

## Pupil Premium strategy statement – Cleves School

This statement details our school's use of Pupil Premium (PPG) funding to help improve the attainment of our pupils who are PPG eligible.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the outcomes for PPG eligible pupils for the last academic year.

### School overview

Detail	Data
Number of pupils in school	720
Proportion (%) of Pupil Premium Grant eligible pupils	7.2% (52 pupils)
Academic year/years that our current Pupil Premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24, 2024/25, 2025/26
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Board of Trustees
Pupil Premium lead	Rebecca Cannell
Governor / Trustee lead	Adam Abbott-Watkins

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£74,584 (25/26)
<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>	£74,584

## Part A: Pupil Premium strategy plan

### Statement of intent

Our aim is for all children who are PPG eligible to thrive academically, emotionally, and socially, achieving excellence across every aspect of their learning. We are committed to nurturing well-rounded individuals who embody our core values of respect, high aspirations, kindness, perseverance, and inclusiveness.

We are determined that PPG eligible pupils will attain outcomes in reading, writing, and mathematics that are at least in line with, if not exceeding, those of their non-PPG eligible peers. They will fluently read a range of texts and authors and write with clarity and confidence, expressing their ideas effectively. They will also approach mathematical problems with fluency and resilience.

Through a rich, carefully designed curriculum and meaningful experiences, PPG eligible pupils will broaden their understanding of the world. They will take part in a wide range of opportunities, including representing the school in sports teams, playing a musical instrument and performing for others. Their journey will be supported through high-quality teaching, a personalised Pupil Premium profile and the Cleves Guarantee.

We are committed to ensuring that all PPG eligible pupils fully participate in school life and are recognised as valued, active members of our community. They will be supported to develop high aspirations—equal to or beyond those of their peers. We will provide opportunities which enable every child to succeed.

### Challenges

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

Challenge number	Detail of challenge
1	A large proportion of children who are PPG eligible are working below the age expected standard. Pupil voice discussions show that some of these children find the pace of the learning within the class environment challenging.
2	33% of children who are PPG eligible have an attendance below 95%. Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress due to lost learning time.
3	A small number of parents/ carers of PPG eligible children find it difficult to contribute towards the cost of trips, special events and residentials, which decreases the opportunity for a broad curriculum, including social development and building resilience, collaboration and independence.

4	A small number of parents/ carers of PPG eligible children find it difficult to contribute towards the cost of wider school life, such as uniforms, resources, experiences and clubs.
5	Pupil conferencing and wellbeing survey outcomes (with 14% identified as a cause for concern) suggest that several of our pupils who are PPG eligible, hold less positive views of themselves, their abilities, school life, and their relationships with teachers.
6	Many of our PPG eligible children have multiple barriers to learning, which impact their development as readers, writers and mathematicians. 31% of children who are PPG eligible also have SEND needs. 29% of children who are PPG eligible have EAL needs. 8% of children who are PPG eligible have SEND and EAL needs. 6% of children who are PPG eligible have support from social services.
7	There is an increased severity of SEND needs within the Year 3/4 cohort, which in some cases affects the learning and dynamics of the whole class, not just individual pupils.
8	Through discussions with parents and pupils, it has been found that some PPG eligible pupils are disadvantaged by not having adequate access to IT hardware and the Internet. This affects opportunities to complete learning at home. It also means that the IT skills of some of these children are less developed than their peers.
9	A selection of PPG eligible pupils' parents have English as an additional language, which provides a barrier to engaging with school communication/ resources.

