

Pupil Premium Strategy Statement – Cleves School

This statement details our school’s use of Pupil Premium Grant (PPG) 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	6.1% (48 pupils)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2023/24, 2024/25, 2025/26
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Board of Trustees
Pupil Premium lead	Miss Jessica Arpesella
Governor / Trustee lead	Adam Abbott-Watkins

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£82,880 (24/25)
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>	£82,880

Part A: Pupil Premium strategy plan

Statement of intent

The intent for children in receipt of the Pupil Premium Grant (PPG) 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 children in receipt of PPG to achieve at least as highly as those not in receipt of PPG 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 pupils in receipt of PPG will fully participate in school life and be active valuable members of our community. 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-Child Looked After need, as well as emotional needs and behavioural difficulties. This negatively impacts their development as readers, writers and mathematicians.
2	Children in receipt of PPG in Year 4 and Year 5 are largely working below the expected standard in maths. 57% of Year 3 children and 64% of Year 4 children are working below the expected standard. The proportion of PPG working below in maths compared to all pupils is much larger.
3	43% of the children in receipt of PPG (current cohort) entered Cleves working below the expected standard in reading; 52% entered below standard in writing; and 50% entered below standard in maths.

4	Through discussions with parents and pupils, it has been found that some children in receipt of PPG are disadvantaged by not having adequate access to IT hardware and the Internet. This impacts on opportunities to complete additional 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 survey data which shows 14% are cause for concern, we have found that a number of our pupils in receipt of PPG have a less positive view of themselves, their ability, the school and their teachers.
6	Although improving, attendance rates for a small number of children in receipt of PPG are lower than the whole school average. The Pupil Premium annual average is 93.4% compared to the whole school average which is 96.1% for the 23/24 academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress due to lost learning time.
7	The parents and carers of a small number of children in receipt of PPG 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.
8	We have a new challenge of increased SEND level (severity) of need for the Year 3 cohort (24/25). In some cases, this has an impact on the class as a whole, not just the individual children with SEN.

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
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<p>For pupils experiencing disadvantage who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths.</p> <p>To ensure that pupils experiencing disadvantage 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>	<ul style="list-style-type: none"> ● 100% of pupils experiencing disadvantage who do not have a cognitive SEND need will reach age related expectations in reading, writing and maths. ● Those who have a SEND will make accelerated progress from their individual starting points. ● The progress and attainment as well as the well-being and motional/behavioural needs of these pupils will be discussed half termly with key actions monitored, recorded and shared. ● Pupil Premium profiles will be updated at least termly as a result of pupil conferencing and pupil progress meetings.
	<ul style="list-style-type: none"> ● The books of children in receipt of PPG will be marked first to ensure high quality feedback is given. Conferencing and verbal feedback will be given regularly. ● Learning targets will be set at least termly.
<p>Pupils are confident in what they can achieve, they like school and have an excellent attitude to their learning.</p>	<ul style="list-style-type: none"> ● Detailed analysis of pupil survey data demonstrates improved attitudes. ● Individual mentor for identified pupils experiencing disadvantage.
<p>All pupils have equal access to IT and online learning resources.</p>	<p>All children in receipt of PPG and other pupils identified on entry will be offered a Chromebook (if they do not have access to one at home) during their time at Cleves.</p>

<p>To reduce the effect of the local socio-economic gaps.</p>	<p>Outcomes and opportunities for disadvantaged pupils will be equal to if not greater than their peers through the Cleves Guarantee.</p> <p><i>All children in receipt of PPG will:</i></p> <ul style="list-style-type: none"> • <i>Represent the school in sport</i> • <i>Play a musical instrument</i> • <i>Have the opportunity to attend trips and residential visits</i> • <i>Have the opportunity to attend an after school extra-curricular and if appropriate a holiday club</i> • <i>Have access to technology required for home learning and the Internet at home.</i>
<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"> • Attendance and punctuality of targeted pupils will improve to be in-line with all pupils. • Persistent absence will reduce. • Disadvantaged pupils have an appropriate nutritional diet. • Breakfast club and GAP club may be offered if appropriate.

