

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	422
Proportion (%) of pupil premium eligible pupils	6.6%
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/James Bernard
Pupil premium lead(s)	Sarah Robins/Rachel Galea-Baker
Governor / Trustee lead	Julia Hurren

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,875
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
Total budget for this academic year	£37,875

<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>	
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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 and writing attainment among disadvantaged pupils by the end of KS2	KS2 reading and writing 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.	<p>Sustained high levels of wellbeing from 2026/2027 demonstrated by:</p> <ul style="list-style-type: none"> - Qualitative data from pupil voice - 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 (2025-2026)

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: £2918

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing staff CPD on effective classroom strategies to accelerate progress in reading and writing.	EEF-Effective-Professional-Development-Guidance-Report.pdf High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.	2
Developing school principles for writing that align with the new DFE writing framework to ensure there is clear progression.	(EEF) EEF-KS2-lit-2nd-Recommendations-poster.pdf Evidence shows that fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice,	

	supported by effective feedback, is required to develop fluent transcription skills.	
<p>All staff to receive additional training on the importance of spoken language and oracy as a discrete subject.</p> <p>Staff to receive further training on using explicit instructional techniques such as 'think aloud' strategies to model.</p>	EEF research states that 'purposeful speaking and listening activities support pupils' language development. Purposeful activities include: — collaborative learning activities where pupils can share their thought processes; — reading books aloud and discussing them, including use of structured questioning; and — pupils articulating their ideas verbally before writing.'	1

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

Budgeted cost: £10,962 (HLTA), £10,963 (HLTA) £945 (Phonics programme) £193 (Speech and Language Link) £293 (Infant Language Programme)

Total - £23,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support. This will be in addition to the usual lessons.	<p>(EEF – Use high quality interventions) 'On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.'</p> <p>'Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.'</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>	2, 3
Continue to run additional phonics	(EEF – Target teaching and support) 'Use high quality assessment and diagnosis to target and adapt teaching to	3

interventions - Little Wandle Phonics (e.g., Rapid Catch up / SEND) – aimed at pupils, including disadvantaged pupils, who need further support.	<p>pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support'.</p> <p>A consistent approach to phonics is embedded within the school. The school's internal data shows an ongoing 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>	
Staff training to ensure assessments are interpreted and administered correctly	<p>School currently uses NTS assessments along with robust teacher assessment. Further diagnostic assessments in reading (such as Shine) will support a more in depth understanding of specific reading gaps to inform planning and teaching in a more targeted manner.</p> <p>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.</p> <p>https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</p>	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: £1,258 (TA for Hub Club) £8343 (Pastoral) £2000 (Trips and clubs)

Total £11,601

Activity	Evidence that supports this approach	Challenge number(s) addressed
Directing parents to the Atom learning tool where those in	Research on the factors affecting parental engagement with school suggests the need for a	4, 5

<p>receipt of pupil premium, can access additional online tutoring and academic support.</p> <p>Work with Medway's Emotional Wellbeing Team to provide targeted support for individuals and a point of contact for parents.</p> <p>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.</p>	<p>whole-school approach that is embedded over the long term.</p> <p>EEF Social and Emotional Learning.pdf</p> <p>Efforts to promote SEL skills may be especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their better off peers.⁸ This matters for a range of outcomes, as lower levels of SEL skills are associated with poorer mental health and academic attainment.</p> <p>EEF research on parental engagement states 'School communications may be particularly important for engaging some parents who could play an important role but may have less contact with school.'</p> <p>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.</p>	
<p>Continue to lead school based parent support groups and workshops, led 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>EEF Parental Engagement Guidance Report.pdf</p> <p>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.</p> <p>'Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions.'</p>	<p>4. 5</p>

<p>Continuing to run Rapid Catch-Up phonics sessions for pupils identified as falling behind from Yr 2 onwards and Daily Keep-Up for those in EYFS and KS1.</p> <p>Involving parents in the teaching of phonics and reading through parental workshops and opportunities to observe in classrooms.</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</p> <p>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.</p> <p>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, 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>	

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.	EEF Social and Emotional Learning.pdf There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. ⁴	3,4
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Total budgeted cost: £2,918 + £23,356 + £11,601

Part B: Review of the previous academic year (2024-2025)

