Clearwater Primary Academy Pupil Premium Strategy Statement 2025/26

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	Clearwater Primary Academy
Number of pupils in school	333
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Year 1 of 3: 2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr David Walters
Pupil premium lead	Mrs Donna Hayward
Governor / Trustee lead	Mrs Sharon Trotman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£40,905

Part A: Pupil premium strategy plan

Statement of intent

We aim to inspire educational excellence, inspired by the world around us. To develop curious responsible and confident learners within a caring community, in partnership with our families, upholding our Christian values.

Our vision and values are deeply rooted in the Christian faith, and these permeate our decision-making, our relationships, our communication and our learning. We aim to provide the highest quality of education for all children, irrespective of their background or the challenges they face.

We are proud of the strong, positive culture all stakeholders have created at Clearwater and we firmly believe this encourages, motivates and supports all children – especially our most disadvantaged. Our Pupil-premium budget focuses primarily on maintaining the very best culture and helping children to succeed through positive relationships, high-quality teaching and learning to build resilience and integrity through our focus of the school values and growth mindset.

Clearwater's Pupil Premium Strategy focuses on the provision provided to all disadvantaged pupils and how they will be supported academically and emotionally to ensure they achieve their goals.

At the heart of our intent, we believe in the importance of quality first teaching and how this will ensure each child makes good progress across all areas of the curriculum. Carefully planned CPD, which is designed to fit Clearwater's curriculum design, drives high standards of teaching and learning. This is proven to have the greatest impact on closing the attainment gaps between PP and non-PP children.

<u>Key Principles of our strategy plan:</u>

- ✓ Ensure the funding benefits academic and emotional targets for all disadvantaged pupils.
- ✓ Thoroughly analyse data to identify which children are underachieving in Reading, Writing and Mathematics and to provide support to enable children to meet recommended expectations.
- ✓ Provide purposeful and effective interventions; ensure children are supported in class so that learning is embedded successfully.
- ✓ Allow opportunities for children to develop their emotional well-being and resilience.
- ✓ Facilitating pupils access to a broad, balanced curriculum as well as wider opportunities to enhance life experiences.

- ✓ Provide support to families who require advice adapting their practise to improve children's mental health, nutrition and general life outcomes.
- ✓ Focus on disadvantaged families who struggle with attendance and provide support to improve attendance figures.

Challenges

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

Challenge number	Detail of challenge
1	Typically, children enter school with starting points below national expectations.
2	Some pupil premium children do not always make as much progress as non-pupil premium in EYFS, KS1 and KS2.
3	Some pupil premium children may need pastoral support and can struggle emotionally as well as academically.
4	Some pupils typically join Clearwater with poor speech and language development which has affected their communication and oracy skills.
5	Many pupil-premium pupils do not have as many rich and varied experiences as non-pupil-premium pupils. As a result, language acquisition and vocabulary can be limited.
6	Support at home can be limited as some families find it difficult to support their child's learning due to a range of external factors.
7	A high number of children with pupil-premium funding also have Special Educational Needs.
8	Some families require support with their child's well-being, mental health or behaviour.
9	Some families may find it difficult to maintain a high level of attendance. Low attendance figures are proven to correlate with a decrease in children's attainment due to a significant amount of lost learning.

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
To close the attainment gap between pupil premium children and non-pupil premium children.	Pupil premium pupils will be supported to reach age-related expectations through all stages. They will begin to achieve in line with peers, or higher, when considering the following statutory assessments: • GLD at the end of EYFS • Phonics Screening in Year 1 • KS1 SATS: reading, writing and maths • Multiplication Tables Check in Year 4 • KS2 SATS: grammar, punctuation and spellings (GPS), reading, writing and maths In pupil progress meetings and fortnightly core progress meetings, the attainment and progress of pupil premium children is focused on and SMART targets are given. Pixl therapies will target specific gaps for pupil premium children. Therapies will be planned strategically to secure the fundamentals in Maths, reading, writing and GPS.
Quality first teaching is a priority in all classrooms.	Successful CPD is provided for all teachers: particular focus on core subjects (foundational knowledge driven) and retrieval practises throughout the curriculum. Using research driven strategies through the Walk Thru project, staff will improve their practise and ensure teaching and learning is highly effective. ECT's will be given specific support when following the ECF – weekly meetings will be planned to ensure teaching and learning is a priority.
Ensure children have secured the foundational knowledge which should be in place when considering their chronological age.	Children should not have any fundamental gaps in their learning which would affect new learning taking place. When there are areas for development (e.g.

