Pupil premium strategy statement – Clyst Heath 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	341
Proportion (%) of pupil premium eligible pupils	19.1%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2025/2026 to 2027/2028
Date this statement was published	Jan 2026
Date last reviewed	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Jonathan Bishop
Pupil premium lead	Tonia Dudley
Governor / Trustee lead	Lorwyn Randall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,655
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£85,665

Part A: Pupil premium strategy plan

Statement of intent

As part of Cornerstone Academy Trust, at Clyst Heath Primary we seek to create and promote a challenging learning environment that inspires children to achieve high standards and become life-long independent learners. We work to set consistently high expectations, build children's confidence and ensure engagement for all. In each of our schools we endeavour to develop creative thinkers, inquisitive questioners and avid problem solvers, with flexible skills, who are successful communicators. All children learn to collaborate effectively at all levels, including working with our international partners, and adapting to the needs of a diverse and ever-changing society. By embracing technology as part of everyday teaching, our schools take a new approach to digital tools, embedding their use within a broad and balanced curriculum. We offer and promote a challenging computational learning environment. The children are taught from an early age to program, to develop good logical thinking skills, to solve problems and to collaborate effectively with their peers.

Our motto across The Cornerstone Academy Trust (TCAT) is "Fortune Favours the Brave" and our values include individual liberty and respect for other religions and cultures. These are discussed explicitly with the children during assemblies, and they are reinforced during class time.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 progress for their disadvantaged peers.

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:

- ensure disadvantaged pupils are challenged in the work that they're set

- act early to intervene 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 they 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 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils achieve at a significant lower level than the non-disadvantaged peers. At KS2 only 20% of PP children passed their Reading and Maths SAT examinations. On entry to Reception class in 2024/25, the pass rate is better, with 71% of children achieving ARE for Number and Comprehension. This compares to 84% (Number) and 87% (Comprehension) for non-disadvantaged children. From an early point, there is a difference, which widens over time.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Our attendance data over the last term indicates that attendance among disadvantaged pupils was 90.71%, compared to 96.61% for non-disadvantaged children. 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.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that more than 90% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. This will be reflected in PASS survey outcomes
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by the overall attendance rate for all children being at least in line with national average, PP pupils being no less than 93%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has reduced by half, from 6% to 3%.

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: £26,401

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF £1,802	1, 2
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Teaching and Learning Toolkit | EEF	1
Training on a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics | Teaching and Learning Toolkit | EEF £529	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range of the best available evidence:	3

	Improving Mathematics in Key Stages 2 and 3	
Access to digital resources to support teaching & learning. Use of Teams and OneNote resources to access the curriculum 1:1 Access to digital devices to support learning Use of video as tool to support communication and access to wider curriculum	As a national leading organisation in this area, children benefit from a curriculum that is rooted in technology – this is a curriculum that has been identified by Ofsted as Outstanding on multiple occasions. £14,500	2
Employment of specialist teachers working across all Trust schools – across Art, Music, PE.	We know that the single greatest factor in improving the outcomes of disadvantaged children is access to high quality teaching. In this instance, the specialist teaching ensures a high-quality access to the wider curriculum, enhancing the cultural capital of children who may not otherwise have access to such experiences. The importance of wider Arts experiences is highlighted by the EEF: Arts participation | EEF £9570	2

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

Budgeted cost: **£30,482**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one mentoring (KS2) and focused tuition (KS1) for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide:	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF £24,795	1, 2, 3

Tutoring: guidance for education settings	Small group tuition | Teaching and Learning Toolkit | EEF Mentoring | EEF	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics | Teaching and Learning Toolkit | EEF £4950	2
Provision of a Trust employed SALT	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | Teaching and Learning Toolkit | EEF £737	1

