

Pupil premium strategy statement



Stifford Clays Primary School

School overview

Detail	Data
School name	Stifford Clays Primary
Number of pupils in school	520 + nursery
Proportion (%) of pupil premium eligible pupils	23%
Academic years that our current pupil premium strategy plan covers	2026/2027 to 2028/2029
Date this statement was published	September 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Jack Lloyd Executive Headteacher
Pupil premium lead	Emma Summerhayes Head of School
Governor / Trustee lead	Hayley McClenaghan Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,670.00
Pupil premium funding carried forward from previous years	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils make good progress and attain well in all subjects and aspects of school life. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve in line with their non-disadvantaged peers.

Quality first teaching is central to our plan and provision: we know from research that a lack of QFT has the biggest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching good lessons every day is crucial. This is enhanced tutoring for those most affected by the pandemic (lockdowns, partial re-opening, Covid-related absence and requirements to self-isolate).

We are ensuring that disadvantaged children receive a high proportion of their teaching from the most qualified and effective teachers and are not routinely and largely taught by teaching assistants for the largest proportion of the day.

We are committed to targeting our interventions to combat the wider barriers to disadvantaged children's academic and wider success through bespoke programmes drawing a wide range of professionals and community services where this is possible.

Our strategy is focused on identifying what each child needs to be successful and achieve well and in order to do this we are:

- Ensuring that the needs of children are identified through a range of mechanisms, including written assessment, observations of behavior, analysing a wide range of data sets available to us and speaking to the pupils and those that care for them;
- Regularly reviewing the progress and performance of all disadvantaged children to ensure that our approaches are impactful and those most needed at any given time;
- Ensuring disadvantaged pupils are challenged in the tasks and activities they receive in each teaching session;
- Ensuring that all staff take responsibility for disadvantaged pupils' outcomes
- Regularly reminding all staff of the need for high expectations of what all pupils, but especially those who are disadvantaged can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes in the core subjects and especially in writing Internal assessments indicate that all core attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The gap is wider in writing. On entry to Reception class in the last 4 years, between 60- 83% of our disadvantaged pupils arrive below age-related expectations compared to 20% of other pupils. This gap remains steady to the end of KS2.
2	Phonics Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Vocabulary and oral expression 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.
4	Developing confident and competency in mathematic understanding of number for our younger children Assessments and observations indicate a lack of solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. This is especially evident from Reception through to the end of KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Attendance Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2 - 3% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

6	Gaps in knowledge and understanding of curriculum content Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
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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.	KS2 reading outcomes in 2028/29 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present). Phonics check outcomes in years 1 and 2 show a sustained improvement year-on-year.
Improved maths attainment for disadvantaged pupils at the end of KS1 and 2.	KS2 maths outcomes in 2028/29 show that disadvantaged pupils met the expected standard in line with their peers (except where significant SEN is present).
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2026/27 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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by: • the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £71,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
To introduce a new maths curriculum to enhance the quality of teaching of maths across the school and improve our mastery provision.	Standardised tests linked to a carefully progressive curriculum 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 3, 4 and 6
Further embed and succession plan for the effectiveness of our Read, Write Inc programme through intensive training and support by a nationally recognised expert trainer- a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils but especially those who are disadvantaged.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3 and 6
Embed and expand the use of Fresh Start programme where children have not mastered phonics and decoding securely by the end of KS1 through intensive training and support by a nationally recognised expert consultant. Staff to receive refresher and on-going training and support from the consultant.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3 and 6

To embed the Literacy and Language programme consistently and effectively across the school to ensure that gaps in knowledge are filled and quality first teaching is consistent across the whole school for every child.	Standardised tests linked to a carefully progressive curriculum 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3 and 6
Further develop and embed a “News” project which will be used by all class teachers regularly to develop language skills and wider understanding of the world. This will directly impact on reading outcomes at the end of KS2.	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 Toolkit Strand Education Endowment Foundation EEF	3, 5 and 6
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Develop the Trauma and Attachment staff training and embed the practices to develop a “trauma and attachment friendly school”.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	5 and 6

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

Budgeted cost: £95,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
In years 1-6 continue the tightly targeted intervention groups for reading, writing and maths interventions for disadvantaged pupils falling behind age-related expectations in phonics/R, W and M	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. For tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.	1, 2, 3, 4 and 6