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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<p>PPG eligible pupils will attain outcomes in reading, writing, and mathematics that are at least in line with, if not exceeding, those of their non-PPG peers.</p>	<p>The attainment gap between PPG and non-PPG eligible pupils in reading, writing, and mathematics will narrow or be eliminated.</p> <p>The percentage of PPG eligible pupils achieving age-related expectations or above in reading, writing, and mathematics will be in line with or exceed that of non-PPG eligible pupils.</p> <p>Progress measures (e.g., termly assessments, teacher judgments, or standardised scores) will show that PPG eligible pupils are making at least expected progress, with a growing proportion making accelerated progress to close any existing gaps.</p> <p>Internal assessment data and end-of-year outcomes will show that PPG eligible pupils are performing in line with school and national averages.</p> <p>Work scrutiny and teacher assessments will demonstrate that PPG eligible pupils' work reflects consistently high expectations and progress across subjects.</p>
<p>All PPG eligible children's attendance will be above 95%. Knowledge gaps caused by lost learning will be reduced.</p>	<p>Overall attendance for PPG eligible pupils is 95% or higher by the end of the academic year.</p> <p>The attendance gap between PPG and non-PPG eligible pupils is narrowed or eliminated.</p> <p>Persistent absence among PPG eligible pupils is significantly reduced compared to the previous year.</p> <p>Monitoring records show that targeted interventions (e.g., family support, mentoring, attendance tracking) have had a positive impact on attendance patterns.</p> <p>Assessment data shows that identified knowledge gaps have closed, with PPG eligible pupils making accelerated progress in core subjects (reading, writing, and mathematics).</p> <p>Pupil conferencing and teacher assessments indicate that PPG eligible pupils are more confident and secure in key curriculum areas affected by previous lost learning.</p>

<p>To reduce the effect of the local socio-economic gaps.</p>	<p>Outcomes and opportunities for disadvantaged pupils will be equal if not greater to their peers through the Cleves Guarantee.</p> <p><i>All PPG eligible pupils will</i></p> <ul style="list-style-type: none"> <li>• <i>Represent the school in sport</i></li> <li>• <i>Play a musical instrument</i></li> <li>• <i>Have the opportunity to attend trips and residential visits</i></li> <li>• <i>Have the opportunity to attend an after school extra curricular and, if appropriate, a holiday club.</i></li> <li>• <i>Have access to technology required for home learning and the Internet at home.</i></li> <li>• <i>Have any barrier for participating in special events removed (e.g. an author book signing, travelling book fair etc)</i></li> <li>• <i>Have any resource barriers to learning removed (e.g. uniform, stationary etc)</i></li> <li>• <i>Have an appropriate nutritional breakfast.</i> <ul style="list-style-type: none"> <li>○ <i>Breakfast club and GAP club may be offered if appropriate.</i></li> </ul> </li> </ul>
<p>PPG eligible pupils hold positive views of themselves, their abilities, school life, and their relationships with teachers.</p>	<p>Wellbeing and pupil voice surveys show an improvement in self-perception and school engagement among PPG eligible pupils compared to baseline data.</p> <p>The percentage of PPG eligible pupils identified as a “cause for concern” in wellbeing surveys reduces term-on-term.</p> <p>Pupil conferencing and mentoring feedback indicate that PPG eligible pupils feel more confident, valued, and supported in their learning.</p> <p>Staff observations and pastoral records reflect strong, positive relationships between PPG eligible pupils and adults in school.</p> <p>Attendance data supports improved engagement, with consistent attendance above 95% for most PPG eligible pupils.</p>
<p>Barriers to learning are identified and clear strategies are in place to ensure that PPG eligible pupils will attain outcomes in reading, writing, and mathematics that are at least in line with, if not exceeding, those of their non-PPG eligible peers.</p>	<p>Barriers to learning for all PPG eligible pupils are clearly identified, recorded, and reviewed regularly through pupil progress meetings and provision mapping. Each child has an individualised Pupil Premium Profile.</p>

	<p>Targeted interventions (academic and pastoral) are implemented, monitored, and evaluated for impact on individual pupil progress.</p> <p>The attainment gap between PPG and non-PPG eligible pupils in reading, writing, and mathematics is narrowed or closed by the end of the academic year.</p> <p>Progress data demonstrates that PPG eligible pupils are making at least expected progress, with an increasing proportion making accelerated progress.</p> <p>Staff are confident in identifying barriers and using evidence-based strategies (e.g., feedback, scaffolding, precision teaching) to address them.</p> <p>Regular reviews of provision show that strategies are effective, responsive, and adapted based on pupil need and progress data.</p>
All pupils have equal access to IT and online learning resources.	All PPG eligible pupils, as well as other identified pupils, will be provided with a Chromebook upon entry (if they do not already have access to one at home) for use during their time at Cleves.
Strategies are in place which allow communication to be in different languages to eliminate language barriers for parents.	<p>All written communications (letters, newsletters, reports) are available in the home languages of parents where needed.</p> <p>Interpreters or bilingual staff are available for meetings, parent evenings, and consultations.</p> <p>Translation tools and services are consistently used for important documents and communications.</p> <p>Engagement of non-English-speaking parents in school events, meetings, and discussions increases compared to baseline.</p> <p>School staff are aware of and trained in using available language support strategies.</p>

### Activity in this academic year

This details how we intend to spend our PPG funding **this academic year** to address the challenges listed above.

