

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 and Nursery Academy
Number of pupils in school	311 (inc. Nursery/Pre-School) Aut. 2025
Proportion (%) of pupil premium eligible pupils	29.3% (91 pupils) Aut. 2025
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr C Adlington
Pupil premium lead	Mrs M Peters
Governor / Trustee lead	Andrea Kettle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97718
Recovery premium funding allocation this academic year	NA
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£97718

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	Below average starting points Assessments show that we have below average 'on entry' starting points.
2	Wellbeing Our observations show that the wellbeing of many of our disadvantaged pupils remains a target area. The areas of concern are emotional wellbeing, social difficulties, resilience/self-belief/anxiety and safeguarding. During the previous academic years, our Pastoral Manager has worked regularly with a number of children and provision has been put in place to close gaps in learning due to lost learning opportunities (Covid). 2021-2022: 30 children were received emotional/behavioural support. 60% of these children were eligible for pupil premium. Our Pastoral Manager also provided support for 19 children for safeguarding reasons. 68% of these children were eligible for Pupil Premium. 2022-2023: 18 families in receipt of Pupil Premium were supported by our Pastoral Manager and 24 children received support for safeguarding reasons. 2023-2024: 22 families in receipt of Pupil Premium were supported by our Pastoral Manager – 27 pupils. 2024-2025: 34 children received emotional/behavioural support. 62% of these children were eligible for pupil premium.
3	Poor communication and language skills 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.
4	Limited life experiences and enrichment opportunities beyond the home Discussions with pupils and their families indicate limited aspirations and opportunities for life experiences for disadvantaged pupils.
5	Maths <u>Whole school data</u>

In July 2022:
 65% of children met age related expectations.
 47% of disadvantaged pupils met age related expectations.

In July 2023:
 71% of children met age related expectations.
 62% of PP pupils met age related expectations.

In July 2024:
 73% of children met age related expectation.
 61% of PP pupils met age related expectations.

In July 2025:
 86% of children met age related expectation.
 67% of PP pupils met age related expectations.

End of KS2 Data

All pupils - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	143	78%	73%	Close to average (non-sig)	Not applicable	Not applicable
2025	48	81%	74%	Close to average (non-sig)	No sig change	High - SEN
2024	42	81%	73%	Above (non-sig)	No sig change	-
2023	53	72%	73%	Close to average (non-sig)	Not available	-

Disadvantaged pupils - Mathematics expected standard								
Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	51	69%	60%	Above (non-sig)	80%	-11	Not applicable	Not applicable
2025	17	71%	61%	Close to average (non-sig)	81%	-10	Widening	High - SEN
2024	15	80%	59%	Above (non-sig)	79%	1	Positive gap	-
2023	19	58%	59%	Close to average (non-sig)	79%	-21	Not available	-
6	Phonics and reading <i>An upward trend is evident in both reading and phonics.</i> <u>2021-22</u> 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. <u>2022-23</u>							

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.

2023-2024

At the end of Year 1, 88% of all children passed the phonics screening check.

91% of pupil premium children passed the phonics screening check.

60% of all children passed the Year 2 resits alongside 60% of pupil premium pupils.

73% of all pupils across school met the age related expectation for reading

60% of PP pupils across school met the age related expectation for reading

2024-2025

At the end of Year 1, 97% of children passed the phonics screening check.

100% (7/7) of pupil premium pupils passed the phonics screen check.

30% of pupils passed the Year 2 resits.

100% (2/2) of Pupil Premium pupils passed the Year 2 resits.

76% of all pupils across school met the age related expectation for reading

66% of PP pupils across school met the age related expectation for reading

End of KS2 Data

All pupils - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	143	78%	74%	Close to average (non-sig)	Not applicable	Not applicable
2025	48	79%	75%	Close to average (non-sig)	No sig change	High - SEN
2024	42	76%	74%	Close to average (non-sig)	No sig change	-

2023	53	79%	73%	Close to average (non-sig)	Not available	-
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Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	51	73%	62%	Above (non-sig)	80%	-7	Not applicable	Not applicable
2025	17	82%	63%	Above (non-sig)	81%	2	Positive gap	High - SEN
2024	15	80%	62%	Above (non-sig)	80%	0	No gap	-
2023	19	58%	60%	Close to average (non-sig)	78%	-20	Not available	-

WritingWhole School Data

An upward trend in data is evident.

In July 2022:

56% of pupils met age related expectation.

46% of children eligible for pupil premium met age related expectations.

In July 2023:

65% of pupils met age related expectations.

53% of children eligible for pupil premium met age related expectations.

In July 2024:

68% of pupils met age related expectations.

57% of children eligible for pupil premium met age related expectations.

In July 2025:

70% of pupils met age related expectations.

61% of pupil premium pupils met age related expectation.

