

# Pupil premium strategy statement – Cleves School

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	720
Proportion (%) of pupil premium eligible pupils	7.8% (56 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 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Board of Trustees
Pupil premium lead	Mrs Karen Lintin
Governor / Trustee lead	Mr Adam Watkins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,845
Recovery premium funding allocation this academic year	£8,555
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in the 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>	£94,400

# Part A: Pupil premium strategy plan

## Statement of intent

The intent for pupil premium children is to achieve excellence in all areas of learning including academically, emotionally and socially. We want our pupils to develop into well rounded individuals and to demonstrate our values: respect, high aspirations, kindness, perseverance and inclusiveness.

We intend for PPG pupils to achieve at least as highly as their non PPG counterparts in reading, writing and maths. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and a range of meaningful experiences. They will represent the school in sport, competing as part of a team. They will play a musical instrument and perform in front of others. All PPG pupils will fully participate in school life and be active valuable members of our community. They will have aspirations similar to or above those of their peers. Their pupil premium profile, quality first teaching and the 'Cleves Guarantee' will play a fundamental role towards their success.

## Challenges

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

Challenge number	Detail of challenge
1	Multiple barriers to learning: Some disadvantaged pupils also have a SEND or Post-LAC need as well as emotional needs and behavioural difficulties. This negatively impacts their development as readers, writers and mathematicians.
2	PPG pupils in Year 3 (current Year 4) are largely working below the expected standard in reading (54%), writing (62%) and maths (77%). The proportion of PPG working below compared to non-PPG children is much larger.
3	50% of the PPG children who are currently on role entered Cleves working below the expected standard in reading, 55% entered below standard in writing and 48% entered below standard in maths,
4	Through discussions with parents and pupils, it has been found that some PPG 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.
5	Through discussions (conferencing sessions with class teachers) and well being surveys (see PASS survey data which shows 18% are cause for concern), we have found that a number of our PPG pupils have a less positive view of themselves, their ability, the school and their teachers.
6	Although improving, attendance rates for a small number of PPG pupils are lower than the whole school average. The Pupil Premium annual average is 93.9% compared to the whole school average which is 96.1% for the 22/23 academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress due to lost learning time.
7	The parents and carers of a small number of PPG 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.

## 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
<p>For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths.</p> <p>To ensure that disadvantaged pupils with additional barriers to learning have individual needs addressed so that they make at least expected progress from starting points in reading, writing and maths.</p>	<p>100% of disadvantaged pupils who do not have a cognitive SEND need will reach age related expectations in reading, writing and maths.</p> <p>Those that have a SEND need will make more than expected progress from their individual starting points.</p> <p>The progress and attainment as well as the well-being and emotional/behavioural needs of these pupils will be discussed half termly with key actions recorded and shared.</p> <p>Pupil Premium profiles will be updated at least termly as a result of pupil conferencing and pupil progress meetings</p>

	<p>The books of Pupil Premium children will be marked first to ensure high quality feedback is given. Conferencing and verbal feedback will be given regularly.</p> <p>Learning targets will be set at least termly</p>
<p>Pupils are confident in what they can achieve, they like school and have an excellent attitude to their learning.</p>	<p>Detailed analysis of PASS data demonstrates improved attitudes</p> <p>Individual mentor for identified disadvantaged pupils</p>
<p>All pupils have equal access to IT and online learning resources.</p>	<p>All PPG and other identified pupils on entry will be offered a Chromebook to use at home during their time at Cleves.</p>
<p>To reduce the effect of the local socioeconomic gaps.</p>	<p>Outcomes and opportunities for disadvantaged pupils will be equal if not greater to their peers through the Cleves Guarantee.</p> <p>All PPG pupils will</p> <ul style="list-style-type: none"> <li>• Represent the school in sport</li> <li>• Play a musical instrument</li> <li>• Have the opportunity to attend trips and residential visits</li> <li>• Attend an after school extra curricular and if appropriate a holiday club.</li> <li>• Have access to technology required for home learning and the Internet at home.</li> </ul>
<p>For all disadvantaged pupils to attend school regularly and on time; ensuring they have a nutritional breakfast, break time snack and lunch each day.</p>	<p>There will be a consistently close focus by teachers on the attendance and punctuality of disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• Attendance and punctuality of targeted pupils will improve to be in-line with all pupils.</li> <li>• Persistent absence will reduce</li> <li>• Disadvantaged pupils have an appropriate nutritional diet. (breakfast club and GAP club considered)</li> </ul>