	focussing on the foundational knowledge) children will be given immediate support and purposeful therapies.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To implement therapeutic strategies for children to develop resilience, self-control and motivation.	When required, emotional support will be given to children to improve mental health and well-being.
Strengthen the use of assessment to identify weaker areas and pinpoint the exact development areas to focus on individual children.	Using a robust assessment implementation to assess children accurately. Ensure the assessments are used to drive the teaching forwards. Use of Pixl assessments to identify gaps and plan whole class and group therapies. Thorough analysis of data to precisely pinpoint areas of development. CPD on Pixl for all staff members when using assessment to drive learning forwards.
To provide wider opportunities for pupil-premium children so that they have can experience and enjoy wider world learning.	Enrichment Week will give children opportunities to experience extra-curricular sessions involving Arts, Sports, Music and Science. STEM opportunities, e.g. KNEX challenge and Science festivals will be aimed towards pupil premium children to give them more experiences to make links and connections to wider world learning. Financial support provided for school trips and swimming lessons if this is needed.
Monitor attendance rigorously and offer support to families to ensure children reach expected levels of attendance.	Support provided when needed to ensure a high attendance. SLT to monitor attendance and take action and offer solutions when it is needed.
Further develop the pastoral care offered to families in order to support strong mental health, attendance and educational outcomes.	Structured conversations will continue for all of our disadvantaged pupils. Move More will resume this year and, when appropriate, parents will receive 1:1 support by a trained Family Engagement and Support Lead. Move More will also provide support to families through half termly newsletters and webinars. Train TP's with therapeutic interventions, e.g. lego therapy. This can provide beneficial interventions to support children emotionally.

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: £10,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide all children with Quality First Teaching. Prioritise a high-level of teaching and learning throughout EYFS, KS1 and KS2. Support given to new teaching staff and ECT's. Focus on the teaching of phonics, reading, writing and Maths across the school and closely monitor the attainment in these key areas.	EEF guide to Pupil Premium – tiered approach: teaching is the top priority, including CPD. Sutton Trust: Quality First Teaching has direct impact on pupil outcomes.	1, 2, 4, 7, 10.
CPD and time given for staff to learn and implement effective classroom practises. Take part in the 'Walk Thru' action research to use retrieval practices effectively. Subject leaders to attend relevant training to further improve the teaching and learning across the school.	EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. 'To be able to retrieve, use, and apply knowledge in the long term, it is highly effective to practice retrieving, using, and applying knowledge during learning' (Karpicke & Aue, 2015, p.318)	1, 4, 8.
When implementing Pixl, use the networks and events to improve leadership and high-quality CPD. An RSL to hold core-group meetings	Networks are purposeful social entities characterised by a commitment to quality, rigour, and a focus on outcomes. They are also an effective means of supporting innovation in times of change. In education, networks promote the	1, 2, 5, 7.

and monitor teaching and learning in each year group.	dissemination of good practice and enhance the professional development of teachers. (David Hopkins, Teaching Times, 2023).	
Training for all Teaching Partners to maintain maximum value of support. Regular Teaching Partner meetings with Headteacher and Deputy. Focus on the training of phonics and early reading in KS1 – Use ELS successfully in each class. Implement additional phonic sessions to target disadvantages pupils who require further support.	EEF: the area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings.	1, 2, 4, 5, 8, 9.
Focus on supporting children with SEN and using effective strategies in class to maximise children's progress. SENCO to provide support to class teachers. Plan for successful adaptations in lessons and ensure all children have access to high-quality resources to support their learning	Research suggests that the behaviour and practice of the classroom teacher has the greatest impact on the academic and social outcomes of children with SEN (Efthymiou & Kington, 2017).	1, 2, 4, 5.

