

Pupil premium strategy statement

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	Cleobury Mortimer Primary School
Number of pupils in school	
1	45/227 = 20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs S Desborough
Pupil premium lead	Mrs S Desborough
Governor / Trustee lead	Mr J Payton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,805
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£70,805

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children in our school, irrespective of their backgrounds or the challenges they face will make good progress with their learning and achieve their full potential, particularly in English and maths. We also recognise that disadvantaged pupils are more likely to be persistently absent compared to their peers and therefore a focus of our pupil premium strategy is to support families and to promote high levels of school attendance.

We will consider the challenges faced by pupils whom we deem to be vulnerable and the activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside accelerated progress for their disadvantaged peers.

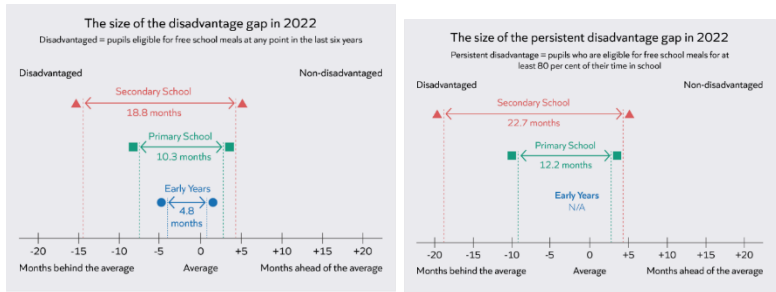
Alongside children's academic attainment and progress, we will support emotional health and well-being as we recognise that happy children learn well. We will also facilitate arts participation, as the EEF found that *'Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress'* as well as highlighting that it can have wider benefits *'such as more positive attitudes to learning and increased well-being'*. (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>)

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Set ambitious targets ensuring a balance between support and challenge
- Intervene early at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what pupils can achieve

Challenges

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

Challenge number	Detail of challenge																
1	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils with a number of families requiring support from our Family Support Worker (FSW), Early Help or social services. These challenges particularly affect disadvantaged pupils, and impact on their attendance, attainment as well as the enrichment / sporting opportunities that they experience.																
2	Historically in our school, children have demonstrated underdeveloped oral language skills and vocabulary gaps. This is now also a recognised issue nationally. Gaps are evident from Nursery through to KS2 and - in general - are more prevalent among our disadvantaged pupils than their peers.																
3	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Support for learning is often lacking at home. Reduced opportunities to read / lack of opportunity to access high quality texts outside of school may negatively impact their development as readers.																
4	Internal assessments indicate that math's attainment among disadvantaged pupils is below that of non-disadvantaged pupils – however, data shows these gaps are starting to close following the implementation of this strategy. Teachers specifically want to continue to strengthen children's number sense and fluency, as the foundational knowledge of other math's learning.																
5	Assessments, both formative and summative, have highlighted the increasing gap in attainment and progress between disadvantaged learners and others within the peer group, particularly in the core subjects of maths and English. This fits with the national data from the Education Policy Institute (2023) around the disadvantaged gap:  <p>The size of the disadvantage gap in 2022 Disadvantaged = pupils eligible for free school meals at any point in the last six years</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Gap (Months)</th> </tr> </thead> <tbody> <tr> <td>Secondary School</td> <td>18.8</td> </tr> <tr> <td>Primary School</td> <td>10.3</td> </tr> <tr> <td>Early Years</td> <td>4.8</td> </tr> </tbody> </table> <p>The size of the persistent disadvantage gap in 2022 Persistent disadvantage = pupils who are eligible for free school meals for at least 80 per cent of their time in school</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Gap (Months)</th> </tr> </thead> <tbody> <tr> <td>Secondary School</td> <td>22.7</td> </tr> <tr> <td>Primary School</td> <td>12.2</td> </tr> <tr> <td>Early Years</td> <td>N/A</td> </tr> </tbody> </table>	Level	Gap (Months)	Secondary School	18.8	Primary School	10.3	Early Years	4.8	Level	Gap (Months)	Secondary School	22.7	Primary School	12.2	Early Years	N/A
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6	Our attendance data indicates that attendance among disadvantaged pupils has been / is lower than for their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' 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
Improved oral language skills and vocabulary among disadvantaged pupils, with a focus initially in EYFS and KS1.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including day-to-day interactions, engagement in lessons and assessments.
Improved phonics attainment for disadvantaged pupils	Phonics screening check outcomes in 2025 /2026 at least in line with the national average and showing that more than 80% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
Improved number sense and number fluency in EYFS and KS1 among disadvantaged pupils.	EYFS and KS1 maths outcomes show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of teaching assistants to support small group interventions in the classrooms.	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4, 5
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	4, 5
<p>Embedding (and purchasing resources for) ELS (a DfE validated Systematic Synthetic Phonics programme) to secure strong phonics teaching for all pupils. Purchasing and implementing a 'catch-up' ELS phonic programme for pupils in KS2 who didn't pass the phonic screening check.</p> <p>Embedding ELS spelling in Y2, 3 and 4 and introduction of a linked handwriting programme.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF research and guidance.</p> <p>We will fund teacher release time to effectively embed the Teaching for Mastery approach as well as the Mastering Number (fluency and number sense) whole class programmes</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>4, 5</p>
<p>Embed oracy within the EYFS curriculum through Talking Time (nursery) and NELI interventions (YR and KS1) to support the development of early language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>There is a strong evidence base that suggests universal and targeted oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>The 'Pastoral Team' (which includes a Family Support Worker) will ensure that effective and timely support from both school and external agencies is targeted towards our most vulnerable families, aiming to increase school attendance and allow access to provision where needed.</p> <p>Embedding a behaviour policy based on restorative practice and re-energising our school</p>	<p>The Evidence Base behind Attendance... Durrington Research School</p> <p>Fostering Belonging, Transforming Schools: The Impact of Restorative Practices Learning Policy Institute</p>	<p>1, 6</p>