<p>The emotional, behavioural and health needs of all disadvantaged pupils are met fully.</p>	<p>PASS data will demonstrate improved attitudes and self-worth</p> <p>Well being pyramid applied and considered for each child.</p> <p>Additional support provided could include</p> <ul style="list-style-type: none"> <li>• Nurture group</li> <li>• Counselling</li> <li>• Mentoring</li> <li>• Outside specialist support</li> </ul>
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## 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 (for example, CPD, recruitment and retention)

**Budgeted cost: £ 2400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Problem solving in maths (A developing strategy led by the Maths coordinator with the Maths ambassadors)</p>	<p>EEF Report - <a href="#">Cognitive science approaches in the classroom</a></p>	<p>1, 2, 3</p>
<p>Reading focus on low prior attainers</p>	<p>Comprehension, <a href="#">EEF T&amp;L toolkit</a> <a href="#">EEF whole class reading</a></p>	<p>1, 2, 3</p>
<p>Literacy team to evaluate effectiveness of teaching, to plan appropriate remedial actions and monitor impact. (see Literacy action plan for more details)</p>	<p><a href="#">The Rose report</a> <a href="#">DFE reading framework</a> Reading from key topical professionals such as Christopher Such and Lindsey Pickton</p>	<p>1, 2, 3</p>

	<a href="#">Phonics toolkit EEF</a> DfE accredited phonics programmes (SoundsWrite) Phonics strategies, <a href="#">EEF T&amp;L toolkit</a> , Ofsted documentation Reading review with Lindsey Picton and the cost of supply when the heads of Manby and Oatlands came in	
The introduction of colourful semantics and widgets to assist with writing.	<a href="#">EEF T&amp; L toolkit</a> , teacher subject knowledge	1, 2, 3
Quality first teaching, monitoring and CPD (e.g. PAG INSET)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: £ 63200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 maths tutoring	Third Space Learning – <a href="#">evidence for effectiveness</a> EEF review of <a href="#">online maths tutoring</a> (2016)	1, 2, 3
Lexia licences	<a href="#">Review of evidence of effectiveness of Lexia programme</a> <a href="#">EEF study of Lexia</a> Impact Reports Case Studies	1, 2, 3, 4
RWI Intervention	EEF study in progress. Study into effectiveness <a href="#">here</a> Impact Reports	1, 2, 3

	Case Studies	
<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, 3
<p>Disadvantaged and cognitive SEN.</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)</li> </ul>	<p><a href="#">EEF Blog: Five evidence based strategies to support high-quality teaching for pupils with SEND</a></p>	1, 3
<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</li> </ul>	<p>PHE, link between wellbeing and attainment</p> <p><a href="#">Trauma informed schools</a>, Beacon house</p> <p>Centre for education neuroscience</p>	1

<p>developed 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>• P/LAC teacher will make and establish links with families. Virtual head? Staff training on attachment disorders</li> <li>• PASS Survey completed twice to identify attitudes of PPG 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: £28800**

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 pupil will have a mentor, where deemed beneficial (member of staff)</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>5, 6, 7</p>