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

Budgeted cost: £22,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language interventions	EEF: studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken	1, 4, 8.

	language skills, their expressive vocabulary and their early reading skills.	
Purposeful and timely therapies to be carried out by Teachers and Teaching Partners: Pixl therapies, precision teaching, post/pre-teaching groups.	EEF: research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	1, 2, 5, 8.
Attendance monitored rigorously and actions given to support parents. Focus on 'improving attendance for all.'	Geoff Barton, General Secretary of the Association of School and College Leaders, said: The pupils most likely to be absent from school are often those who are vulnerable and struggle the most in education. Improving their attendance is vital to improving their outcomes and life chances.	9.
To fully implement Pixl and focus on the DTTR cycle (Diagnosis, Therapy, Testing, Review). We plan to diagnose the areas of development through whole-class and group therapies.	Targeted interventions have, on average, +4 months of progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition The intervention is more likely to have impact when it is targeted at pupils' specific needs and those needs are identified through the use of diagnostic assessment.	1, 2, 5, 7.

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

Budgeted cost: £7,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific behaviour interventions to support pupil premium pupils. Involvement in 'For the Child.' This support specialises in behaviour as communication and ACE's (Adverse Childhood Experiences).	EEF: Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	3, 8, 9
Enrichment opportunities for all disadvantaged pupils. E.g. Science Festivals, Roaming Reptiles, Innovation with Ben. Enrichment Week: music, sports, art and engineering opportunities will be planned across one week for all children in EYFS, KS1 and KS2.	The EEF report suggests that enrichment activities can have a positive impact on students' academic achievement by improving their motivation, engagement, and attitudes towards learning. Enrichment activities can help students develop a range of skills, such as problem-solving, teamwork, and communication, which can be transferable to other areas of their lives.	5, 6.
Move More A Family Support Engagement Lead meets up regularly with our families to offer 1:1 advice and guidance. Through 'Move More,' our families receive half-termly newsletters and regular webinars where strategies are shared and support is given.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. EEF: Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.	6, 8, 9

Financial support provided for children to attend school trips.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. (EEF Teaching and Learning Toolkit).	6

Total budgeted cost: £ 33,550

Part B: Review of outcomes in the previous academic year

Review of Pupil Premium Strategy 2024-25

Intended Outcome	Success Criteria	Impact
To close the attainment gap between pupil premium children and non-pupil premium children.	Pupil premium pupils will be supported to reach age-related expectations through all stages. They will begin to achieve in line with peers, or higher, when considering the following statutory assessments: • GLD at the end of EYFS • Phonics Screening in Year 1 • KS1 SATS: reading, writing and maths Multiplication Tables Check in Year 4 • KS2 SATS: grammar, punctuation and spellings (GPS), reading, writing and maths • In half termly pupil progress meetings, the attainment and progress of pupil premium children is focused on and SMART targets are given.	In our KS2 SATS results, pupil premium children scored highly in both reading and writing. 85.7% achieved ARE or above in reading (compared to 78.3% of non-pupil premium children). 100% achieved ARE or above in writing (compared to 73.9% of non-pupil premium children). In both reading and writing, pupil premium children received higher results than non-pupil premium children. In Maths, 57.1% of pupil premium children achieved ARE or above compared to 78.3% of non-pupil premium children. Therefore, the combined percentage for the end of KS2 for pupil premium children was 42.9% compared to 73.9% for non-pupil premium children. Due to the statutory results of pupils, Maths for vulnerable pupils at the end of KS2, is a key focus for 2025/26.
Quality first teaching is a priority in all classrooms.	Successful CPD is provided for all teachers: particular focus on core subjects and retrieval practises throughout the curriculum. ECT's will be given specific support when following the ECF – weekly meetings will be	High quality CPD has been provided this year through subject leader network meetings, the WalkThru Project sessions, retrieval CPD through Kate Jones research.

		planned to ensure teaching and learning is a priority. All teachers will hold high expectations of all pupils in their class and every child will be challenged accordingly.	2 x ECT's have successfully completed ECT induction.
	Ensure high quality SEN provision throughout.	Children with SEN will be given appropriate support in lessons, e.g. use of Teaching Partners, scaffolding etc. SLT, including SENCO, will monitor the provision for all pupils so that SMART targets are implemented and progress is evident.	Timely and purposeful interventions have been carried out this year to enable SMART targets are met.
	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. To implement therapeutic strategies for children to develop resilience, self-control and motivation, e.g. Wilderness Therapy.	When required, emotional support will be given to children to improve well-being. Emotion coaching to be implemented this year as training will be provided to two members of staff.	Wilderness Therapy took place in Autumn 2024 for a small group of children. The sessions equipped children with strategies to use when tackling challenging situations.
	Strengthen the use of assessment to identify weaker areas and pinpoint the exact development areas to focus on individual children.	Using a robust assessment implementation to assess children accurately. Ensure the assessments are used to drive the teaching forwards. Use of Sonar to help track groups carefully and monitor progression in each term. Data on Sonar will be used to guide pupil progress meetings half termly. Using Testbase to improve the accuracy of the data and information given at the end of term assessments. Training given to staff when considering how to use this data/evidence to drive teaching and learning and identify targets for pupils.	Testbase assessments were used across the school in Maths, reading and GPS. Teachers successfully used the results to inform future planning. Testbase Maths challenges were also used to support children to tackle challenging Maths problems.