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

Budgeted cost: **£28772**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. Specifically, this is the roll out of "Price Training", the de-escalation and positive control training.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF £428	3, 4
Whole Trust provision of a School Nurse, who can offer high quality social interventions to support inclusion, and who can contribute to teaching	Both targeted and universal approached positive impact on children's attendance and welfare. £1669	3,4

specific aspects of the RSE/SRE curriculum,		
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve leadership time to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. £864	4
Access to wider trips, visits and residentials is reduced by 40% for children who qualify for PP funding.	In order to ensure as many children as possible access a host of wide-ranging opportunities, we offer a significant discount to qualifying children. £5120	3,4
Purchase of one set of uniform, per annum, for PP children.	To ensure equity of access to school, with a measure of pride and self-respect. £129	4,5
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. £20562	All

Total budgeted cost: **£85,655**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Evaluation of outcomes at Clyst Heath Primary School (2024–2025), with a focus on disadvantaged pupils

Outcomes at Clyst Heath Primary School in 2024–2025 present a clear and coherent pattern. Early attainment is relatively strong, and early reading is broadly secure; however, gaps widen as pupils move through Key Stage 2, particularly in mathematics and for disadvantaged pupils. By the end of Year 6, attainment for pupils eligible for Pupil Premium is significantly weaker than for their peers, with substantial differences evident in combined outcomes. This evaluation draws on internal assessment data, subgroup analysis, and attendance information to triangulate performance across phases.

Context

The school serves a cohort with a significant proportion of disadvantaged pupils. Current data indicates approximately 48 pupils eligible for Pupil Premium within the cohort analysed. Attendance data shows that overall attendance is below national averages, which is a critical contextual factor when evaluating outcomes, particularly for disadvantaged pupils.

As in similar contexts, the combination of disadvantage and reduced attendance increases the importance of strong, consistent teaching and the need to sustain early gains over time.

Early Years Foundation Stage (EYFS)

EYFS outcomes provide a strong starting point. In 2024–2025, 80% of pupils achieved a Good Level of Development (GLD), broadly in line with national benchmarks.

Outcomes for disadvantaged pupils, while lower, remain relatively secure at this stage. 71.4% of Pupil Premium pupils achieved GLD, compared with 81.6% of non-Pupil Premium pupils, representing a gap of just over 10 percentage points. This gap, while present, is modest compared with those seen later in the school.

Further subgroup analysis shows greater variation, particularly for FSM pupils (50% GLD) compared with 82.9% for non-FSM pupils, and for pupils with SEND (33.3% GLD) compared with 87.2% of pupils without SEND. These differences indicate that disadvantage and additional need do have an early impact, although not uniformly across all pupils.

Year-on-year improvements across key groups, particularly disadvantaged pupils, suggest that early years provision is improving and increasingly effective.

Overall, the evidence indicates that EYFS provision is effective in establishing a secure foundation, and that disadvantaged pupils begin statutory education in a broadly comparable position to their peers.

Year 1 Phonics Screening Check

Outcomes in the Year 1 Phonics Screening Check indicate a secure overall picture, with 82.1% of pupils meeting the expected standard, in line with national benchmarks.

Disadvantaged pupils achieved 77.8%, compared with 83.3% for non-Pupil Premium pupils, representing a relatively small gap of approximately 5.5 percentage points. This suggests that early reading is generally taught effectively, and that most disadvantaged pupils successfully acquire foundational decoding skills.

However, wider variation is evident when considering FSM pupils (71.4%) compared with 84.4% for non-FSM pupils, alongside lower outcomes for pupils with SEND (71.4%) and pupils with EAL (60%).

Overall, phonics outcomes indicate that early reading is not a primary point of divergence, and that attainment gaps, while present, are relatively contained at this stage.

Year 4 Multiplication Tables Check (MTC)

The Year 4 Multiplication Tables Check provides a clear mid-key-stage indicator and reveals a different pattern to early reading. In 2024–2025, 34.8% of pupils achieved full marks, compared with a national comparator of 48.5%, placing the school below national average.