<ul style="list-style-type: none"> <li>• Each PPG pupil will be entitled to one fee-paying extra-curricular club per term, free of charge</li> <li>• Teachers to monitor and evaluate impact of opportunities through pupil premium profile</li> <li>• Residential school trips fully funded for Years 3,4,5, &amp; 6</li> <li>• Free access to Lazer Lions holiday club</li> </ul>	SEL – EEF An Unequal Playing Field - <a href="#">report</a> <a href="#">DfE guidance</a>	
Future aspirations - All PPG and identified disadvantaged pupils <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>	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& L toolkit	5, 7
Support from Counsellors to ensure emotional and health needs are addressed and supported	<a href="#">Report on study</a> (2021). Link to original study in the <a href="#">Lancet</a>	5, 6
Free access to breakfast club and nutritional diet	<a href="#">DfE guidance</a> <a href="#">EEF evaluation</a> – also shows impact on attendance	7
Chromebook allocated to each PPG child on entry and Wifi dongle provided if internet access is limited. Opportunities to complete homework through afterschool targeted club	EEF - Using Digital Technology to Improve Learning	4
Financial support for trips and residential to ensure	An Unequal Playing Field - <a href="#">report</a> <a href="#">DfE guidance</a>	7

all PPG/disadvantaged children can attend		
<p>To improve attendance so that pupil attendance is above 96% 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 team, meeting with parents for all PP pupils who drop below 96%.</li> <li>Regular attendance meetings with SLT for those PPG/disadvantaged pupils causing concern.</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

## Total budgeted cost: £94,400

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 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.

Using internal data, we have found that attainment for pupil premium children is lower than non-pupil premium pupils but this is reflective of the pupils' starting points at the beginning Key Stage 2. It should also be noted that this group of children represent 7.8% of the school.

The DfE has shared our school's 2023 performance data with us, to help us better understand the academic achievements of our Year 6 pupils. External data shows that the attainment of Year 6 PPG pupils at Cleves was particularly impressive. This shows the positive impact of teaching, interventions and wider strategies put in place.

Data from tests and teacher assessments suggest that progress remains strong in all year groups. Teaching strategies, interventions and wider strategies have all been of key importance with ensuring that the majority of PPG children make at least expected progress. Where this has not been the case, children have continued to be targeted.

A detailed analysis of progress and attainment in each year group is outlined below.

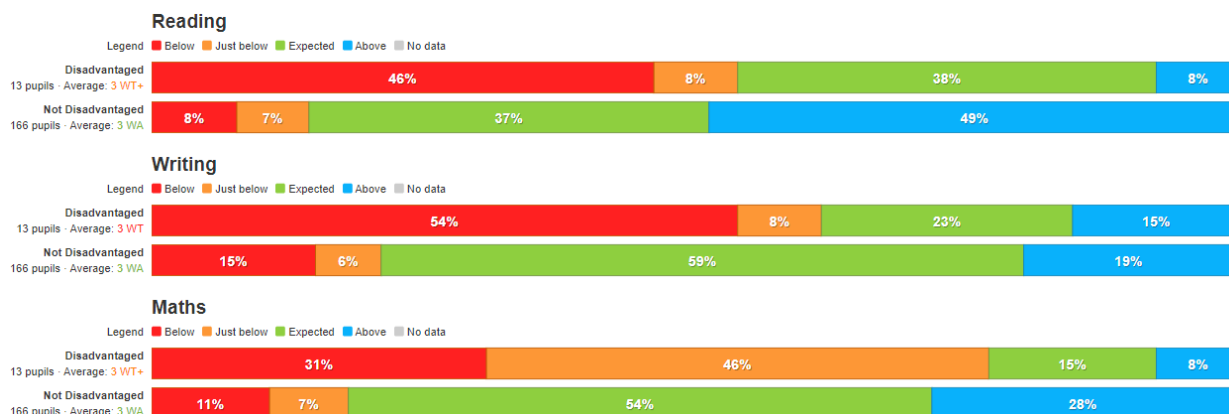
### YEAR 3

Our year 3 group consisted of 179 pupils of which 13 pupils fall under the category of Pupil Premium. 6 of these 13 pupils were also registered as SEND Support. On entry, attainment for our PPG children showed generally below expected attainment.

