

## Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Cledford Primary School
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2022/2023 to 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr C Adlington
Pupil premium lead	Mrs M Peters
Governor / Trustee lead	Sonia Cross

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,870
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£120,870

## Part A: Pupil premium strategy plan

### Statement of intent

At Cledford Primary school our bespoke curriculum is taught with the consideration of the needs of all learners: inclusion is at its heart, as is overcoming any social disadvantage. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Through high quality teaching, and a spiral curriculum that fosters reading and vocabulary, all children have the opportunity to achieve age related expectations in all subjects.

Our approach is responsive to individual needs and is rooted in robust diagnostic assessment. Every child's progress and attainment, including disadvantaged pupils, is tracked using a robust system and pupils who require support to keep up are quickly identified and supported through additional teaching/coaching. The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we:

- Ensure disadvantaged pupils are appropriately challenged in the work that they are set
- Act early to ensure support is put in place as soon as a need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We provide additional support for disadvantaged pupils and their families, offering a full-time pastoral manager, attendance and punctuality committee, behavioural team and mental health and well-being programmes. All our additional services help those identified to remove barriers to learning, enabling all disadvantaged pupils to make accelerated progress from their different starting points. We aim for all disadvantaged pupils to achieve age related expectations by the end of Key Stage 2, however early intervention is key.

At Cledford, we facilitate a wide range of enrichment experiences both in and out of school which positively impact on the well-being, life experiences and academic attainment of our pupils. We recognise that not all pupils who are eligible for the pupil premium are socially disadvantaged and further, some children who experience disadvantaged backgrounds are not eligible for pupil premium funding. Our strategy is integral to wider school plans for improving outcomes of pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Below average starting points</b> Assessments show that we have below average 'on entry' starting points.</p>
2	<p><b>Wellbeing</b> Our observations show that the wellbeing of many of our disadvantaged pupils has been impacted by partial school closures due to Covid to a greater extent than for other pupils. The areas of concern are emotional wellbeing, social difficulties, resilience/self-belief/anxiety and gaps in learning due to lost learning opportunities and safeguarding. During the previous academic years (2021-22) our Pastoral Manager worked regularly with 30 children for emotional/behavioural support. 60% of these children are eligible for pupil premium. Furthermore, our Pastoral Manager provided support for 19 children for safeguarding reasons. 68% of these children are eligible for Pupil Premium. During the academic years 2022-23, our Pastoral Manager has worked with a further 18 families in receipt of Pupil Premium. Our Pastoral Manager provided support for 24 children for safeguarding reasons.</p>
3	<p><b>Poor communication and language skills</b> Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils.</p>
4	<p><b>Limited life experiences and enrichment opportunities beyond the home</b> Discussions with pupils and their families indicate limited opportunities for life experiences for disadvantaged pupils.</p>
5	<p><b>Maths</b> In July 2022, 65% of children met age related expectations across the school. Only 47% of disadvantaged pupils met age related expectations. In July 2023, 71% of children met age related expectations across the school. 62% of disadvantaged pupils met age related expectations. Although the gap is closing there are still pockets of underachievement through school for our disadvantaged pupils.</p>

6	<p><b>Phonics and reading</b></p> <p><u>2021-22</u></p> <p>Data catch from the end of reception (2021-22) shows that 38% of the children who did meet age related expectations in reading were those eligible for pupil premium. This is disproportionate to the percentage of pupil premium children in the cohort (12%). Overall, in July 2022, 65% of children met age related expectations for reading across the school whereas only 52% of disadvantaged pupils met age related expectations.</p> <p><u>2022-23</u></p> <p>At the end of Year 1 61% of all children achieved age related expectations in reading. Only 44% of PP pupils achieve age related expectations. In July 2023 71% of children met age related expectations across the school, in comparison of 62% of disadvantaged pupils.</p>
7	<p><b>Writing</b></p> <p>In July 2022, 56% of pupils met age related expectations in writing across the school. 46% of children eligible for pupil premium met age related expectations.</p> <p>In July 2023, 65% of pupils met age related expectations in writing across the school. 53% of children eligible for pupil premium met age related expectations. Pockets of underachievement remain.</p>
8	<p><b>Some disadvantaged pupils have attendance that is below national average</b></p> <p>Data catch from September 27th 2022 shows that, for pupils with below 90% attendance, 48% of these pupils are disadvantaged. This is disproportionate to the percentage of children eligible for pupil premium across the school (24%). The data catch from September shows the average of disadvantaged pupils is 91% compared to 97% for pupils not eligible for pupil premium.</p> <p>Our data for 2022-23 shows that 49% of disadvantaged pupils were persistently absent.</p>