	Small group tuition Toolkit Strand Education Endowment Foundation EEF 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 Toolkit Strand Education Endowment Foundation EEF	
Senior leadership teaching in year 6 on a daily basis to provide high quality teaching and targeted support for those who are not yet ARE. This also sets the tone and highlights the agenda of the importance of our impact on disadvantaged children.	Tuition can be expensive to deliver, particularly when delivered by teachers however, we recognise that there is a need for our most experienced and effective teachers to teach the most vulnerable learners most of the time. Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
To use sport and PE to engage those PP children who are disaffected through additional PE teacher mentoring and support (where relationships are already positive and trust established).	Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves. We recognise the impact this has had previously especially on our most disadvantaged and vulnerable learners. Physical activity EEF (educationendowmentfoundation.org.uk) Summer schools EEF (educationendowmentfoundation.org.uk)	5 and 6

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

Budgeted cost: 45,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing the opportunities for wider competitive sports and clubs ensuring that PP children are invited and encouraged to participate/attend, This is include the use of outside providers to wider the offer but will be free at the point of access for all children.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5 and 6

Address the issue of persistent absence through the HoS leading on this work area to support the attendance lead and absence administrator. To embed the DfE's 'Working together to improve school attendance'. This will involve training and release time for staff to develop and implement forensic procedures and to be robust with the LA regarding cases that have been referred in line with the new DfE guidance on managing attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Half termly whole staff focus on PP pupils to review current position and revise actions/approaches as needed.	Keeping staff regularly focused on the priority has a significant impact on the outcomes for disadvantaged children. Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)	All
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.	Any/all

Total budgeted cost: £ 212,670

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 2025 to 2026 academic year.

In our reception phase, overall in 2026, 75% of our PP pupils achieved the GLD compared, which has remained at the same level from 2025. . It is clear that our strategy to focus on high quality phonics teaching is having an impact on the early reading component of the GLD and our focused teaching in EYFS led by our Early Years Lead Practitioner has had a significant impact already. This aspect will be continued in 2026-27.

Reception PP Pupils

ASSESSMENTS

Item	Stifford Clays Primary School (2009)	Local Authority - Thurrock		NCER National	
	Value	Value	Gap	Value	Gap
Good Level of Development ●	75.0% 	62.0% 	+13.0%	54.7% 	+20.3%
Average no. ELGs at expected	15.1 	13.4 	+1.7	12.4 	+2.7
All Goals, Exp+	75.0% 	61.1% 	+13.9%	53.0% 	+22.0%
Prime Goals, Exp+	87.5% 	70.4% 	+17.1%	62.8% 	+24.7%
Com. & Lang. Goals, Exp+ ●	87.5% 	74.8% 	+12.7%	68.6% 	+18.9%
PSE Goals, Exp+ ●	87.5% 	76.0% 	+11.5%	74.1% 	+13.4%
Phys. Dev. Goals, Exp+ ●	87.5% 	78.5% 	+9.0%	74.8% 	+12.7%
Specific Goals, Exp+	75.0% 	61.7% 	+13.3%	53.9% 	+21.1%
Literacy Goals, Exp+ ●	75.0% 	62.9% 	+12.1%	56.6% 	+18.4%
Maths Goals, Exp+ ●	87.5% 	73.8% 	+13.7%	64.4% 	+23.1%
Und. The World Goals, Exp+	87.5% 	75.7% 	+11.8%	68.9% 	+18.6%
Exp. Arts & Des. Goals, Exp+	100.0% 	83.8% 	+16.2%	76.5% 	+23.5%

Reception Other Pupils

Item	Stifford Clays Primary School (2009)	Local Authority - Thurrock		NCER National	
	Value	Value	Gap	Value	Gap
Good Level of Development ●	67.9%	74.8%	-6.9%	75.8%	-7.9%
Average no. ELGs at expected	13.3	14.6	-1.3	14.8	-1.5
All Goals, Exp+	67.9%	74.2%	-6.3%	74.4%	-6.5%
Prime Goals, Exp+	75.5%	79.9%	-4.4%	80.9%	-5.4%
Com. & Lang. Goals, Exp+ ●	77.4%	83.0%	-5.6%	84.3%	-6.9%
PSE Goals, Exp+ ●	79.2%	85.7%	-6.5%	87.1%	-7.9%
Phys. Dev. Goals, Exp+ ●	83.0%	87.1%	-4.1%	88.2%	-5.2%
Specific Goals, Exp+	71.7%	75.3%	-3.6%	75.5%	-3.8%
Literacy Goals, Exp+ ●	71.7%	76.6%	-4.9%	77.8%	-6.1%
Maths Goals, Exp+ ●	75.5%	81.2%	-5.7%	83.1%	-7.6%
Und. The World Goals, Exp+	77.4%	84.1%	-6.7%	85.2%	-7.8%
Exp. Arts & Des. Goals, Exp+	79.2%	88.7%	-9.5%	88.7%	-9.5%