- 8/13 (62%) pupils were working below in reading at the end of KS1
- 7/13 (54%) pupils were working below in writing at the end of KS1
- 7/13 (54%) pupils were working below in maths at the end of KS1

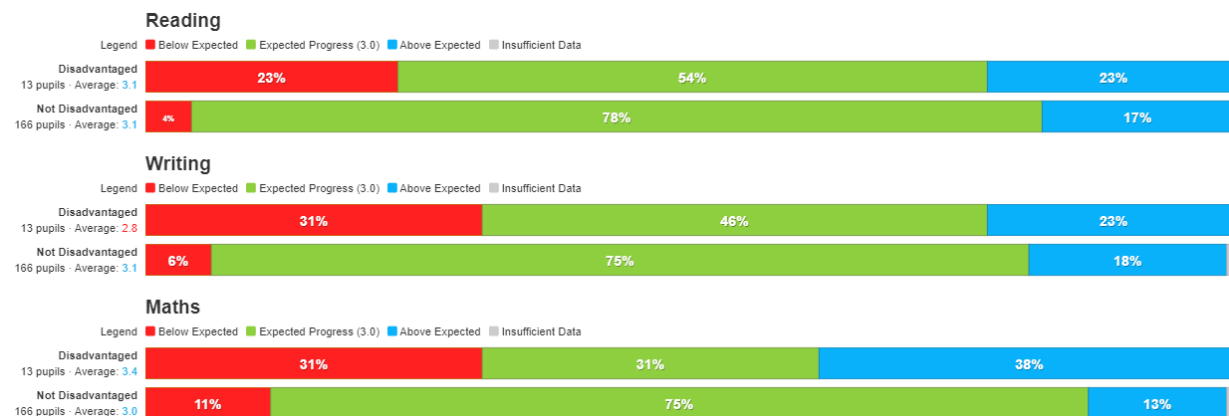
These pupils had a difficult start to Cleves due to the coronavirus pandemic and had interrupted schooling throughout Foundation and Key Stage 1.

#### Attainment – Summer 2023



Attainment for pupil premium children is lower than non-pupil premium pupils but this is reflective of their starting points at the beginning of year 3 and the impact that the coronavirus pandemic has had on this group of children. It should also be noted that this group of children represent 7.3% (13 pupils) of the cohort. The graph below shows the progress made by these pupils and is a better reflection of the impact of the provision and support in place.

#### Progress since entry



In reading...

- 77% of PPG pupils made expected progress or better with 23% making accelerated progress.
- Three pupil premium children did not make expected progress. One pupil is on the SEND register and has complex needs.
- Carefully targeted support and intervention continues to be in place for the pupils who did not make expected progress.

In writing...

- 69% of PPG pupils made expected progress or better with 23% making accelerated progress.
- Four pupil premium children did not make expected progress. All of these pupils are on the SEND register and have complex needs.
- Carefully targeted support and intervention continues to be in place for the pupils who did not make expected progress.

In maths...

- 69% of PPG pupils made expected progress or better with 38% making accelerated progress.
- Four pupil premium children did not make expected progress. Three of these pupils are on the SEND register and have complex needs.
- The pupils who did not make expected support will receive 1:1 tuition from Third space learning.