<p>The emotional, behavioural and health needs of all disadvantaged pupils are met fully.</p>	<p>Pupil survey data will demonstrate improved attitudes and self-worth:</p> <ul style="list-style-type: none"> ● Children will report improved well-being through pupil survey ● PSHE lessons and their impact will be reviewed ● Children will report confidence in relation to their learning ● Well-being pyramid applied and considered for each child ● Children will be offered mentoring with a staff member from Jan 2025 ● Children in receipt of PPG who are in the category 'cause for concern' to receive appropriate support and known to SLT and Well-being Officer. <p><i>Additional support could include:</i></p> <ul style="list-style-type: none"> ● <i>Nurture group</i> ● <i>Outside specialist support</i> ● <i>Access to counsellor.</i>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Problem solving in maths - Maths Hub 24/25.</p> <p>Targeted small groups in each year to offer greater support in maths lessons for children working below the expected standard.</p>	<ul style="list-style-type: none"> ● EEF Report - Cognitive science approaches in the classroom 	<p>1, 2, 3</p>
<p>Reading focus on low prior attainers.</p>	<ul style="list-style-type: none"> ● Comprehension, EEF T&L toolkit ● EEF whole class reading. 	<p>1 and 3</p>

<p>Literacy team to evaluate effectiveness of teaching, to plan appropriate remedial actions and monitor impact.</p>	<ul style="list-style-type: none"> ● The Rose report ● DFE reading framework. <p>Reading from key professionals</p> <ul style="list-style-type: none"> ● Phonics toolkit EEF ● DfE accredited phonics programmes <p>Phonics strategies</p> <ul style="list-style-type: none"> ● EEF T&L toolkit. <p>Writing review led by external professional to understand impact of current practice and potential areas for development.</p>	<p>1 and 3</p>
<p>The introduction of colourful semantics and widgets to assist with writing.</p>	<p>EEF T&L toolkit, teacher subject knowledge.</p>	<p>1, 2, 3</p>
<p>Quality first teaching, monitoring and CPD for all staff. Inclusive practice CPD for all staff.</p>	<ul style="list-style-type: none"> ● EEF Research ● Case Studies ● Ofsted documentation 	<p>1, 2, 3</p>

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

Budgeted cost: £51,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lexia licences.</p>	<ul style="list-style-type: none"> ● Review of evidence of effectiveness of Lexia programme ● EEF study of Lexia ● Impact reports ● Case studies. 	<p>1, 2, 3, 4</p>
<p>RWI Intervention.</p>	<ul style="list-style-type: none"> ● EEF study in progress ● Study into effectiveness ● Impact reports ● Case studies. 	<p>1, 2, 3</p>

<p>Pupils who need to catch-up/who are vulnerable:</p> <ul style="list-style-type: none"> • Pupil progress meetings held half termly. • Class teachers will be accountable for outcomes and provision, through agreed timetables/record of support for disadvantaged pupils (see provision map) • 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 • Reading, Writing and Maths small group teaching and intervention in all year groups. 	<ul style="list-style-type: none"> • Teacher efficacy. Hattie Visible learning • Feedback from pupil progress meetings and following pupil conferencing • EEF T&L toolkit. 	<p>1, 2, 3</p>
<p>Disadvantaged, cognitive SEN and SEMH:</p> <ul style="list-style-type: none"> • SEND Support Plans for SEND/PP children will consider the PPG funding available. This will be clearly linked to the PPG profiles. 	<ul style="list-style-type: none"> • EEF Blog: Five evidence based strategies to support • High-quality teaching for pupils with SEND. 	<p>1, 3</p>

