

Pupil premium strategy statement Cliffe Woods Primary School -2023-2026

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	5.8%
Academic Years that our current pupil premium strategy plan covers.	2023-2026
Date this statement was published	06/07/2023
Date on which it will be reviewed	04/06/2026
Statement authorised by	Karen Connolly
Pupil premium lead	Rachel Galea-Baker
Governor / Trustee lead	Julia Hurren

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 30,555
Recovery premium funding allocation this academic year	£1,215
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 31,770

Part A: Pupil premium strategy plan

Statement of intent

At Cliffe Woods Primary School, our aim is that all pupils, regardless of background, reach their full potential and have the same opportunities to develop and flourish.

This includes challenging our high attainers and supporting those who have additional needs to do their very best.

We strive to engage families in education and support them in having high aspirations for their children. We will consider the challenges faced by vulnerable pupils at our school. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We know it is vital that all staff, at all levels, understand the potential barriers that our disadvantaged pupils face, including those who are eligible for pupil premium funding.

We want all our pupils to strive to meet our CORE Values of:

- *Resilience*
- *Thankfulness*
- *Compassion*
- *Respect*
- *Integrity*

Our approach will be responsive to identified challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

We will ensure disadvantaged pupils are challenged in the work that they're set. We will act early to intervene at the point need is identified.

We have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We ensure, through training and the sharing of information, that all staff understand how to consider the needs of those who have been disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Reading attainment is lower than non- pupil premium pupils – this is evidenced through data analysis and pupil progress meetings.
2	Low attainment in relation to speech and Language difficulties in EYFS and KS1 – evidenced through baseline assessment, observations and external assessments by SALT.
3	Emotional neglect and poorer mental wellbeing as a result of family conflict – evident through observation, pupil voice, robust pastoral team meeting families regularly.
4	Lack of parental engagement from many pupil premium families in supporting the development of early reading – evident from observation, home/school communication and assessment.

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 improve rate of progress and attainment of disadvantaged pupils in EYFS	<ul style="list-style-type: none"> Speech and Language link assessments will show significant improvement. Achieve national or above national GLD goals particularly focussing on Communication and Language.
Improve reading attainment among disadvantaged pupils by the end of KS2	KS2 reading outcomes in 2026/27 shows that more than 75% of disadvantaged pupils meet the expected national standard.
Improve phonics attainment among disadvantaged pupils in KS1	75% of disadvantaged pupils to meet the expected standard in the Phonics Screening Check in Year 1 and 100% to pass in by the end of Year 2 year on year.
To achieve and sustain improved wellbeing for all pupils in our school; particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2026/2027 demonstrated by: <ul style="list-style-type: none"> Qualitative data from pupil voice

	<ul style="list-style-type: none"> - Student and parent surveys - Teacher observations - Engagement with pastoral team within school <p>Increase in participation of enrichment activities such as school clubs, school trips particularly among disadvantaged pupils.</p>
To increase parental engagement with the most appropriate services to support issues affecting family life	<p>Building parental engagement within schools e.g., attendance at coffee mornings, meetings with pastoral team</p> <p>Effective engagement with signposting of services by the school</p>

Activity in this academic year (2023-2024)

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: £ 8660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD development through attendance of school based/outside provider /trust training in effective strategies to accelerate progress in reading	<p>Teachers knowledge of how children learn to read is enhanced through evidence-based quality CPD. Spaced out CPD across the year to model good practice.</p> <p>Knowledge of needs of children in receipt of PPG is focussed when planning reading and choice of appropriate resources.</p> <p>Literacy Lead supports teachers in identifying barriers to reading and understanding how best to address within the planning and delivery of lessons.</p> <p>All staff carefully consider the reading environment within classrooms, promoting a culture of reading for pleasure within the school and ensuring wider reading enrichment opportunities such as Author visits, storytelling festival.</p>	2

<p>EYFS staff to receive Vocabulary and Speech and Language training.</p>	<p>As outlined by the EEF there is strong evidence that teaching and modelling vocabulary to children in early years can have a positive effect on their oral language skills.</p> <p>Staff to receive training around teaching of vocabulary through both explicit and implicit instruction.</p> <p>Speech and Language Therapist to deliver training for staff around strategies to support the development of speech or language skills.</p>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £14,280 (HLTA) £995 (Phonics programme) £700 (Yarc assessment) £1,250 (Speech and Language Link)

Total - £17,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HLTA delivering 1:1 tuition for children in receipt of PPG</p>	<p>HLTA to do 1:1 reading, comprehension and phonics sessions for children in receipt of PPG.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2, 3</p>
<p>Little Wandle Phonics (DFE approved) intervention (e.g., Rapid Catch up / SEND)</p>	<p>A consistent approach to phonics is embedded within the school. The school's internal data shows an improvement in phonics attainment across Year 1 and 2. Some of this success can be attributed to the embedding of this structured approach to teaching phonics.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Additional phonics intervention accelerate progress and build confidence in reading.</p>	<p>3</p>