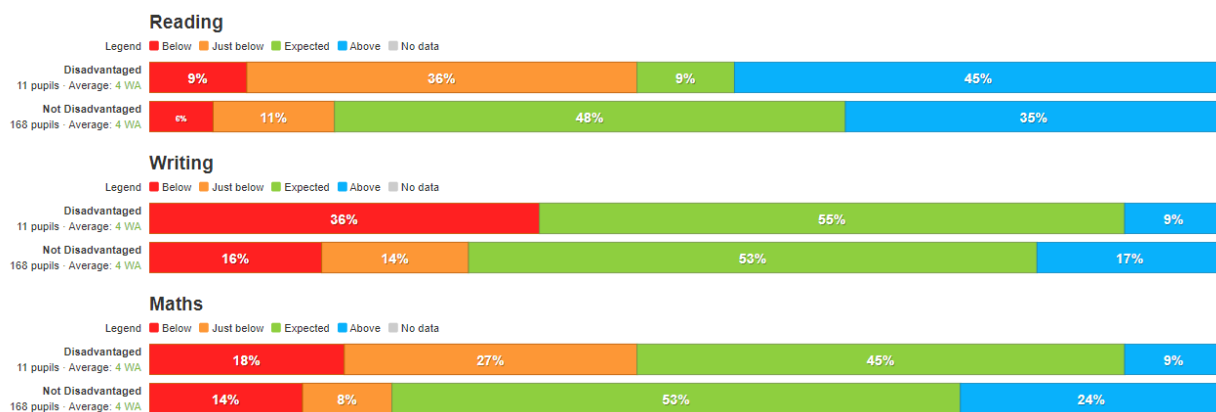
## YEAR 4

Our year 4 group consisted of 179 pupils of which 11 pupils fall under the category of Pupil Premium. Three of these pupils were also registered as SEND Support. On entry, attainment for many of our PPG children showed below expected.

- 5/11 (45%) pupils were working below in reading at the end of KS1
- 6/11 (55%) pupils were working below in writing at the end of KS1
- 5/11 (45%) pupils were working below in maths at the end of KS1

These pupils had a difficult start to Cleves due to the coronavirus pandemic and had interrupted schooling throughout Key Stage 1.

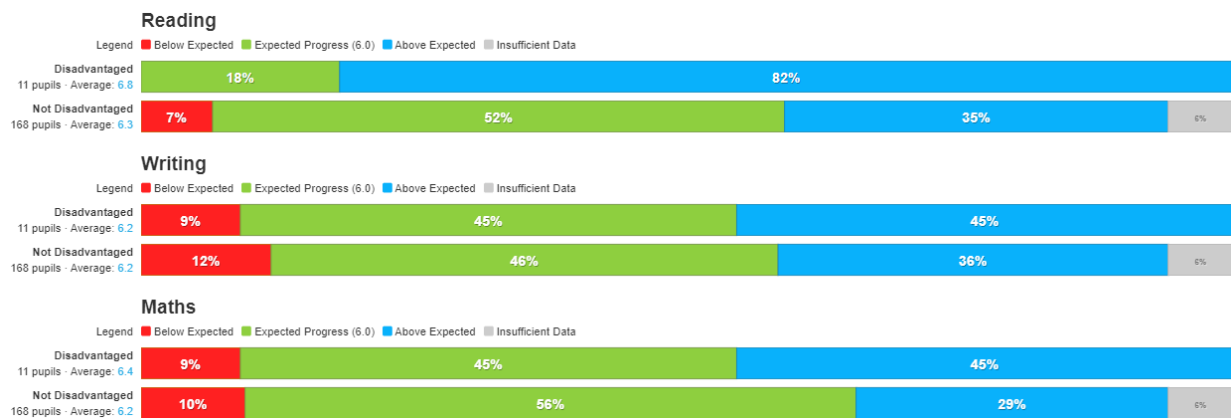
### Attainment – Summer 2023



Attainment for pupil premium children is lower than non-pupil premium pupils but this is reflective of their starting points at the beginning of year 3. It should also be noted that this group of children represent 6.1% of the cohort. The graph below shows the progress made by

these pupils and is a better reflection of the impact of the provision and support in place. It shows that the progress made by Pupil Premium children is better than non-PPG children.

### Progress since entry



- In reading...
  - 100% of pupils made expected progress or better with 82% making accelerated progress.
  - Pupil premium children made better progress than non Pupil Premium children.
  
- In writing...
  - 90% of PPG pupils made expected progress or better with 45% making accelerated progress.
  - Pupil premium children made better progress than non Pupil Premium children.
  - Just 1 pupil premium child (9%) did not make expected progress. This pupil is on the SEND register and has complex needs.
  - Carefully targeted support and intervention is in place for this pupil.
  