**Teaching (for example, CPD, recruitment and retention)****Budgeted cost: £ 17,180**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small groups in each year to offer greater support in maths and literacy lessons for children working below the expected standard/ children who struggle with the pace of whole class teaching.	EEF report - <a href="#">Cognitive science approaches in the classroom</a>	1, 2, 6, 7
Reading focus on low prior attainers	Comprehension, <a href="#">EEF T&amp; L toolkit</a> <a href="#">EEF whole class reading</a>	1, 2, 6, 7
Literacy team to evaluate effectiveness of teaching, to plan appropriate remedial actions and monitor impact. (see Literacy action plan for more details)	<a href="#">The Rose report</a> <a href="#">DFE reading framework</a> Reading from key topical professionals, such as Christopher Such and Lindsey Picton <a href="#">Phonics toolkit EEF</a> DfE accredited phonics programmes (SoundsWrite) Phonics strategies, <a href="#">EEF T&amp;L toolkit</a> ,  Ofsted documentation	1, 6, 7
Quality first teaching, monitoring and CPD for all staff Inclusive practice CPD for all staff	EEF research Case studies Ofsted documentation	1, 2, 3

**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)****Budgeted cost: £ 23,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia licences	<a href="#">Review of evidence of effectiveness of Lexia programme</a> <a href="#">EEF study of Lexia</a>	1, 2, 6, 7

	Impact reports Case studies	
Read, Write Inc (RWI) interventions	EEF study in progress - Impact Reports Case Studies	1, 2, 6, 7
<p>Pupils who need to catch-up/vulnerable</p> <ul style="list-style-type: none"> <li>• Pupil progress meetings held half termly.</li> <li>• Class teachers will be accountable for outcomes and provision, through agreed timetables/record of support for disadvantaged pupils (see provision map)</li> <li>• Individual Pupil Premium profiles for all disadvantaged pupils focusing on gaps in reading, writing and maths, gaps in learning and suggested strategies. These are shared with all staff.</li> <li>• Reading, Writing and Maths small group teaching and intervention in all year groups.</li> </ul>	<p>Teacher efficacy. Hattie Visible learning</p> <p>Feedback</p> <p><a href="#">EEF T&amp;L toolkit</a></p>	1, 2, 6, 7
<p>Disadvantaged, cognitive SEN and SEMH</p> <ul style="list-style-type: none"> <li>• SEND Support Plans for SEND/PP children will take into account the PPG funding available; this will be clearly linked to the PPG profiles (see below) Discussions with EAL lead on EAL map and how these can be linked.</li> </ul>	<a href="#">EEF Blog: Five evidence based strategies to support high-quality teaching for pupils with SEND</a>	1, 2, 6, 7
<p>Disadvantaged, previously looked after and looked after pupils and those subject to a CP/CIN plan</p> <ul style="list-style-type: none"> <li>• Pupil Premium Profiles are developed</li> </ul>	<p>PHE, link between wellbeing and attainment</p> <p><a href="#">Trauma informed schools</a>, Beacon house</p>	1, 2, 6, 7



<p>by the class teacher and shared with all staff responsible for pupil learning. This will ensure a collective understanding of needs, responsibility and every learning opportunity maximised</p> <ul style="list-style-type: none"> <li>• Access to mentoring and specialist external support as required.</li> <li>• Teachers of LAC children/DSL will make and establish links with families/social workers and the Virtual Head.</li> <li>• Staff training on trauma.</li> <li>• PASS Survey completed twice to identify attitudes of PPG eligible pupils towards school and learning – if required nurture group/intervention put in place</li> </ul>	<p>Nurture UK</p> <p><a href="#">EEF T&amp;L toolkit</a> (social and emotional learning)</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £33,904**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social interactions and enrichment opportunities for all disadvantaged pupils</p> <ul style="list-style-type: none"> <li>• Each disadvantaged and PPG eligible pupil will have a mentor, where deemed beneficial (member of staff)</li> <li>• Each PPG eligible pupil will be entitled to one fee-paying extra-curricular club per term, free of charge. Admin to contact parents to ensure all have engaged. Language</li> </ul>	<p>Newcastle university (Nuffield foundation) after school clubs and academic performance</p> <p>Music in school – sound partnerships</p> <p><a href="#">The importance of music</a> – DfE</p> <p>ArtsEd research, music and academic performance</p> <p>SEL – EEF</p> <p>An Unequal Playing Field - <a href="#">report</a></p> <p><a href="#">DfE guidance</a></p>	<p>3, 4, 5</p>