Outcomes for disadvantaged pupil	Actual Costs
<p><i>Outline outcomes for disadvantaged pupils in the 2024-2025 academic year and explain how their performance has been assessed.</i></p> <p><u>See below review of outcomes and budget for 2024-2025</u></p> <p><u>To improve rate of progress and attainment of disadvantaged pupils in EYFS</u></p> <ul style="list-style-type: none"> • 'Big Talk' runs daily in EYFS classes. • Drawing Club forms part of the daily timetable in EYFS and includes introduction to and discussion around new and challenging vocabulary. • SALT continues to work closely with teachers/support staff, modelling interventions • July 2025 - As a cohort, 77% of pupils in EYFS were assessed as achieving a good level of development across all areas of the curriculum. • No pupil premium recipients reached GLD in reading, writing and comprehension (PP in EYFS = 1.7%). 12.5% of pupils identified as SEN achieved GLD in comprehension, reading and writing. • As a cohort, 85% achieved GLD in speaking and communication. 12.5% of those identified as having SEN achieved GLD in speaking, none of those in receipt of pupil premium achieved GLD in this area. <p><u>Improve reading attainment among disadvantaged pupils by the end of KS2</u></p> <ul style="list-style-type: none"> • Parents of children in receipt of pupil premium offered use of Atom Learning, the Key Stage 2 learning and 11+ preparation website, for free. Atom Learning offers a 'child-centric alternative to private tuition' • July 2025 data shows that in year groups 1 to 6, 78% of pupils eligible for pupil premium reached 'Expected+' in reading and 22 % were assessed as Greater Depth. • 59% of pupils with SEN achieved Expected+ in reading and 13% Greater Depth • Reading ambassadors have continued to drive reading across the school • Reading and phonics were noted as a strength in the recent Ofsted report (March 25) • Phonics intervention for targeted pupils in KS2 in place • Additional reading interventions such as YARC and Toe-by-Toe in place in KS2. • KS2 staff internally observed KS1 staff teaching phonics for modelling and support. 	<p>£184 Speechlink subscription</p> <p>£279 - Infant Language Programme</p> <p>Little Wandle Phonics programme - £945</p> <p>Training - £1200</p> <p>£19,853 (staff costs)</p>

Improve phonics attainment among disadvantaged pupils in KS1

- Phonics screening check – 33.3% (1 out of 3) of pupils in receipt of pupil premium passed the check in Year 1. 80% of those with EAL and 100% of pupils with SEN, passed in Year 1.
- Of the 7 pupils who retook the check in Year 2, 1 out of 1 child with SEND passed the check. No pupils in receipt of pupil premium or EAL retook the check this year.
- English Lead and trained support staff lead additional phonics interventions (rapid catch up) across Year 3, 4 and 5. Rapid Catch- Up assessments in June 2025, showed out of 2 out of 4 pupils in Yr3 no longer require these interventions and 6 out of the 7 pupils in Yr4 and 5 no longer require these catch up sessions.
- English Lead has run weekly catch- up sessions for identified pupils in Year 1 and Year 2. All pupils in the Yr 1 group passed the phonics check in June 25. Of the two pupils in the Year 2 group who retook the check this year, both passed.
- Additional breakfast phonics interventions ran 2 mornings a week from Term 5
- All new staff have received phonics training.

To achieve and sustain improved wellbeing for all pupils in our school; particularly disadvantaged pupils.

- Wellbeing Ambassadors have been in place since March 2025. Pupils have developed a well-being action plan and are working towards meeting the objectives on this.
- Ofsted report (April 2025) commended our exceptional provision for pupils' personal development. Personal development was graded 'outstanding'.
- School is working closely with the NELFT team to provide next level of support for identified pupils. This includes CBT for some students.
- Attendance figures for pupils who are eligible for pupil premium are at 93% (June 2025)
- In term 5, there were nine teacher led clubs offered to pupils, 24% non-pupil premium recipients attended these, compared to 11% of pupil premium recipients. In term 6, there have been six clubs running, in addition to externally run clubs. These have been attended by 21% of pupils who do not receive pupil premium, compared to 7% of pupils who do receive pupil premium funding. Uptake of clubs has been generally lower over the last two terms, however, externally run provisions such as football have had increased attendance.
- As a whole, 48% of pupils in receipt of pupil premium have attended clubs, compared to 67% of those not in receipt.
- All pupils in receipt of pupil premium have attended at least one school trip this academic year.

£1458

(additional
pastoral
support,
clubs, etc)

£11,601

(staff costs)

- Out of 4 pupils in receipt of pupil premium funding in Year 6, 3 attended the week long residential.

To increase parental engagement with the most appropriate services to support issues affecting family life

- Introduction of NELFT team this year has provided additional support for families who have low level concerns around children's emotional wellbeing and are experiencing mild anxiety. Workshops have run for parents, including supporting transition to secondary school via the NELFT team.
- Pastoral team continue to support and signpost parents for parental support programmes e.g. small steps / PPP, bereavement services and organisations that help those suffering with financial difficulties.
- SEND coffee mornings continue to run with outside speakers often attending. Some examples of speakers this year include SALT, organisations supporting parents of pupils with ADHD and ASD, transition workshops and support for parents of children who struggle with sleep or issues such as anxiety.
- Resources and training available from Child Health programme are shared via school newsletter. This includes parent workshops on supporting behaviour at home, helping parents work with their children to increase activity and healthy eating and providing drop-in coffee mornings where parents and carers can connect.

<i>Total Spend (in academic year 2024 – 2025)</i>	£35,520

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