- In maths...
  - 90% of PPG pupils made expected progress or better with 45% making accelerated progress.
  - Pupil premium children made slightly better progress than non Pupil Premium children.
  - Just one pupil premium child (5%) did not make expected progress. It should be noted that she was only ½ point off making expected progress.

- Once again, carefully targeted support and intervention will be in place. This pupil will receive 1:1 tuition from Third space learning.

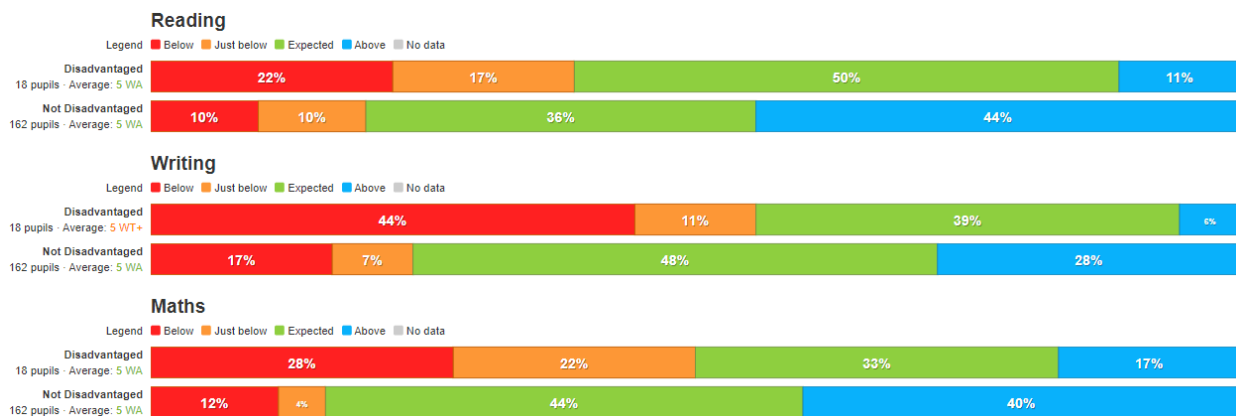
## YEAR 5

Our year 5 group consisted of 180 pupils of which 18 pupils fall under the category of Pupil Premium. 4 of these 18 pupils were also registered as SEND Support and one pupil arrived from the Ukraine in the autumn term so has no KS1 data. On entry, attainment for our PPG children showed generally below expected attainment

- 11/17 (65%) pupils were working below in reading at the end of KS1
- 13/17 (76%) pupils were working below in writing at the end of KS1
- 10/17 (59%) pupils were working below in maths at the end of KS1

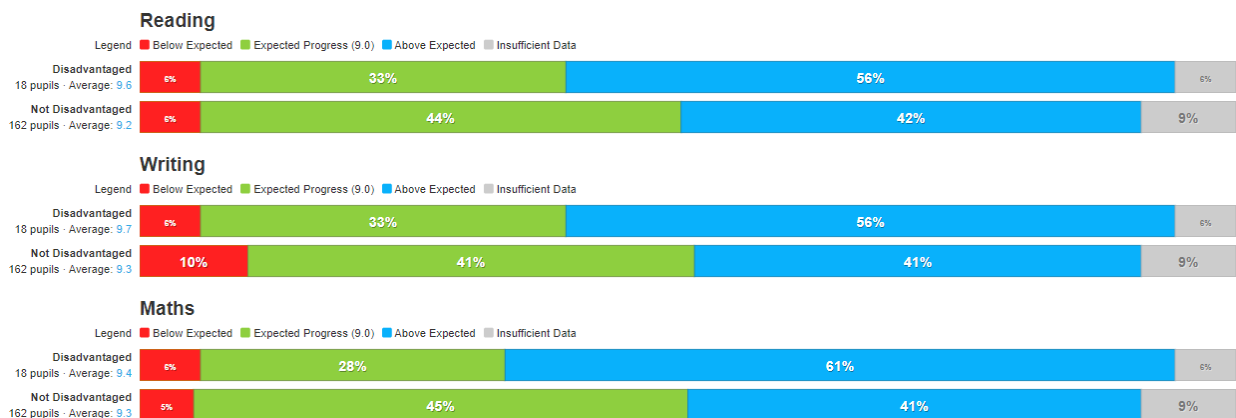
These pupils have had a difficult time at primary school with two years of disruption and two school closures during years 2 and 3.

