Pupil premium strategy statement 2026-2027

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	Clayton Hall Academy
Number of pupils in school	850
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2026/27
Date this statement was published	Sept 2026
Date on which it will be reviewed	On- going Final review July 27
Statement authorized by	Mrs C Reid
Pupil premium lead	Mrs C Reid

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,987
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	£ N/A

Part A: Pupil premium strategy plan

Statement of intent

At Clayton Hall Academy, part of the Windsor Academy Trust (WAT), we believe in the trans- formative power of education to unlock the **academic and personal potential** of every student, with a special focus on our Pupil Premium (PP) students**.** We believe that all students need to feel a keen sense of **belonging** to ensure that they are able to **thrive**. Our strategy is centered on creating a high-performing school that nurtures great learners and well-rounded individuals, with a commitment to placing Disadvantaged students at the forefront of our plans.

We ensure that our Pupil Premium students benefit from an education that unlocks their academic and personal potential. Students are supported academically, but we recognize that attendance, equipment, and wider enrichment strategies are key support areas that can affect student belonging and potential.

We recognize that high-quality teaching is the most powerful tool in closing the attainment gap. Therefore, our pupil premium strategy prioritizes outstanding teaching and learning for all, while providing targeted support for disadvantaged pupils

Clayton Hall Academy takes a strategic, evidence-informed approach to the use of pupil premium funding, integrating it within our wider school improvement systems. Our decisions are underpinned by EEF research, ensuring that interventions are rooted in best practice and offer value for money. These strategies are monitored, evaluated, and refined regularly to maximize their effectiveness.

Our key objectives are

1. To close the attainment gap between disadvantaged and non-disadvantaged pupils by ensuring access to high-quality teaching and learning.
2. To accelerate progress for disadvantaged pupils, ensuring they achieve at least expected outcomes, with many exceeding expectations.
3. To support the personal development, well-being, and resilience of all disadvantaged pupils, enabling them to flourish both academically and socially.

Our Approach:

We will achieve this through:

- A rich and inclusive curriculum that inspires ambition and nurtures individual strengths.
- Consistently high-quality teaching that meets the needs of all learners.
- Targeted academic support and timely interventions, based on robust assessment.
-Extensive enrichment opportunities beyond the classroom, broadening experiences and aspirations.
- A strong focus on attendance, behaviour, and well-being, ensuring all pupils are ready to learn.
- Close collaboration with families to break down barriers and provide tailored support.

Achieving These Objectives

To close the attainment gap and ensure all pupils achieve their full potential, we have developed a strategic, evidence-informed approach that integrates high-quality teaching, targeted interventions, and wider support.

Our key areas of focus include:

1. High-Quality Teaching and Engagement Strategies
Ensuring consistent high-quality teaching through research-based engagement strategies, including scaffolding, retrieval practice, and metacognitive approaches.
Leveraging technology through 1:1 iPads to enhance personalised learning, increase engagement, and provide instant feedback to accelerate progress.
Using adaptive teaching to ensure lessons are inclusive, accessible, and tailored to meet the needs of all learners.

2. Accelerating Progress and Raising Attainment
Targeted academic interventions for disadvantaged pupils, ensuring they reach at least age-related expectations.
Focused support for higher-attaining disadvantaged pupils, enabling them to reach greater depth in learning.
Focus on reading, to ensure all students are capable and confident readers.

3. Pastoral and Well-Being Support
Dedicated pastoral team providing behavioural, attendance, and safeguarding support to remove barriers to learning.
Proactive attendance strategies, including early intervention for persistent absence.
Mental health and well-being initiatives, including access to NHS Mental health team, mentoring, and social-emotional learning programmes.
Calm and safe school environment.

4. Broadening Horizons Through Enrichment and Cultural Capital
Subsidised access to enrichment activities, including educational visits, residentials, and cultural experiences to ensure that disadvantaged students are represented at all events.
Providing access to extracurricular activities that develop confidence, resilience, and ambition.
Through these strategies, we ensure that pupil premium funding is allocated effectively, maximising impact and enabling every child to succeed, regardless of background.

Challenges

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

Challenge number	Detail of challenge
1	**Disadvantaged student progress is currently below FFT 20**. *Outcomes in all subjects will work to FFT20 to raise the aspiration and bespoke intervention programs for students will be tracked and monitored at key points through the year. (Key focus **Mathematics and English (9-4).*** - *Key stage Raising standards lead posts*
2	**Improve attendance for all Disadvantaged pupils.** *Attendance for disadvantaged students is currently below non-disadvantaged students**. (97% target set for all students)*** - *Home support and attendance lead posts* - *In-school pastoral support including 5 Heads of year and 4 Heads of house to support transition into school.*
3	**To raise aspiration and life chances for all disadvantaged pupils** *Opportunities for disadvantaged pupils need to be carefully monitored and planned. We plan to develop 'Belonging' through high engagement in lessons, enrichment, and bespoke interventions to enable them to reach their academic and personal potential.* *Including the opportunity to take part in Bronze and Silver Duke of Edinburgh Award.*
4	**Parental engagement and community links** *Developing strong links with the community to improve life chances for disadvantaged students.* - *Parent Champion programme* - *Local Community Committee*
5	**Reading comprehension** *Improve accessibility to the curriculum with a robust reading programme (Lexonic).*

