

# 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	423
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	£ 35,520
Recovery premium funding allocation this academic year	£0
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
<b>Total budget for this academic year</b> <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>	£ 35,520

## 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"> <li>Speech and Language link assessments will show significant improvement.</li> <li>Achieve national or above national GLD goals particularly focussing on Communication and Language.</li> </ul>
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.

<p>To achieve and sustain improved wellbeing for all pupils in our school; particularly disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2026/2027 demonstrated by:</p> <ul style="list-style-type: none"> <li>- Qualitative data from pupil voice</li> <li>- Student and parent surveys</li> <li>- Teacher observations</li> <li>- Engagement with pastoral team within school</li> </ul> <p>Increase in participation of enrichment activities such as school clubs, school trips particularly among disadvantaged pupils.</p>
<p>To increase parental engagement with the most appropriate services to support issues affecting family life</p>	<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 (2024-2025)

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: £3303

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD development through attendance of school based/outside provider /trust training in effective strategies to accelerate progress in reading</p>	<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>2</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.	
EYFS staff to receive Vocabulary and Speech and Language training.	<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>	1

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

Budgeted cost: £12,950 (HLTA - DH), £9,136 (HLTA – SH) £995 (Phonics programme) £468 (Speech and Language Link)

Total - £23,549

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA delivering 1:1 tuition for children in receipt of PPG	<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	2, 3
Little Wandle Phonics (DFE approved) intervention	<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><a href="https://educationendowmentfoundation.org.uk/phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	3

(e.g., Rapid Catch up / SEND)	Additional phonics intervention accelerate progress and build confidence in reading.	
Purchase of standard diagnostic assessment – YARC  Staff Training To ensure assessments are interpreted and administered correctly	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.  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. <a href="https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better">https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</a>	1,2,3
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: £488 (TA for Hub Club) £6,680 (Pastoral team) £1,500 (Trips and clubs)

Total £8,668

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	Evidence from the EEF shows that parents' interest and involvement in their children's learning	4. 5

<p>such as workshops run by outside agencies to support parents in 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>is consistently associated with positive outcomes for children of all age groups.</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.<sup>2</sup>  <a href="#">EEF_Parental_Engagement_Guidance_Report.pdf</a></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.  <a href="#">An Unequal Playing Field report.pdf (publishing.service.gov.uk)</a></p> <p><i>“Findings from previous research suggest extracurricular activities are important in</i></p>	

	<p><i>developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, 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>	<p>3,4</p>

**Total budgeted cost: £3,303 + £23,549 + £8,668**



## Part B: Review of the previous academic year (2023-2024)

<h3>Outcomes for disadvantaged pupil</h3>	<b>Actual Costs</b>
<p><i>Outline outcomes for disadvantaged pupils in the 2023-2024 academic year and explain how their performance has been assessed.</i></p> <p><b><u>See below review of outcomes and budget for 2023-2024</u></b></p> <p><b><u>To improve rate of progress and attainment of disadvantaged pupils in EYFS</u></b></p> <ul style="list-style-type: none"> <li>• EYFS Lead has attended training from Kingsnorth English Hub on ‘Supporting Language in the Early Years’ and cascaded this to staff.</li> <li>• EYFS teacher attended ‘Strengthening Early Language’ course.</li> <li>• ‘Big Talk’ runs daily in EYFS classes.</li> <li>• Drawing Club forms part of the daily timetable in EYFS and includes to introduction to and discussion around new and challenging vocabulary.</li> <li>• SALT has modelled interventions and teachers/support staff have been able to observe sessions where SALT is working with a child.</li> <li>• July 2024 - As a cohort, 93% of pupils in EYFS were assessed reaching expected in speaking and 88% in reading and writing.</li> <li>• 33% of those eligible for pupil premium achieved GLD in all areas.</li> <li>• 66% achieved GLD in number.</li> <li>• Out of the 4 pupils with a SEN plan, none met the expected level of development.</li> </ul> <p><b><u>Improve reading attainment among disadvantaged pupils by the end of KS2</u></b></p> <ul style="list-style-type: none"> <li>• July 2024 data shows that in year groups 1 to 6, 70 % of pupils who are pupil premium eligible, were assessed as ‘Expected+ in reading and 22 % as Greater Depth.</li> <li>• 51% of pupils with SEN achieved Expected+ in reading and 15%, Greater Depth. 54% of pupils recorded as SEN support achieved Expected + and 17% Greater Depth.</li> <li>• Reading ambassadors have been established within the school who have improved and developed reading areas in classrooms, conducted reading surveys, established and run the lunchtime reading shed to promote reading for pleasure and a positive culture of reading within the school.</li> <li>• Phonics intervention for targeted pupils in KS2 in place</li> </ul>	<p>£184 - Speechlink subscription</p> <p>£279 - Infant Language Programme</p> <p>Little Wandle Phonics programme - £945</p> <p>Yarc - £354</p>

<ul style="list-style-type: none"> <li>• Ongoing Phonics training has been led by English Lead for KS2 staff and staff have had the opportunity to observe phonics and/or early reading.</li> <li>• Staff audit to assess confidence in phonics instruction and gaps in phonics knowledge was conducted. Individualised training and signposting for support as a result of this information.</li> <li>• Additional reading intervention such as Toe-by-Toe in place in KS2.</li> <li>• Key staff visited beacon school for phonics to observe good practice to cascade new learning.</li> <li>• KS2 staff internally observed KS1 staff teaching phonics for modelling and support.</li> </ul>	<p>£19,853 (staff costs)</p>
<p><b><u>Improve phonics attainment among disadvantaged pupils in KS1</u></b></p> <ul style="list-style-type: none"> <li>• All pupils identified as disadvantaged passed the Phonics Screening Check in Year 1 and in the Year 2 re-takes.</li> <li>• English Lead continues to conduct additional phonics intervention in Year 1 and Year 2 weekly</li> <li>• Data shows lower number of phonics screening re-takes year on year in the last three years (7 pupils 2024/2025 compared to 9 pupils 2023/2024 and 15 pupils 2022/2023)</li> <li>• Additional breakfast phonics interventions have been running (2 mornings a week from Term 5)</li> <li>• Staff audit to assess confidence in phonics instruction and gaps in phonics knowledge was conducted. Individualised training and signposting for support as a result of this information.</li> <li>• Key staff visited beacon school for phonics to observe good practice to cascade new learning.</li> </ul>	<p>£8746 (staff costs)</p>
<p><b><u>To achieve and sustain improved wellbeing for all pupils in our school; particularly disadvantaged pupils.</u></b></p> <ul style="list-style-type: none"> <li>• Attendance figures for pupils who are eligible for pupil premium are at 92%</li> <li>• Excluding the before and after -school paid provision, 43% of disadvantaged pupils attended at least one after school club or enrichment opportunity and 29% attended more than one club over the academic year.</li> <li>• All pupils in receipt of pupil premium have attended at least one school trip, 61% have attended three or more trips.</li> </ul> <p><b><u>To increase parental engagement with the most appropriate services to support issues affecting family life</u></b></p>	

<p>Pastoral team support and signpost parents for parental support programmes e.g. small steps / PPP</p> <p>SEND coffee mornings continue to run with outside speakers often attending. Attendance at these varies.</p> <p>Deputy Head attended training with Medway on their 'Reducing Parental Conflict' course. This has already been suggested as a resource for one family the school are working with.</p>	£1409
<i>Total Spend</i>	<b>£31,770</b>

## 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: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A