### Attainment – Summer 2023



Attainment for pupil premium children is lower than non-pupil premium pupils but this is reflective of their starting points at the beginning of year 3. The graph below shows the progress made by these pupils since entry and is a better reflection of the impact of the provision and support in place.

### Progress since entry



Progress since entry is shown for 17 children only as we have insufficient data for one child.

In reading...

- 89% of pupils have made expected progress or better with 56% making accelerated progress.
- Pupil premium children made better progress than non Pupil Premium children (although we do not have data for 1 child).
- Just 1 pupil premium child (6%) has not made expected progress. This child has an EHCP and has complex needs.
- She is currently being targeted for intervention and support which will continue in the next academic year.

In writing...

- 89% of PPG pupils have made expected progress or better with 56% making accelerated progress.
- Pupil premium children made better progress than non Pupil Premium children (although we do not have data for 1 child).
- Just 1 pupil premium child (6%) has not made expected progress.
- He is currently being targeted for intervention and support which will continue in the next academic year.

In maths...

- 89% of pupils have made expected progress or better with 61% making accelerated progress.
- Pupil premium children made better progress than non Pupil Premium children (although we do not have data for 1 child).
- Just 1 pupil premium child (6%) has not made expected progress. This child has an EHCP and has complex needs. She is the same child who has not made expected progress in reading.
- She is currently being targeted for intervention and support which will continue in the next academic year.

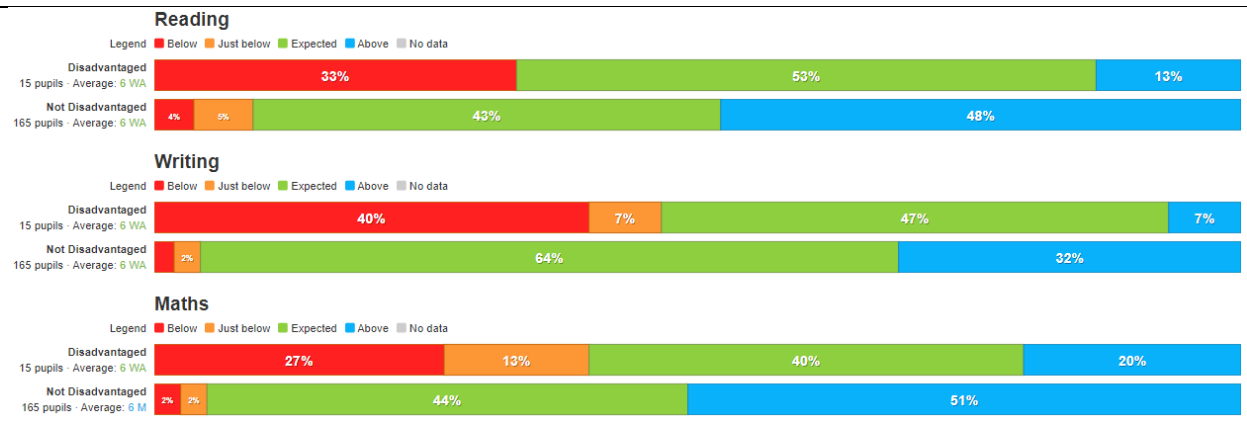
## YEAR 6

Our year 6 group consisted of 180 pupils of which 15 pupils fall under the category of Pupil Premium. Seven of these 15 pupils are also registered as SEND Support, two of whom have EHCPs. We have KS1 data for 13 of these children