<p>Disadvantaged, children looked after (CLA) and previously looked after and those subject to a CP/CIN plan:</p> <ul style="list-style-type: none"> ● Pupil Premium ● Profiles are 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 ● Access to mentoring and specialist external support as required. ● Teachers of CLA and previously looked after/DSL will make and establish links with families/social workers and the Virtual Head ● Staff training on attachment disorders ● PASS Survey completed twice to identify attitudes of children in receipt of PPG towards school and learning – if required nurture group/intervention put in place. 	<ul style="list-style-type: none"> ● PHE, link between well-being and attainment ● Trauma informed schools ● EEF T&L toolkit (social and emotional learning). 	<p>1, 5, 6, 7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,800

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"> • Each child experiencing disadvantage and each child in receipt of PPG will have a mentor, where deemed beneficial (member of staff) • Each child in receipt of PPG will be entitled to one fee-paying extra-curricular club per term, free of charge • Teachers to monitor and evaluate impact of opportunities through Pupil Premium profile • Books from the book fair for children in receipt of PPG. 	<ul style="list-style-type: none"> • Newcastle university (Nuffield foundation) after school clubs and academic performance • Music in school – sound partnerships • The importance of music – DfE • ArtsEd research, music and academic performance • An Unequal Playing Field report • DfE guidance. 	<p>5, 6, 7</p>
<p>Future aspirations - All PPG and identified disadvantaged pupils</p> <ul style="list-style-type: none"> • pupils will be offered a leadership role in Year 6. • pupils to represent the school in sport at least once each academic year. • pupils to play a musical instrument during each academic year. 	<ul style="list-style-type: none"> • Music in school – sound partnerships • The importance of music – DfE • ArtsEd research, music and academic performance • EEF T&L toolkit. 	<p>5, 7</p>

Support from counsellors to ensure emotional and health needs are addressed and supported.	<ul style="list-style-type: none"> • Report on study (2021); Link to original study in the Lancet. 	5, 6
Free access to breakfast club on request.	<ul style="list-style-type: none"> • DfE guidance • EEF evaluation – also shows impact on attendance. 	7
Chromebook allocated to each PPG child on request. Opportunities to complete homework through an afterschool targeted club.	<ul style="list-style-type: none"> • EEF - Using Digital Technology to Improve Learning. 	4
Financial support for trips and residential to ensure all PPG/disadvantaged children can attend.	<ul style="list-style-type: none"> • An Unequal Playing Field report • DfE guidance. 	7
<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"> • 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%. • Regular attendance meetings with SLT for those PPG/disadvantaged pupils causing concern. 	<ul style="list-style-type: none"> • Improving attendance, the key for school leadership summary of research and case studies • EEF – parental engagement. 	6

<p>Children in receipt of PPG will be able to access full uniform and be provided with any stationery required.</p>	<p>Research studies: Several studies indicate that support initiatives like providing uniforms and stationery contribute to reducing the attainment gap.</p> <p>For example, a study may have found that students with access to necessary school supplies demonstrated higher levels of academic achievement compared to those without.</p> <p>Case Studies: Schools that have implemented such support programs often report improvements in attendance rates and academic outcomes among children in receipt of PPG.</p>	<p>7</p>
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Total budgeted cost: £82,880

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 2023/24 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 2024 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.

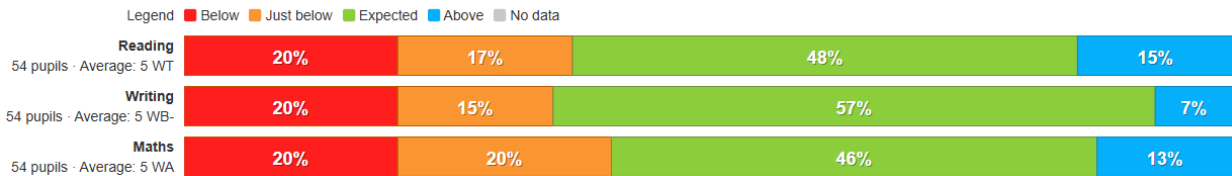
Data from tests and teacher assessments suggest that progress remains strong in all year groups. Teaching strategies, interventions and wider strategies have all been of key importance with ensuring that the majority of children in receipt of PPG make at least expected progress. Where this has not been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

to be targeted for additional support both within the classroom and through interventions if appropriate.