values to ensure all pupils and families know they 'belong'.		
Purchase of Accelerated Reader and Hi-Lo texts to support reading engagement and transition to fluency.	EEF - Supporting reading fluency	
Development of oracy in Y5 through the EEF Rehearsal Room Writing Intervention (trial)	EEF - supporting writing Oral language interventions EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke, school-based small tuition to close identified gaps.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 4, 5
Structured interventions in phonics and math's will allow pupils who have fallen behind to keep up, and where necessary 'catch up'	Use of daily 'keep up' sessions (led by teachers / teaching assistants) to enable the class – including disadvantaged children – to move forward together. These will be based on Teaching for Mastery / Mastering Number materials and the ELS materials) Where pupils have fallen further behind, we will purchase proven, measurable interventions to accelerate progress (e.g. Every Child Counts) to enable pupils to 'catch up'. https://everychildcounts.edgehill.ac.uk/mathematics/successarithmetic/	3, 4, 5

Coram Beanstalk reading helpers.	Coram Beanstalk's one-to-one reading support is proven to help improve the reading attainment, self-confidence and enjoyment of reading of children who are struggling or reluctant readers. See website for full impact statement.	2, 3, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 22,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
All of the activities below can be seen to enhance the pupils' wellbeing and social and emotional learning. This will benefit all pupils, but particularly disadvantaged pupils. https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf		
Whole class music tuition for KS2 which will continue over the next three years to give the children the opportunity of developing new skills in music.	Research demonstrates that there are cognitive, educational and social benefits to learning musical instruments, particularly at a young age. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 6
Small group and 1:1 support from Youth worker to address social and emotional well-being.	Children have responded well to small group and, when necessary, individual intervention with our youth workers. This generally improves children's self-esteem and raises their profile in a positive way within their peer group. Children are given a voice to discuss the challenges they are facing and voice concerns they may have in a supportive atmosphere.	1, 6
Subsidised attendance at Breakfast Clubs and after-school clubs for PP children to enhance broader	Increases inclusivity as economic factors do not dictate whether or not a broader curriculum can be accessed. Some subsidy of breakfast club also means that parents can drop ppils off at school early, increasing prompt arrival in morning lessons and reducing attendance issues.	5, 6

opportunities.		
Participation in the NSBP (National Schools Breakfast Programme) to ensure that all pupils have access to breakfast before the start of the school day	Increases inclusivity as economic factors do not dictate whether children access a healthy breakfast at the start of the school and therefore are more likely to be ready to learn.	1, 6
Subsidised school visits and activities including residential visits.	School trips can change attitudes and raise aspirations, through participation in new activities. Rising to new challenges and living alongside their peers helps pupils to become more adaptable and confident which is critical to so many areas of their development. Subsidising trips means that all children have equal access to these experiences.	1, 6
Enrichment activities and programmes delivered by a range of outside speakers and visitors.	Enriching the curriculum through the use of visitors and visits can engage reluctant learners and encourage enthusiastic engagement with school life.	1, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 70,805

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.

Internal data shows that in EYFS and KS1 the gap is closing, particularly in English and Maths. For example, in Year 1, reading outcomes are the same for disadvantaged and non-disadvantaged pupils, and in Years 1,2 and 4 Maths outcomes are the same. This is a direct impact of the introduction of the NCETM mastery curriculum, ELS SSP scheme and the changes to the English curriculum introduced in 2024-5 focusing on reading fluency. School-based tuition, booster sessions and additional resources such as blending and decodable readers, purchased with Pupil Premium funding, had a direct impact on closing the gap. Funded attendance at breakfast club allowed students to access before-school support such as reading or number fluency sessions.

1:1 team-teaching sessions with staff have facilitated the introduction of key oracy strategies across the curriculum, which is a research-based approach enabling children with a limited tier 2 vocabulary to access higher level texts and writing models.

Although the gap between disadvantaged and non-disadvantaged pupils has not closed completely in KS2, the impact of the mastery approach to maths and additional tutoring is being seen in results in Year 4 and 5, where the gap has narrowed by 5% in both year groups and disadvantaged children are achieving in line with national benchmarks for reading and maths. In the Y4 MTC, PP children achieved the same outcomes as non-PP.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health had a disproportionate impact on our disadvantaged children and their progress within school. Pupil premium funding was used to support children's emotional well-being through engagement with our youth worker, whole class music tuition, online enrichment activities, dance lessons, workshops and training for staff to help them to be able to support children for whom the classroom environment was a challenge.

Throughout the year, disadvantaged pupils were encouraged and supported to participate in the wider life of the school. Class teachers contacted pupils and parents, ensuring they were aware of the opportunities that were available and trying to identify and remove barriers for participation.

We are building on last year's approach with the activities detailed in this plan, in the hope of continuing to narrow the gap in attainment between our disadvantaged and non-disadvantaged pupils.