- 7/13 (54%) pupils were working below in reading at the end of KS1
- 10/13 (77%) pupils were working below in writing at the end of KS1
- 6/13 (46%) pupils were working below in maths at the end of KS1

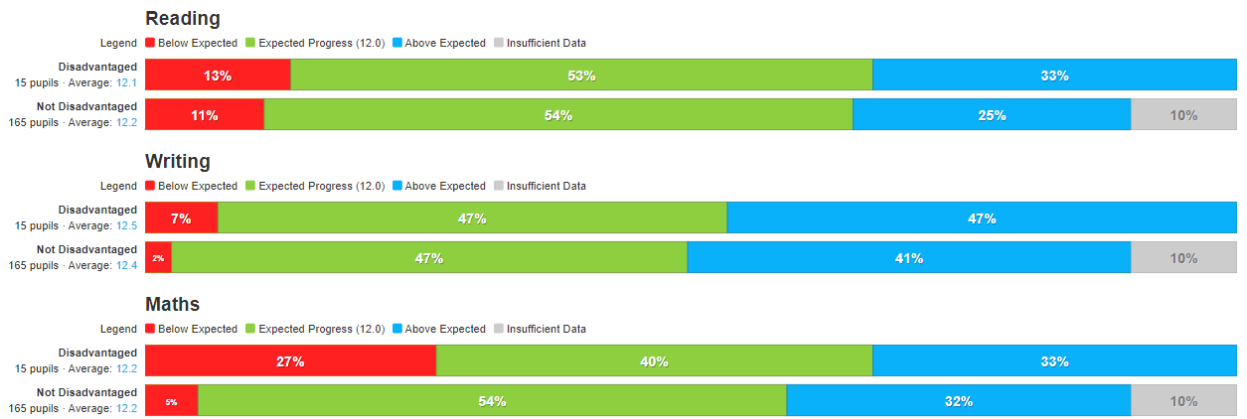
These pupils have also had a difficult time at Cleves with three years of disruption including two school closures during years 3 and 4. During both school closures, our PPG children were prioritised for support. Our PPG children were invited into school throughout both lockdowns and additional support (where appropriate) such as booster groups, summer school and interventions have been put in place since then.

Attainment – Summer 2023



Attainment for PPG children, on average is lower than non PPG children but shows good improvement since entry in reading, writing and maths which is best demonstrated in the progress graphs below.

### Progress since entry



The progress of PPG children is similar to non-PPG children in reading and writing.

In reading...

- 86% of pupils made expected progress or better with 33% making accelerated progress.
- Just two pupil premium children did not make expected progress. Both of these children are registered as SEND support (one with an EHCP) and are EAL.
- One child was only 0.5 points off of the expected points progress.

In writing...

- 94% of PPG pupils made expected progress or better with 47% making accelerated progress.



- Just one pupil premium child did not make expected progress. This child has an EHCP and is EAL. He is the same child as the one listed above.

In maths...

- 73% of PPG pupils made expected progress or better with 33% making accelerated progress.
- Just four pupil premium children did not make expected progress. All of these children are registered as SEND support (one with an EHCP) and two are EAL.
- Two children were only 0.5 points off of the expected points progress and one of these children did achieve the expected standard.

A thorough handover took place between the Year 6 teachers and the children's new secondary schools. Therefore, their secondary schools are aware of their weaknesses and were able to put the required support in place.

#### Other factors which may have affected the progress of Pupil Premium children

Absence among disadvantaged pupils was 2.2% higher than their peers in 2022/23 (this is down 2% from 2021/22). We recognise this gap is still too large which is why raising the attendance of our disadvantaged pupils is a focus of our current three-year plan.

Our observations and assessments (PASS survey) demonstrated that wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly evident and we have used a number of strategies and support groups to improve the mental health of these pupils. Again, this is something that we will continue to include in our three-year plan.

## 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
N/A	