<p>translation available where needed.</p> <ul style="list-style-type: none"> <li>Teachers to monitor and evaluate impact of opportunities through Pupil Premium profile</li> <li>Books from the book fair for PPG eligible children</li> <li>Books for author signing when the author visits.</li> </ul>		
<p>Future aspirations - All PPG eligible and identified disadvantaged pupils</p> <ul style="list-style-type: none"> <li>All pupils will be offered a leadership role in Year 6</li> <li>All pupils to represent the school in sport at least once each academic year</li> <li>All pupils to play a musical instrument during each academic year.</li> </ul>	<p>Music in school – sound partnerships  <a href="#">The importance of music</a> – DfE  ArtsEd research, music and academic performance  SEL – EEF  Sutton Trust, promoting access to schools and academic achievement  Arts participation – EEF T &amp; L toolkit</p>	5
<p>Support from counsellors to ensure emotional and health needs are addressed and supported</p>	<p><a href="#">Report on study</a> (2021). Link to original study in the <a href="#">Lancet</a></p>	5
<p>Free access to breakfast club on request</p>	<p><a href="#">DfE guidance</a>  <a href="#">EEF evaluation</a> – also shows impact on attendance</p>	3, 4, 5
<p>Chromebook allocated to each PPG eligible child on request</p> <p>Opportunities to complete homework through an afterschool targeted club.</p>	<p>EEF - Using Digital Technology to Improve Learning</p>	7
<p>Financial support for trips and residential to ensure all PPG eligible/disadvantaged children can attend</p>	<p>An Unequal Playing Field - <a href="#">report DfE guidance</a></p>	3, 4
<p>To improve attendance so that pupil attendance is above 95% and overall attendance is in line with all pupils.</p> <ul style="list-style-type: none"> <li>Welfare Officer to continue to be tenacious in the tracking and following up of non-attendance. Follow up with the attendance</li> </ul>	<p>Improving attendance, the key for school leadership summary of research and case studies</p> <p><a href="#">EEF T&amp;L toolkit</a>, parent engagement</p>	6

<p>team, meeting with parents for all PP pupils who drop below 96%.</p> <ul style="list-style-type: none"> <li>• Regular attendance meetings with SLT for those PPG eligible/disadvantaged pupils causing concern.</li> <li>• Improved attitudes towards school through interventions and positive relationships being formed.</li> <li>• Positive relationships with parents to understand and support challenges with attendance.</li> </ul>		
<p>PPG eligible children will be able to access full uniform and be provided with any stationery required.</p>	<p>Research studies: Several studies indicate that support initiatives like providing uniforms and stationery contribute to reducing the attainment gap. For example, a study may have found that students with access to necessary school supplies demonstrated higher levels of academic achievement compared to those without.</p> <p>Case studies: Schools that have implemented such support programs often report improvements in attendance rates and academic outcomes among PPG eligible pupils.</p>	4

**Total budgeted cost: £74,584**

Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p>We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using Key stage 1 and 2 performance data and our own internal assessments using Insight. Insight is used for formative assessment and forms the basis of target setting. Our internal data is based on a series of curriculum objective statements grouped by subject and term which teachers make assessments against. We also use computerised GL Assessments which provide teachers with standardised scores which informs Insight assessments too.</p> <ul style="list-style-type: none"> <li>• PPG eligible pupils in current Year 4 and current Year 5 are largely working below the expected standard in maths. 57% of Year 3 children and 64% of Year 4 children are working</li> </ul>
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below the expected standard. The proportion of PPG eligible children working below in maths compared to all pupils is much larger.