	<p>During the 2021-2022 academic year, 44% of the pupils who were persistently absent were eligible for pupil premium. This is disproportionate the number of pupils eligible for pupil premium (24%).</p>
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	<p>During the 2022-2023 academic year, the overall attendance for our PP pupils was 91.64%.</p>
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## 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 accelerate the progress of under-achieving pupils in order to close the attainment gap	Progress accelerated in reading, writing and maths in order to narrow the gap and close pockets of underachievement through school. Percentage of PP children attaining ARE increases in reading, writing and maths.
To provide support for the emotional health and well-being of identified pupils in order to remove barriers to learning.	<p>Nurture/social skills/well-being sessions allow children to develop a range of skills linked to relationships, sharing, resilience, determination, aspiration and managing feeling. Pupils will show an improvement in confidence and learned new skills. Improvement in behaviour, aspiration and attendance evident.</p> <p>Pupil Premium pupils will work with Pastoral Manager on a 1:1 basis or in a small group to ensure that they are supported in communicating and managing emotions so that they are 'classroom ready'.</p> <p>Families of Pupil Premium pupils will be supported by the Pastoral Manager and signposted to key support where needed.</p> <p>Number of fixed term and internal exclusion continue to be minimised and children are more focused, remaining in the classroom resulting in increased progress and attainment. Pupils are able to have successful breaks, allowing them to settle positively to learning. Disruption to whole class teaching is minimised and pupils are on task.</p>
Delayed speech and language skills are addressed and are not a barrier to learning.	Pupils are well supported to address delayed language and communication skills and they make accelerated progress from their different starting points. Early intervention is key.

<p>All pupils have access to a wide range of enrichment opportunities regardless of social background or any disadvantage.</p>	<p>The school's curriculum provides a range of enrichment opportunities for all pupils. School visits are subsidised for disadvantaged pupils and a range of enrichment opportunities provided in school.</p>
<p>To improve attendance and provide family support where needed in order to break down barriers to learning and to engage parents in their children's education.</p>	<p>Vulnerable pupil premium pupils' families are supported by the Pastoral Manager and staff. Parents supported to overcome concerns, anxiety, attendance and punctuality issues. Parents are equipped with the knowledge and understanding needed to support their children with home learning.</p>
<p>Additional support is given to pupils to help them catch up in the basic skills, including in phonics.</p>	<p>Pupils make rapid progress in the essential skills, especially reading, and catch up, addressing any gaps swiftly.</p>



## 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: £4,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff members regarding the teaching of reading to include VIPERS model.	<i>EEF The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</i>	1, 3, 6
Ongoing CPD, coaching and training for new members of staff in how to teach Power Maths effectively. Ongoing CPD and training for staff in response to Government and Ofsted subject reviews.	<i>EEF The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i>	1, 6
CPD for staff members regarding the teaching of phonics using the new systematic synthetic phonics programme. The phonics lead will monitor provision and provide coaching support to staff to ensure phonics teaching and is consistent and effective.	<i>EEF The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</i>	1, 3, 6
CPD for all staff for the teaching of vocabulary and oracy.	<i>EEF The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</i>	1, 3, 6

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

Budgeted cost: £ 76,059

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>1 to 1 and small group tuition</b> TAs to deliver intervention programmes to identified pupils both 1:1 and in small groups E.g. WAT, SALT, Little Wandle 'keep up' and 'rapid catch-up'</p>	<p><i>The EEF supports small group work as a key to success. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</i></p>	<p>1, 3, 6</p>
<p>'Keep up' phonics intervention in EYFS and Year 1 to ensure pupils do not fall behind and phonics interventions for those pupils working below ARE in phonics in year 2 and above</p>	<p>EEF <i>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</i></p>	<p>1, 3, 6</p>