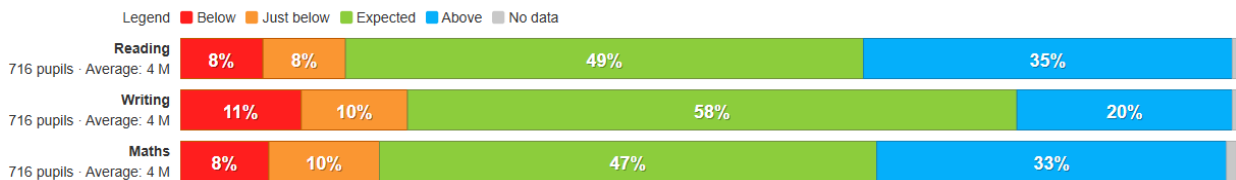
A detailed analysis of progress and attainment in each year group is outlined below.

Attainment and Progress 23/24

All PPG



Whole school



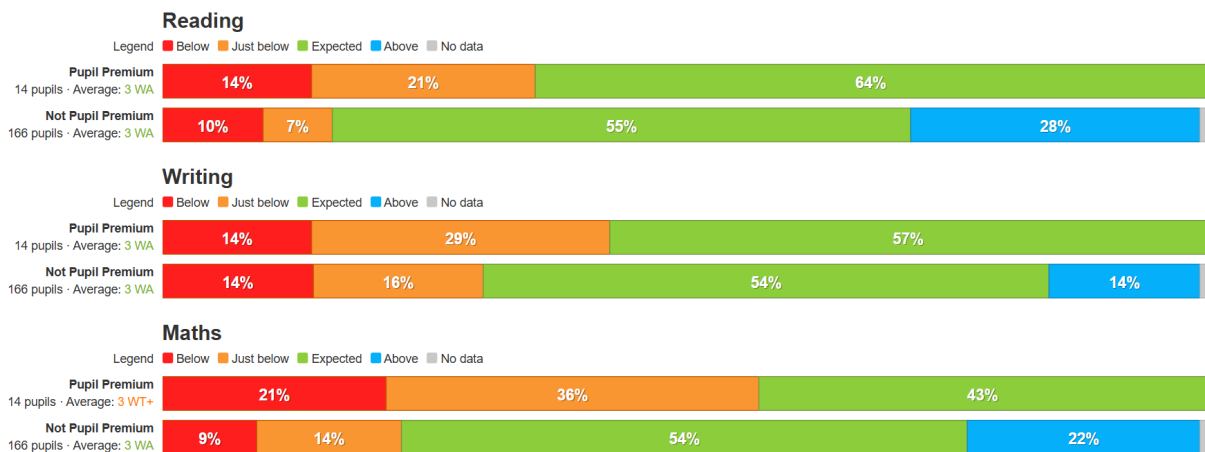
Year 3

Attainment data

Our Year 3 group consisted of 180 pupils of which 14 pupils were in receipt of PPG. 4 of these 14 pupils were also registered as SEND Support. On entry, a higher percentage of children in receipt of PPG children compared to children not in receipt of PPG were working below the expected standard in all subjects.

- 4/14 (29%) pupils were working below in reading at the end of KS1
- 5/14 (36%) pupils were working below in writing at the end of KS1
- 5/14 (36%) pupils were working below in maths at the end of KS1.