Assessments show that although the number of PPG eligible children working below are still higher than that of their peers, the percentage has decreased demonstrating that the gap is closing.

- Through discussions with parents and pupils, it has been found that some PPG eligible pupils are disadvantaged by not having adequate access to IT hardware and the Internet. This impacts on opportunities to complete home learning at home. It also means that the IT skills of some of these children are less developed than their peers.

To ensure digital inclusion, all pupils without access to IT at home were issued with a Chromebook, enabling them to engage fully with remote and independent learning. PPG-eligible pupils were additionally offered places at Homework Club, providing access to school resources, technology, and targeted support for home learning.

- Through discussions (conferencing sessions with class teachers) and well being surveys (see Pupil survey data which shows 14% are cause for concern), we have found that a number of our PPG eligible pupils have a less positive view of themselves, their ability, the school and their teachers.

This target is still ongoing. Wellbeing surveys have been scheduled for this academic year.

- Although improving, attendance rates for a small number of PPG eligible pupils are lower than the whole school average. The Pupil Premium annual average is 93.4% compared to the whole school average which is 96.1% for the 23/24 academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress due to lost learning time.

Whole school current attendance:

**Current academic year up to Friday 07 November 2025**

Number of pupils		Overall attendance %		Overall absence %		Unauthorised absence %	
723		97.5%		2.5%		0.2%	
Persistently absent				Severely absent			
Number of persistently absent pupils		Percentage of persistently absent pupils		Number of severely absent pupils		Percentage of severely absent pupils	
40		5.5%		2		0.3%	

PPG current attendance:

### Current academic year up to Friday 07 November 2025

Number of pupils 52	Overall attendance % 94.3%	Overall absence % 5.7%	Unauthorised absence % 1.2%
Persistently absent		Severely absent	
Number of persistently absent pupils 9	Percentage of persistently absent pupils 17.3%	Number of severely absent pupils 0	Percentage of severely absent pupils 0.0%

### Last 5 days (04 November 2025 to 07 November 2025)



Overall attendance % 92.9%	Overall absence % 7.1%	Unauthorised absence % 0.5%
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### Trends compared to last year

Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2024-2025	96.6%	3.4%	0.6%
Autumn 2025-2026	97.5%	2.5%	0.2%
Trend	↑	↓	↓
Spring 2024-2025	96.4%	3.6%	0.6%
Spring 2025-2026			
Trend			
Summer 2024-2025	96.1%	3.9%	1.0%
Summer 2025-2026			
Trend			
Overall 2024-2025	96.4%	3.6%	0.7%
Overall 2025-2026	97.5%	2.5%	0.2%
Trend	↑	↓	↓

### Specific PPG trends against last year

Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2024-2025	94.2%	5.8%	1.4%
Autumn 2025-2026	94.3%	5.7%	1.2%
Trend	↑	↓	↓
Spring 2024-2025	92.9%	7.1%	1.8%
Spring 2025-2026			
Trend			
Summer 2024-2025	92.3%	7.7%	3.3%
Summer 2025-2026			
Trend			
Overall 2024-2025	93.2%	6.8%	2.1%
Overall 2025-2026	94.3%	5.7%	1.2%
Trend	↑	↓	↓

Evidence shows that the attendance of PPG eligible pupils has improved, although it remains slightly below that of their peers. Discussions with the Welfare Lead indicate that a significant number of these absences are due to isolated incidents rather than ongoing patterns of non-attendance.

- The parents and carers of a small number of PPG eligible children struggle to engage with some school day activities (e.g. supporting in school or on trips and joining curriculum workshops or parenting forums). Likewise, these parents and carers often find it difficult to contribute towards the cost of trips, special events and residential. This can negatively impact the emotional and social development of these children.

The school funded the cost of one club per child to remove the financial barrier. We also offered help to parents towards the cost of all trips and residential. When there were special events, such as the travelling book fair, we paid for the PPG eligible children to purchase three books.

- We have a new challenge of increased SEND level (severity) of need for the Year 3 cohort (24/25). In some cases, this has an impact on the class as a whole, not just the individuals who have the need.

This has been made a whole school focus and trained staff on inclusive practice, including consulting with SEND specialists, as well as other local schools.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your Pupil Premium to fund in the previous academic year.*

Programme	Provider
N/A	