End of KS2 Data**All pupils - Writing expected standard**

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	143	75%	72%	Close to average (non-sig)	Not applicable	Not applicable
2025	48	73%	72%	Close to average (non-sig)	No sig change	High - SEN
2024	42	76%	72%	Close to average (non-sig)	No sig change	-
2023	53	75%	71%	Close to average (non-sig)	Not available	-

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	51	71%	59%	Above (non-sig)	78%	-7	Not applicable	Not applicable
2025	17	71%	59%	Close to average (non-sig)	78%	-8	Widening	High - SEN
2024	15	73%	58%	Above (non-sig)	78%	-4	Narrowing	-
2023	19	68%	58%	Close to average (non-sig)	77%	-9	Not available	-

8	<p>Some disadvantaged pupils have attendance that is below national average</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> <p>During the 2022-2023 academic year, 49% of disadvantaged pupils were persistently absent. The overall attendance for our PP pupils was 91.64%.</p> <p>During the 2023-2024 academic year, 15% of all pupils were persistently absent. 33% of these were PP pupils. The overall attendance for our PP pupils was 93% (an improvement on the previous year). One pupil received a suspension.</p> <p>During the 2024-2025 academic year, 7.3% of all pupils were persistently absent. 37% of these were PP pupils. The overall attendance for our PP pupils was 94.6%.</p> <p>One pupil received a suspension.</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 continue 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/ELSA/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. Outside agency support provided where needed to ensure all pupils reach their full potential.</p> <p>Pupil Premium pupils will work with the 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'. Teachers will carry out 'wishes and feelings' to capture the pupils voice where appropriately and deliver ELSA interventions where needed.</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. Talk for maths is embedded through school, developing language acquisition further.
All pupils have access to a wide range of enrichment opportunities regardless of social background or any disadvantage.	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.
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.	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.
Additional support is given to pupils to help them catch up in the basic skills, including in phonics.	Pupils make rapid progress in the essential skills, especially reading, and catch up, addressing any gaps swiftly.

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: £20369

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff members – Thinking Differently for Disadvantaged Learners	<i>EEF</i>	1, 3, 6
Ongoing CPD, coaching and training for new members of staff - Power Maths and Maths Talk. Ongoing implementation and embedding of 'Talk for Maths' to continue to develop language acquisition. Ongoing CPD and training for staff in response to Government and Ofsted subject reviews.	<i>EEF</i> <i>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</i> <i>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. Focus on higher	<i>EEF</i>	1, 3, 6

attainer writers. The English lead will monitor provision and provide coaching support where beneficial.	<i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33694

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 to 1 and small group tuition Support staff to deliver intervention programmes to identified pupils both 1:1 and in small groups. Dynamic grouping.	<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>	1, 3, 6
'Catch up' phonics intervention in EYFS, Year 1, Year 2 and lower KS2 to ensure pupils achieve ARE.	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>	1, 3, 6

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

Budgeted cost: £43655

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, KS1 and KS2 groups with 'Stay and' Including specific, phonic, maths and reading sessions. Increase offer of parental workshops across the curriculum.</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>Behaviour, SEND and mental health teams to provide 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 through schools.</p> <p>Year 4 music tuition for all pupils, plus a variety of clubs on offer throughout the academic year.</p>	<p><i>Facilitating access to curriculum enrichment activities ensures disadvantaged pupils are gaining experiences to support learning.</i></p>	4

Total budgeted cost: £97718

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 2024 to 2025 academic year.

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

Reading

In July 2025, across the school, 66% of disadvantaged pupils were on track to meet age related expectations in reading. This is an increase from the previous year. Staff continue to receive 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' and phonics teaching has also shown an improvement in outcomes with the new programme 'Little Wandle'. At the end Key Stage 2 (2025), 79% of all Year 6 pupils achieved age related expectations in Reading. 82% of disadvantaged pupils achieved age related expectations, no gap remains.

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. Now (July 2024) 57% are on track to achieve age related expectations. Again, an upward trend. 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 further. At the end Key Stage 2 (2024), 76% of all Year 6 pupils achieved age related expectations in Writing. 75% of disadvantaged pupils achieved age related expectations, no gap remains. This academic year (2025), 73% of pupils achieved

age related expectations in writing. 71% of pupil premium pupils achieved age related expectations. No gap remains, an upward trend continues.

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. At the end Key Stage 2 (2024), 81% of all Year 6 pupils achieved age related expectations in Maths. 81% of disadvantaged pupils achieved age related expectations, no gap remains. Our KS2 results in 2025 show that 81% of pupils again reached age related expectations in maths. 87% of our pupil premium pupils achieved age related expectations. This is above whole cohort.

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 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.

During the academic year (2023-24) our Pastoral Manager worked regularly with 29 pupils for emotional/behavioural support. Our Pastoral Manager provided support for 17 children for safeguarding reasons.

During the previous academic year (2024-2025) our Pastoral Manager worked regularly with 29 pupils for emotional/behavioural support. Our Pastoral Manager provided support for 19 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 academic year (2022-2023). During the academic year 2023-2024, 1 pupil was suspended for 1 day. During the academic year 2024-2025, 1 pupil was suspended. 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 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. In 2023-2024, the attendance team monitored and worked with 26 families. 35% of families were our disadvantaged pupils. In 2024-2025, the attendance team monitored and worked with 35 families. 71% of families were our disadvantaged pupils.

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 showing 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 years 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 'catch-up' support is put in place. The school has purchased a new phonics program to support those children in Key Stage 2 who are not secure in phonics. Please see our phonics results above. Our pupil premium pupils achieved well.

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 residentials, 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?	
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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.