

Pupil premium strategy statement – Cleves Primary 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	Current October 2023: 477 (incl. Nursery)
Proportion (%) of pupil premium eligible pupils	25.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Governing Body
Pupil premium lead	Rosemary Hayes
Governor / Trustee lead	Olivia Oforjindu

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177, 510
Recovery premium funding allocation this academic year	£17, 835
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£177, 510

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Cleves Primary School is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Our key principles are:

1. Set high expectations
2. Diminish differences in attainment
3. Early Intervention strategies
4. Inclusive provision for all

Quality first teaching is what drives our approach, ensuring that all children have access to outstanding provision across all year groups. We recognise that this is where the greatest impact is achieved. We will maintain a high profile of disadvantaged pupils amongst staff as a key accountability group. High-quality teaching and learning and staff CPD is the foundation of our approach. We identify and focus on areas in which disadvantaged pupils require the most support, ensuring that bespoke intervention is provided through a variety of models including 1:1, small group and whole class sessions.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including nondisadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted are largely based around the research and supporting evidence from The Education Endowment Fund (EEF).

To ensure that our school strategies are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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
- broaden children's horizons through providing rich learning experiences within the classroom and beyond

Challenges

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

Challenge number	Detail of challenge
1	Some pupils typically join Cleves with poor speech and language development, which has affected their communication and oracy skills. Language acquisition and vocabulary can be limited.
2	Our attendance officer has identified attendance and punctuality issues in disadvantaged children has been between 3-5% lower than their non- disadvantaged peers – There were issues with term time leave / persistent absent or lateness.

3	Although parental engagement for PP students in their learning have increased, this will remain a focus. The current cost of the living crisis and poor housing is having a significant impact on PP families. Many parents are having to engage in longer working hours - doing two or three jobs - as well as having to care for younger siblings. Poor housing with limited rooms and a lack of space to study is also an ongoing issue.
4	Vulnerability, including social services and CAMHS involvement for PP pupils, affects behaviour for learning and a family's ability to support learning at home.
5	Some pupil-premium pupils do not have rich and varied experiences as non-pupil-premium pupils.

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
All children with SEND have equity in accessing the curriculum, enrichment and extracurricular activities.	Tracking will show personal growth and progress from initial starting points. Close tracking and recording of PP children attending clubs. Class teachers know which children in their class are PP. Children identified and targeted to attend at least one club after school by direct invitation. PP parents receive timely and if required repeated 1:1 communication about trips and clubs available.
Children in EYFS develop reading and language skills enabling them to access the curriculum so that they make accelerated progress in reading and writing.	Termly pupil progress meetings are used to identify pupils not making accelerated progress that interventions are implemented. Pupils are seen to be noticeably more articulate and use a wider and richer range of vocabulary. Pupils use and apply higher-order reading skills (inference and deduction)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Mental Health Lead and Wellbeing Champion to create opportunities for children to maintain positive wellbeing.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: A reduction in persistence absence of PP children.
A high level of parental engagement in their child's learning and the wider school community	The increased number of PP families attending learning workshops is maintained. Parents feel welcomed and part of the school community

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: £ [90,300]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Standardised scores can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>https://educationendowmentfoundation.org.uk/tools/assessingand-monitoringpupil-progress/testing/standardised-tests</p>	1,4
<p>Purchase of Synthetic Phonics books to secure stronger phonics knowledge for all children.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessary comprehension), particularly for disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/phonics</p>	1,4
<p>Embedding our reading for pleasure resources within the school to support reading at home as well as school (Book Corners, Phonics Library, Ransom reading books, Teacher's favourite books to read to the children and ambitious texts used in</p>	<p>There is robust evidence that suggest oral language interventions, including dialogic activities, such as high-quality discussion in the classroom, are inexpensive to implement with high impacts on reading.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/oral-language-interventions</p>	1,4

Reading and English lessons).		
Monday CPD meetings allow SLT and ML the chance to embed what they expect to see in their curriculums and across the school in a clear concise manner.	<p>CPD sessions in our school are vital to the running and structure of the school. Staff take ownership of their own curriculum areas and lead sessions on what they plan to implement allowing them to take full ownership of their curriculum area. CPD is also shaped by current trends of the school and nationally.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/effective-professional-developmen</p>	1,2,3,4,5

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

Budgeted cost: £50, 100

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Wave three interventions for children who have been identified as requiring additional support in order to meet their full potential.	Phonics, Reading and Maths interventions by key members of staff to support the development of children's abilities in these areas. Evidence from last year showed it helped move progress in our L20% children https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/small-group-tuition	1,4
SLT run additional reading interventions to provide additional support for children.	Children are practising and rehearsing their skills with a familiar adult in a less intense environment in small groups. Internal data showed all children within these sessions made accelerated progress and all attained age expected levels or higher. https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/teaching-assistant-interventions	1,4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for identified pupils. Speech & Language therapist employed to work with children with	Used in conjunction with Third Space, weekly, to ensure we target key children who have gaps in their learning, this has been very successful. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/small-group-tuition Used to support the weak language and communication skills we see on entry to our school.	1,4
speech and language issues.		
Increased number of after school clubs to support disadvantaged pupils including those who are high attainers.	Allowing all children to have their lives enriched by choosing a club of their choice based on their interests and needs. This is important for their emotional wellbeing. Internal assessments and discussions with families and the children themselves show this to be the case.	5,4,2
Tuition and booster sessions for Year 6 Year 6 to be split into 3 smaller classes from November.	More focused teaching in smaller groups (5/6) to ensure children learn and become fluent in key basic skills to work through their learning. Allows more focus and quality teaching in smaller groups. Recent Year 6 SATs results shows an improvement in the outcomes of the children when they work in smaller groups compared to the traditional full class setup.	1,4

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

Budgeted cost: £ [32, 500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff continually reflect on more aware of T&L practice and improve aspects so that children learn more and remember more	Teaching is having an impact on the progress that children are making.	1,4
Subsidise extracurricular activities: Swimming lessons School trips Clubs Residential trip support	Extra-curricular activities are an important part of education and may increase engagement in learning. Evidence shows that sports participation increases educational engagement and attainment.	2,3,4,5
Children given opportunity to learn a musical instrument.	Evidence shows that it can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning have also been reported.	5
Children have opportunity to experience live music performance/ pantomime	Evidence shows that it can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning have also been reported. Eg: Christmas pantomime Brick Lane Musical Hall Performances to Audience	5
Family Liaison Officer works directly with families to offer Early Help Support.	Parental engagement has a positive impact on average +4months additional progress. There are also higher impacts for pupils with low prior attainment. Internal observations and assessments show working with families in need and running adult classes to ensure parents are supported and equipped with the skills	3,4,5
	to teach and help their children both academically and with life skills has been very beneficial	
Work alongside Newham Attendance Officer to support with maintaining attendance standards.	Working with key families and persistent offenders to ensure that all children are in school regularly to ensure they reach their full potential. Research shows there is a negative link between absenteeism and attainment particularly in KS2.	1,2, 3, 4.5
Residential costs/ Educational visits (also in- house courses)	3,4,5	2
Contingency funds for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set out a small amount of funding aside to respond quickly to need that have not yet been identified.	1-5

Total budgeted cost: £ [172,900]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

PP children made significant progress through the range of strategies that have been discussed above.

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
Evidence Me	Too Simple
Timetable Rockstars	Timetable Rockstars
Marvellous Me	Marvellous Me
Homework Resource Books	Dactyl Publishing
Safeguard	Smoothwall
Phonics Reading Books	Ransom Publishing
Nfer	Nfer Assessment

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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