Outcomes for PP children in year 1 were lower than previous years but there was a smaller cohort of 7 children – 2 children did not pass the PSC. Our 3-year trend continues to be above national PP (+9.4%) but slightly behind national other. The average point score for PP children increased by 1.5 to 37.0 in 2026 with our PP pupils out-performing our other children (APF of 36.6).

Year 1 PP pupils

Estab. No.	Estab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Values Trend	YoY* vs NCER National		
				2024	2025	2026		'23 to '24	'24 to '25	'25 to '26
NCER National		Cohort	129807	130,140 -	132,630 +2,490	126,650 -5,980		-	-	-
		WA	67.7%	68.3% -	66.6% -1.7%	68.3% +1.7%		-	-	-
		APS	0.3	30.3 -	29.8 -0.5	30.3 +0.5		-	-	-
2009	Stifford Clays Primary School	Cohort	12	15 -	15 0	7 -8		-	-	-
		WA	77.1%	80.0% -	80.0% 0.0%	71.4% -8.6%		-	+1.7%	-10.3%
		APS	0.4	35.8 -	35.5 -0.3	37.0 +1.5		-	+0.2%	+1.0%

Year 1 non PP

Etab. No.	Etab. Name	Indicator	Average of Years	Values (& YoY* vs Self)			Values Trend	YoY* vs NCER National		
				2024	2025	2026		'23 to '24	'24 to '25	'25 to '26
NCER National		Cohort	470230	482,120 -	474,080 -8,040	454,490 -19,590		-	-	-
		WA	84.2%	83.4% -	83.5% +0.1%	85.6% +2.1%		-	-	-
		APS	0.3	34.2 -	34.3 +0.1	34.8 +0.5		-	-	-
2009	Stifford Clays Primary School	Cohort	59	62 -	65 +3	51 -14		-	-	-
		WA	90.6%	90.3% -	89.2% -1.1%	92.2% +3.0%		-	-1.2% 	+0.9%
		APS	0.4	35.3 -	37.4 +2.1	36.6 -0.8		-	+2.0 	-1.3

Outcomes for our PP children outperformed PP pupils nationally in almost every aspect and improved significantly from out 2024-25 PP data. The gap between our PP children and Other children nationally closed considerably showing demonstrable positive impact.

Reading, the difference between PP and other nationally diminished by 17.7%

Writing, the difference between PP and other nationally diminished by 21.8%

Combined, the difference between PP and other nationally diminished by 17.6%

Year 6 PP Pupils

NCER National	Reading ≥ Exp. Std.	200,660	62.7%	62.2% +2.7% pts	63.2% +1.0% pts	62.6% -0.6% pts		-	-	-
	Writing TA ≥ EXS	200,070	59.4%	58.5% +0.9% pts	59.5% +1.0% pts	60.3% +0.8% pts		-	-	-
	Maths ≥ Exp. Std.	200,630	60.4%	59.0% +0.7% pts	60.5% +1.5% pts	61.6% +1.1% pts		-	-	-
	RWM ≥ Exp. Std.	199,960	47.0%	45.4% +2.0% pts	47.4% +2.0% pts	48.3% +0.9% pts		-	-	-
	Reading Avg. SS	182,720	102.9	102.7 +0.4pts	103.0 +0.3pts	103.0 0.0pts		-	-	-
	Maths Avg. SS	183,440	101.7	101.5 +0.3pts	101.8 +0.3pts	101.9 +0.1pts		-	-	-
2009	Reading ≥ Exp. Std.	28	58.7%	80.0% +37.9% pts	39.1% -40.9% pts	57.1% +18.0% pts		+35.2% pts 	-41.9% pts 	+18.6% pts
	Writing TA ≥ EXS	28	67.4%	75.0% +22.4% pts	52.2% -22.8% pts	75.0% +22.8% pts		+21.5% pts 	-23.8% pts 	+22.0% pts
	Maths ≥ Exp. Std.	28	65.5%	75.0% +32.9% pts	60.9% -14.1% pts	60.7% -0.2% pts		+32.2% pts 	-15.6% pts 	-1.3% pts
	RWM ≥ Exp. Std.	28	52.8%	70.0% +38.4% pts	34.8% -35.2% pts	53.6% +18.8% pts		+36.4% pts 	-37.2% pts 	+17.9% pts
	Reading Avg. SS	27	102.4	104.5 +3.7pts	100.4 -4.0pts	102.2 +1.8pts		+3.3pts 	-4.3pts 	+1.8pts
	Maths Avg. SS	27	102.3	105.2 +6.0pts	99.7 -5.4pts	102.0 +2.3pts		+5.7pts 	-5.7pts 	+2.2pts