	Ensuring that additional intervention for disadvantaged pupils is timely, purposeful and has a clear impact on progress.	Time will be given for staff to manage and plan interventions so that they are used effectively to meet children's individual targets. CPD for Teaching Partners and regular Teaching Partner meetings with SLT will continue. Teaching Partners will continue to observe each other and share good practise.	Regular CPD helped to improve their skills. Teaching Partners have been trained to lead the interventions for the Reading Fluency Project. The reading age of children improved significantly after the additional fluency support.	
	To provide wider opportunities for pupil-premium children so that they have can experience and enjoy wider world learning.	Enrichment Week will give children opportunities to experience extra-curricular sessions involving Arts, Sports, Music and Science. STEM opportunities, e.g. KNEX challenge and Science festivals will be aimed towards pupil premium children to give them more experiences to make links and connections to wider world learning.	Enrichment Week held in June 2025: dance sessions, STEM rocket workshops, archery sessions, football sessions, cookery sessions. STEM opportunities: Gloucestershire K'Nex challenge, Roaming reptiles, Ben from innovation design, STEM ambassador visit – Ian Gower. Children took part in the Look Who's Talking Oracy project.	
	Monitor attendance rigorously and offer support to families to ensure children reach expected levels of attendance.	Support provided when needed to ensure a high attendance. SLT to monitor attendance and take action when it is needed.	Attendance officer rigorously monitors levels of attendance across the school. Attendance Improvement Meetings (AIM) held to develop supportive strategies to address barriers and monitor progress.	
	Further develop the pastoral care offered to families in order to support strong mental health, attendance and educational outcomes.	Structured conversations will continue for all of our disadvantaged pupils. Move More will resume this year and, when appropriate, parents will receive 1:1 support by a trained Family Engagement and Support Lead. Move More will also provide support to families through half termly newsletters and webinars.	A number of pupil premium families engage in 1:1 Move More sessions. Parents have responded positively to webinars and newsletters.	

Providing opportunities for children who would be interested in attending grammar school when they leave primary.	Work alongside Crypt School with our 'Widening Access' initiative. Children, who are already meeting age-related expectations or above, will have the opportunity to attend Crypt School weekly for tutoring sessions in preparation for the grammar school test at the beginning of Year 6.	Three Year 5 children and Two Year Four children attended Crypt once a week to participate in the 'Widening Access' initiative. All children received additional support and guidance related to the grammar school test. Children also received free access to ATOM which is an online resource to help children revise for the grammar school test.

2024-25 Pupil Premium Data

KS2 SATS Data

	SPAG	Reading	Writing	Maths	Combined
Non PP	73.9%	78.3%	73.9%	78.3%	73.9%
PP (7 children)	71.4% (5/7)	85.7% (6/7)	100% (7/7)	57.1% (4/7)	42.9% (3/7)

KS1 phonics screening

	Phonics screening pass %
Non PP	86%
PP (2 children)	50% (1/2)

EYFS GLD

	Good Level of Development
Non PP	75%
PP	50% (1/2)

Multiplication Tables Check (Y4)

	Percentage of children scoring 25	Mean Average Score
Non PP	50%	23.36
PP (4 children)	75% (3/4)	23.25

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Can Do Maths	Buzzard Publishing
TTRS (times tables support)	Times Tables Rockstars
Essential Letters and Sounds	Oxford University Press
Sonar	Juniper Education
Pixl	2025 The Pixl Club
Move More Family Support	Move More organisation

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Targeted support in lessons (Teaching Partners) Speech and Language. Enrichment activities.
What was the impact of that spending on service pupil premium eligible pupils?	Service children are working well to meet specific targets in class.