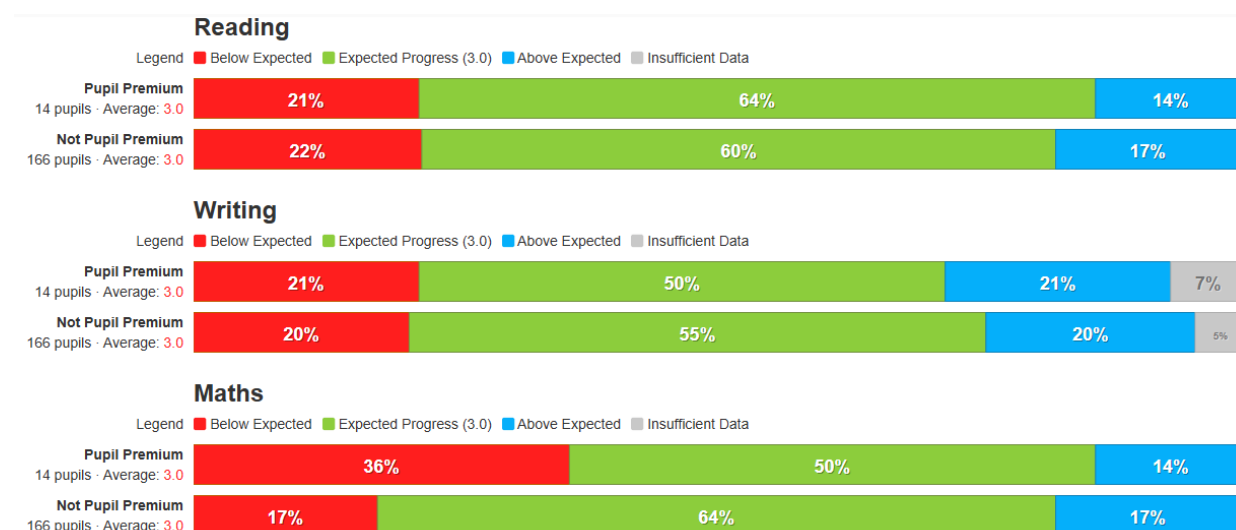
Attainment of children in receipt of PPG compared to those who are not



Attainment for children in receipt of PPG is lower than those not in receipt of PPG but this is reflective of their starting points at the beginning of Year 3. In Year 3 (current Y4), maths is a particular issue with 57% of the cohort working below the expected standard at the end of the year. It should also be noted that this group of children represent 7.7% (14 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.

Year 3 Progress Data 23/24



In reading...

- 78% of children in receipt of PPG made expected progress or better with 14% making accelerated progress.
- Three children in receipt of PPG 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...

- 71% of children in receipt of PPG made expected progress or better with 21% making accelerated progress.
- Three children in receipt of PPG did not make expected progress. One pupil (same child as with reading) 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 maths...

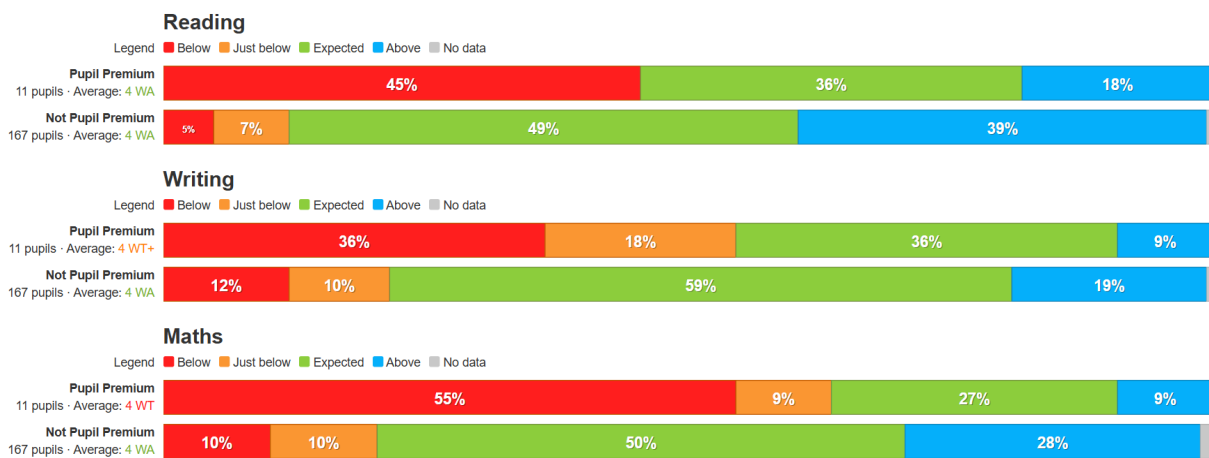
- 64% of children in receipt of PPG made expected progress or better with 14% making accelerated progress.
- Five children in receipt of PPG did not make expected progress. One pupil (same child as with reading and writing) is on the SEND register and has complex needs.