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
Improve outcomes for Disadvantaged students by developing high quality teaching assessment and curriculum. Aspirational targets and intervention programme based on FFT 20 'Must gets' developed.	To ensure that students have access to high quality teaching and curriculum through high quality CPD and allocated time for improvement. The curriculum is reviewed regularly against the National curriculum, the needs of our students, including our local context. **PP data to be at least FFT 20 in Maths and English (9-4) 2025/26** **English and Maths crossover at least FFT 20**
Improve accessibility to the curriculum for all through a focus on **reading comprehension** to age expected level and **numeracy skills** for all.	All students have a **reading age that is at least in line with their chronological age.** Students complete reading intervention using a range of appropriate reading interventions and engage in a reading activity at least once per day. Reading for pleasure thrives. Students' fluency, reasoning and problem-solving are secure. Students retain and apply mathematical concepts confidentially.
To ensure that all students achieve their **academic and personal potential.** **CPL –** Classroom provision	Embed engagement strategies into all lessons including **STAR, silent solo, turn and talk and ABC discussion cues.** Embed rigorous assessment and intervention cycles Increased quality of lessons and high-quality CPL- **deliberate practice, coaching, Step lab** Focus on upskilling students to be able to work **independently**

Improve **attendance to lessons** above 97% for all groups	Attendance is at or above the national average for disadvantaged students Rigorous tracking and early intervention systems are consistently used. Home liaison officer employed, and attendance monitor position created. In-school and home absence monitored and intervention, including home visits completed and appropriate actions completed. Family support for PA to be completed Studybugs (NHS) support package to be shared with parents and students to support school attendance. 5 Head of Year to support with Attendance, Engagement and Safeguarding.

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 (CPD, recruitment and retention)

Budgeted cost: £ 121,148

Activity	Challenge number(s) addressed
Staff review **curriculum** at regular intervals during the year as part of the CPD cycle. This will include structure, assessment, and content	1
Staff opportunities - Key stage leads, Heads of Year, House leader, home liaison, and pastoral support manager positions created.	2
NPQ programme (NiOT) and ML programme to be offered and completed	1
Instructional coaching available for all Teachers Each teacher is paired with an instructional coach to enhance teaching quality and boost pupil engagement	1, 3
Quality First Teaching - We provide regular CPD sessions to ensure high-quality first teaching. CPD strengthens teachers' ability to embed a language-rich environment and deliver an engaging, high-quality curriculum	1, 3
Ipads - Promoting self-regulation and metacognitive skills Facilitates engaging and flexible learning experiences Foster a high-quality, enriching curriculum that motivates pupils.	1, 3, 5

Targeted academic support

Budgeted cost: £39,611

Activity	Evidence that supports this approach (EEF research and the Pupil premium tied model informs all aspects of the 'PP First' plan at Clayton Hall)	Challenge number(s) addressed
121/ small group tuition to be actioned for Maths, English, Science	(EEF) Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.	2
Form time intervention English Maths and Science to be completed by HOD's		2
Reading intervention with Lexonic	Reading intervention	2, 3

Wider strategies

Budgeted cost: £ 24,264

Activity	Evidence that supports this approach (EEF research and the Pupil premium tied model informs all aspects of the 'PP First' plan at Clayton Hall)	Challenge number(s) addressed
Emotional Coaching/ELSA sessions to be completed throughout the year	(EEF) Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole- class approaches as well as targeted interventions, monitoring the impact of these choices carefully.	4, 5
Extracurricular Support including Duke of Ediburgh, Trips and additional activities	Extracurricular activities are an important part of education. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.	

To develop and embed the use of Arbor to improve communication, rewards, sanctions, and pupil tracking	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.	4
Develop and embed the use of provision maps to assist tracking and intervention		4

Total budgeted cost: £185,023

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.

Disadvantaged data 2025/26

2026 PP data

PP Attainment 8 40.02 FFT 20 46.90

9 - 7 in English 21% FFT 20 4%

9 - 7 in Maths 14% FFT 20 4%

9 - 5 in English and Maths 29% FFT 20 40%

9 - 4 in English and Maths 50% FFT 20 72%

Comparison to 2025 gap to FFT 20

	PP	Non-PP	Gap	FFT 20 (PP)
Av Att 8	40.02 (Grade 4)	48.07 (Grade 5-)	8pts (1 grades below non PP)	47.6 (grade 4+)
9-5 En + Ma	29% (8 Students)	48.7% (55 students)	19.7%	42.9% (12 students)
9-4 En + Ma	50% (14 Students)	66.4% (75 Students)	16.4%	85.7% (24 students)

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
Arbor	Arbor
SISRA	SISRA
Accelerated Reader	Renaissance
Dr Frost	Dr Frost
StudyBugs	StudyBugs
Lexonic	Lexonic
Sparx homework platform	Sparx