Purchase of standard diagnostic assessment – YARC	School currently uses NTS assessments along with robust teacher assessment. Further diagnostic assessments in reading will support a more in depth understanding of specific reading gaps to inform planning and teaching in a more targeted manner.	1,2,3
Staff Training To ensure assessments are interpreted and administered correctly	Standardised tests can offer reliable insights into specific strengths and weaknesses of individual pupils to help ensure they receive the correct additional support through interventions or teacher led support. https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better	
TAs delivering additional vocabulary, speech and language intervention groups.	Additional explicit vocabulary teaching and interventions for children eligible for PPG to support rapid progress in this area.	1

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

Budgeted cost: £486 (TA for Hub Club) £3,900 (Pastoral team) £1,469 (Trips and clubs)

Total £5,885

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication with parents beyond that of the usual school communications, to ensure they know where to seek further support and to provide practical tips that can be used at home.	Research on the factors affecting parental engagement with school suggests the need for a whole-school approach that is embedded over the long term. Effective partnership with parents should be supported by several ingredients at the school level, including a leader who prioritises it and ensures that it is integrated into school planning.	4, 5
School organised parenting initiatives such as workshops run by outside agencies to support parents in	Evidence from the EEF shows that parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups.	4. 5

<p>establishing useful routines and systems at home.</p> <p>Continuing with drop-in coffee mornings for parents where outside speakers can attend, and parents have the chance to make links with each other as well as the school pastoral team.</p>		
<p>Sessions for parents to watch the teaching of phonics in the Early Years.</p> <p>Information session for parents in EYFS and KS1 on how reading is taught in school and how to support Reading for Pleasure at home.</p> <p>Resources to support parents in establishing positive reading habits.</p>	<p>Evidence reports show a decline in children’s reading development during summer holiday times when children are not in the classroom— particularly for children from low-income families. Parents supporting reading over the summer could be an effective approach. A trial, commissioned by the EEF, showed some initial evidence of children in a summer reading programme making two months’ additional progress in reading comprehension at the start of secondary school compared to children in a control group.² EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>Parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.</p>	<p>3, 4</p>
<p>Supporting children in receipt of PPG in accessing wider educational opportunities such as school trips, residential trips and school clubs.</p>	<p>Building of cultural capital to support children’s education. Ensuring that financial barriers are not a reason why children eligible for PPG do not access wider educational opportunities.</p> <p>2019 Unequal Playing Field Report from social mobility commission. An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p> <p><i>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement,</i></p>	

	<p><i>attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.”</i></p> <p>Social Mobility Commission research</p>	
<p>Whole staff training on our school ethos and improving behaviour across school, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and develop a love of learning.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF</p>	3,4

Total budgeted cost: £8660 + £17,225 + £5,885

Part B: Review of the previous academic year (2022-2023)

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2022-2023 academic year and explain how their performance has been assessed.

We have reviewed the targets set in our last pupil premium strategy to ensure we are continually striving for excellence from all, irrespective of background or disadvantage.

Attainment of pupil premium learners in writing is broadly in line with all other learners. The gap in attainment continues to narrow in other KS2 year groups.

Teacher assessment, pupil progress meetings and moderation of work show that the attainment of pupils in receipt of pupil premium funding is in line or better than other learners at the end of Key Stage 2. However, the gap is larger at Key Stage 1, with 29% of those eligible, making expected progress or above. We have used attainment and progress data, along with teacher observations and pupil progress discussions, to identify where the gaps are for these pupils and ensure these are targeted as part of individual provision led by the HLTA. Staff have received, and will continue to receive, training around quality first teaching for all pupils.

Children make expected progress in maths and narrow the attainment gap.

Teacher assessments, work- book monitoring, pupil progress meetings and formative and summative assessment data, show that the attainment gap is narrowed between learners eligible for pupil premium and those who are not by the end of Key Stage 2. There is, on average, a 12% difference between pupils at Key Stage 1 when comparing those who made expected progress or above in Maths. This year, we have joined the Maths Hub and are working towards a mastery curriculum for all the children, where no child gets left behind.

Children in receipt of Pupil Premium achieve expected in phonics check in Year 1 and retakes in Year 2.

Phonics assessments showed that 67% of pupils in receipt of pupil premium in Year 1, achieved the expected mark in the phonics checks. 100% of pupil premium eligible children in Year 2, who retook the check, passed. Our newly embedded phonics scheme has already made a huge difference to early reading, and this has been evident in termly assessments and heat maps. We will continue to ensure fidelity to this scheme and a consistent approach to the teaching of phonics, with further CPD for staff, particularly those working in intervention groups.

Pupils demonstrate greater involvement with school and learning, including home school links, leading to improved outcomes in Key Stage 2.

Attendance figures show those children in receipt of pupil premium funding have broadly similar attendance to other pupils, except in 3 classes where attendance is on average, 7% lower for pupils in receipt of PPG. There are a number of children in receipt of PPG who have medical conditions, which affects their attendance. We have excellent pastoral support for these families and are rigorous in our work with them and the attendance team to support children's attendance at school.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Making the Difference	Education Endowment Foundation

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