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

Budgeted cost: £40,511

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Manager and Attendance Officer to work with identified families in order to remove barriers to learning.</p> <p>Improve parental engagement throughout EYFS and KS1 groups with 'Stay and Read' sessions and parent workshops.</p>	<p><i>EEF</i></p> <p><i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i></p>	1, 3, 4, 5, 6, 7
<p>ELSA / EHS</p> <p>Provide support for emotional; health and wellbeing of identified pupils to remove barriers to learning through the delivery of EHS and ELSA interventions e.g. nurture groups, wishes and feelings</p>	<p><i>ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist.</i></p> <p><i>It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.</i></p>	2
<p>Pupil support team provide behaviour support and emotional support and intervention for individual pupils.</p> <p>Additional support for those pupils at risk of exclusion.</p>	<p><i>EEF</i></p> <p><i>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i></p>	1, 2, 6, 7
<p>Subsidise educational visits for families experiencing hardship.</p>	<p><i>Facilitating access to educational visits ensures disadvantaged pupils are gaining experiences to support learning.</i></p>	4
<p>Provide Curriculum enrichment activities for all pupils.</p> <p>Year 4 music tuition for all pupils, clubs.</p>	<p><i>Facilitating access to curriculum enrichment activities ensures disadvantaged pupils are gaining experiences to support learning.</i></p>	4

**Total budgeted cost: £120,870**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

**Intended outcome: To accelerate the progress of under-achieving pupils in order to close the attainment gap**

#### Reading

In September 2022, across the school, 42% of disadvantaged pupils were on track to meet age related expectations in reading. At the end of the academic year (July 2023) 62% of disadvantaged pupils met age related expectations in reading. Staff have received reading training throughout the year in line with the DFE reading framework and the impact on pupils' outcomes has been closely monitored. Interventions have been in place for those children who need to 'keep-up' or 'catch-up'.

#### Writing

In September 2022, across the school, 41% of disadvantaged pupils were on track to meet age related expectations in writing. At the end of the academic year (July 2023) 53% of disadvantaged pupils met age related expectations in writing. All staff have received training on vocabulary and oracy and we are beginning to see the impact of this on the writing progress of disadvantaged pupils. We recognise that more still needs to be done to close the attainment gap. At the end Key Stage 2, 71% of all Year 6 pupils achieved age related expectations in Writing. 70% of disadvantaged pupils achieved age related expectations, closing the gap considerably.

#### Maths

In September 2022, across the school, 43% of disadvantaged pupils were on track to meet age related expectations in maths. At the end of the academic year (July 2023) 62% of disadvantaged pupils met age related expectations in maths. An attainment gap between disadvantaged and non-disadvantaged pupils remain.

**Intended outcome: To provide support for the emotional health and well-being of identified pupils in order to remove barriers to learning; To improve attendance and provide family support where needed in order to break down barriers to learning and to engage parents in their children's education**

During the previous academic year (2022-23) our Pastoral Manager worked regularly with 35 children for emotional/behavioural support. Our Pastoral Manager provided support for 24 children for safeguarding reasons.

Nurture sessions allowed identified children to develop skills linked to relationships, sharing, resilience, determination, aspiration and managing feelings. As a result, there have been significant improvements in children's behaviour and attitudes to learning.

No disadvantaged pupils were excluded on either a fixed term or internal basis during the previous academic year. Pupils have been supported to settle positively into their learning and disruption to whole class teaching has been minimised. The introduction of the 'calming cove' and 'dolphin (sensory) room' and staff training has impacted positively on children's emotional well-being.

The attendance team monitored and worked with 26 families during the 2022-23 academic year. 49% of our disadvantaged pupils were persistently absent.

**Intended outcome: Delayed speech and language skills are addressed and are not a barrier to learning**

Staff across the school have continued to take part in and have embedded previous training focussed on developing vocabulary and oracy across the school. Children are beginning to show improvements in their vocabulary development and oracy skills but we recognise that this focus needs to continue to ensure training has a continued positive impact on pupil outcomes. Staff work closely with Speech and Language Therapists to ensure that SALT programmes are implemented effectively.

**Intended outcome: Additional support is given to pupils to help them catch up in the basic skills, including in phonics, following the school closures**

A new systematic synthetic phonics program was introduced over the previous academic year and has been embedded within Key Stage 1. This is impacting positively on early reading skills. Children who are not meeting age related expectations are being identified early and 'keep-up' support is put in place. The school has purchased a new 'catch-up' phonics program to support those children in Key

Stage 2 who are not secure in phonics. 81% of children passed the phonics screening check in year 1. 44% of children eligible for pupil premium didn't pass the phonics screening check.

**Intended outcome: All pupils have access to a wide range of enrichment opportunities regardless of social background or any disadvantage**

Throughout the year, we provided financial support to a number of families in receipt of PP funding to take part in enrichment opportunities. Children were able to take part in residential, theatre visits, church visits and other year-group specific visits throughout the year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
PowerMaths	Pearson
NO OUTSIDERS	
Little Wandle	Pearson

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional support for a child from the Pastoral Manager where the parent was deployed
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*