Year 6 Other Pupils

NCER National	Reading ≥ Exp. Std.	437,860	80.4%	79.6% +1.7% pts	80.6% +1.0% pts	80.9% +0.3% pts		-	-	-
	Writing TA ≥ EXS	437,260	78.3%	77.6% +0.5% pts	78.1% +0.5% pts	79.1% +1.0% pts		-	-	-
	Maths ≥ Exp. Std.	437,820	80.3%	79.3% +0.5% pts	80.3% +1.0% pts	81.4% +1.1% pts		-	-	-
	RWM ≥ Exp. Std.	437,140	68.7%	67.2% +1.4% pts	68.9% +1.7% pts	70.1% +1.2% pts		-	-	-
	Reading Avg. SS	422,940	106.6	106.2 +0.1pts	106.7 +0.5pts	106.9 +0.2pts		-	-	-
	Maths Avg. SS	423,840	105.9	105.5 +0.2pts	106.0 +0.5pts	106.3 +0.3pts		-	-	-
2009 Stifford Clays Primary School	Reading ≥ Exp. Std.	61	82.4%	78.9% +7.1% pts	86.2% +7.3% pts	82.0% -4.2% pts		+5.4% pts	+6.3% pts	-4.5% pts
	Writing TA ≥ EXS	61	85.3%	84.5% +1.4% pts	87.7% +3.2% pts	83.6% -4.1% pts		+0.9% pts	+2.7% pts	-5.1% pts
	Maths ≥ Exp. Std.	61	84.9%	83.1% +7.0% pts	84.6% +1.5% pts	86.9% +2.3% pts		+6.5% pts	+0.5% pts	+1.2% pts
	RWM ≥ Exp. Std.	61	74.7%	71.8% +15.5% pts	76.9% +5.1% pts	75.4% -1.5% pts		+14.1% pts	+3.4% pts	-2.7% pts
	Reading Avg. SS	61	105.3	105.3 +1.4pts	105.5 +0.2pts	105.1 -0.4pts		+1.3pts	-0.3pts	-0.6pts
	Maths Avg. SS	61	105.4	105.9 +2.6pts	106.3 +0.5pts	104.0 -2.4pts		+2.4pts	-0.0pts	-2.7pts

Our tracking data for behaviour shows that it is 'expected' for all groups and the school is a positive and happy place to be. We will continue to provide additional and targeted support for those who are most vulnerable and this includes our SEMH interventions both "in house" and from external counsellors and play therapists in addition to all staff in school being Trauma and Attachment trained.

Our priority regarding attendance and persistent absence has had some success on an individual pupil level and this is documented in our case study-level data. However, this remains a clear and important priority for 2026-27 and beyond.

There has been some positive impact on our severely absent pupils the schools gap to non-disadvantaged nationally has decreased by 0.1%. The gap to national disadvantaged has also reduced by 1.1%.

Our persistent absent percentages for PP continues to read positive compared to PP nationally whilst there is still work to do to improve this area.

Cohort	Attendance % 2023-24	Attendance % 2024-25	% PA 2023-24	% PA 2024-25
All	94.4	94.0	13.5	15.9
PP	92.8	91.8	19.1	19.7

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- We have utilised the DfE's training grant to train a senior mental health lead and will focus on better meeting the mental health needs of our pupils in collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.