The disadvantaged gap is significant. 14.3% of Pupil Premium pupils achieved full marks, compared with 38.5% of non-Pupil Premium pupils, representing a gap of over 24 percentage points. This indicates that differences in mathematical fluency are already well established by lower Key Stage 2.

The FSM subgroup shows particularly weak outcomes (0% achieving full marks), compared with 40% for non-FSM pupils, further reinforcing the link between disadvantage and weaker fluency.

The MTC data therefore suggests that mathematics, and specifically fluency, becomes a key point at which attainment gaps widen, providing an important explanatory link to outcomes at the end of Key Stage 2.

Key Stage 2 outcomes (Year 6)

By the end of Key Stage 2, the attainment picture shows clear and substantial variation, particularly between disadvantaged and non-disadvantaged pupils.

The combined measure (Reading, Writing and Mathematics) shows that:

- 56.1% of pupils achieved the expected standard, compared with a national comparator of 63.1%, placing the school below national average overall

The disadvantaged breakdown sharpens this picture considerably:

- Pupil Premium combined RWM: 20%, compared with 61.1% for non-Pupil Premium pupils, representing a gap of over 40 percentage points

Additional subgroup analysis reinforces this pattern:

- FSM pupils: 0% achieving expected standard, compared with 60.5% for non-FSM pupils
- Outcomes for pupils with SEND are also significantly lower, reflecting additional complexity within the cohort
- EAL pupils: 37.5%, below the cohort average

These data confirm that the primary driver of low attainment at KS2 is the significantly weaker performance of disadvantaged pupils, rather than uniformly low outcomes across the cohort.

Attendance, behaviour and pupil attitudes

Attendance is a significant contextual factor. Whole school attendance is 91.7% (92.0% year-to-date), well below the national comparator of 94.7%. Attendance for Pupil Premium pupils is 91.7%, slightly below national disadvantaged averages, indicating that disadvantaged pupils experience both lower-than-average attendance and a weaker overall school attendance context.

Absence patterns reinforce this picture:

- Authorised absence: 6.3%, above national averages
- Unauthorised absence: 2.1%, above national averages

These figures indicate a reduction in continuity of learning, which is likely to disproportionately affect disadvantaged pupils.

Behaviour is generally strong. Incident rates are extremely low and there have been no permanent exclusions, indicating that behaviour and conduct are not systemic barriers to learning. However, 11.5 days lost to suspension indicate that some pupils experience intermittent disruption to learning.

No PASS data is provided, but the low incident rates suggest that pupils are broadly able to engage with school routines.

Overall evaluation

Taken together, the evidence presents a clear and consistent narrative. Pupils at Clyst Heath make a strong start in EYFS, and early reading outcomes are broadly secure, with relatively small gaps for disadvantaged pupils at this stage.

However, as pupils progress through Key Stage 2, gaps begin to widen more significantly, particularly in mathematics. The Year 4 Multiplication Tables Check demonstrates that fluency weaknesses are already established by lower Key Stage 2, especially for disadvantaged pupils.

Attendance data provides important context, showing that reduced continuity of learning is a significant factor, particularly given the school's below-national attendance levels and the slightly weaker attendance of disadvantaged pupils.

By the end of Key Stage 2, these factors combine to produce substantial and persistent attainment gaps, with disadvantaged pupils performing significantly below their peers across the combined measure. The size of these gaps indicates that differences are systemic rather than marginal.

Importantly, behaviour and pupil engagement are not primary barriers. Instead, the evidence suggests that underachievement is driven by the cumulative effect of widening attainment gaps from lower Key Stage 2 onwards, compounded by below-average attendance and weaknesses in mathematical fluency.

Overall, the data indicates that while early provision is effective, improving outcomes at Clyst Heath will require a sustained focus on:

- Securing mathematical fluency in lower Key Stage 2
- Maintaining early gains in reading
- Improving attendance, particularly for disadvantaged pupils

These areas represent the most impactful levers for reducing disadvantage gaps and improving outcomes over time

Externally provided programmes

Programme	Provider