score for 2025 as the cohort did not have Key Stage 2 assessments which are needed to calculate a Progress 8 score. The KS2 tests were cancelled in the academic years of 2019/20 due to the Covid 19 pandemic, leaving no baseline for Progress 8 calculations for the affected cohorts.

	2024-25 Cohort		2023-24 Cohort	
	Basics 9-5 %	Basics 9-4 %	Basics 9-5 %	Basics 9-4 %
Pupil Premium	23.8	38.1	13.3	26.7
Non-Pupil Premium	47.8	61.2	42.1	71.9
Gap	-24.0	-23.1	-28.8	-45.2

The gap between Pupil Premium and their non-Pupil Premium peers for Basics 9-5% has reduced by 4.8% with Basics 9-4% reducing by 22.1% demonstrating a narrowing of the gap.

#### ***Reduce gaps in literacy and numeracy so all students meet age-related expectations***

Using the Reading Strategy and NGRT tests students are regularly monitored and early interventions put in place to support students working at or below age-related expectations across Key Stage 3.

Current Year 8		
	Rapid progress	Expected progress
Pupil Premium	54%	45%
Non-Pupil Premium	48%	26%
Gap	+6%	+19%

The results of the reading interventions taking place throughout Year 7 resulted in disadvantaged students making slightly better progress than their non-disadvantaged peers. These students were part of a Little Wandle intervention trial throughout Year 7.

Current Year 9		
	Rapid progress	Expected progress
Pupil Premium	43.5%	13%
Non-Pupil Premium	61%	13%
Gap	-17.5%	0

Throughout Year 8, disadvantaged students making expected progress as a result of the intervention was in line with their non-disadvantaged peers.

Current Year 10		
	Rapid progress	Expected progress
Pupil Premium	71%	7%
Non-Pupil Premium	75%	21%
Gap	-4%	-14%

Throughout Year 9, disadvantaged students made slightly less progress than their non-disadvantaged peers.

***For disadvantaged students to attend school more so they can access the curriculum more consistently.***

Pupil Premium attendance data 2024-25:

Whole school	Pupils in group	Attendance %
Pupil Premium	135	84.05
Non-Pupil Premium	378	89.57

The attendance of disadvantaged students improved by +2.17% in comparison to 2023-24 data. There were also marginal gains in reducing the gap between the attendance of Pupil Premium students in comparison with their non-Pupil Premium peers. This fell by 2.28% reducing the gap to -5.52%.

There was a purposeful focus on attendance in the summer term of 2024-25 with daily attendance analytics closely monitored to ensure earlier support and intervention.

## 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
Reading diagnostic testing	NGRT testing for Reading
n/a	n/a