Year 4

Our Year 4 group consisted of 178 pupils, of which 11 pupils were in receipt of PPG. Three of these pupils were also registered as SEND Support. On entry, attainment for many of our children in receipt of PPG showed below expected.

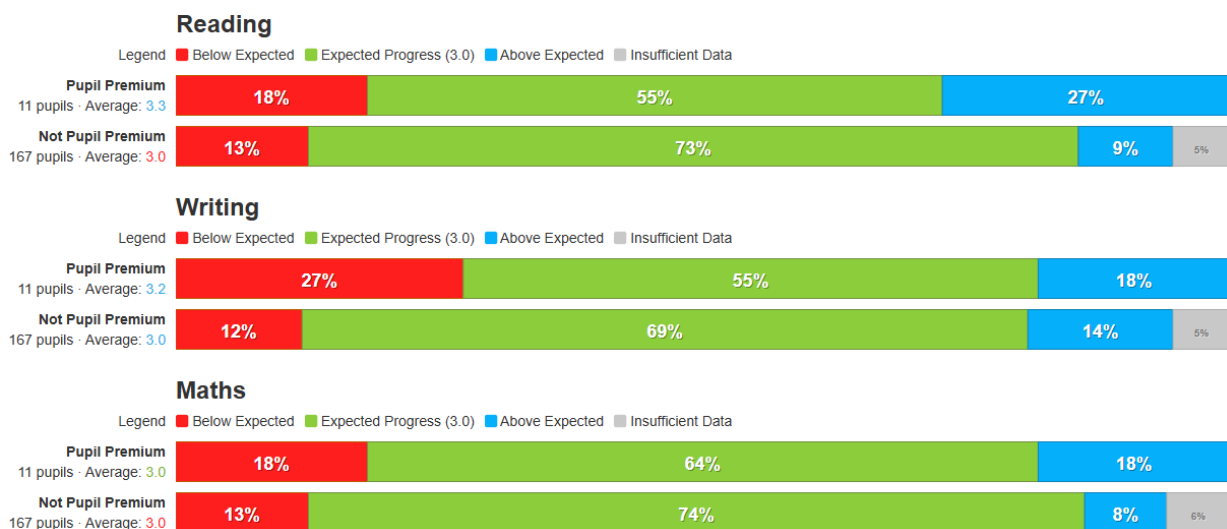
- 6/11 (54%) pupils were working below in reading at the end of KS1
- 6/11 (54%) pupils were working below in writing at the end of KS1
- 7/11 (63%) pupils were working below in maths at the end of KS1.

Attainment of children in receipt of PPG compared to those who are not



Attainment for children in receipt of PPG is lower than those not in receipt of PPG 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.

Year 4 Progress Data 23/24



In reading...

- 82% of pupils made expected progress or better with 27% making accelerated progress.
- The same number of children in receipt of PPG and those not in receipt of PPG made expected progress.
- Just two children in receipt of PPG (one of whom is on a SEND support plan) did not make expected progress. It should be noted that they were only ½ a point off making expected progress.

In writing...

- 73% of children in receipt of PPG made expected progress or better with 18% making accelerated progress.
- Three children in receipt of PPG did not make expected progress. Two of these pupils are on the SEND register and have complex needs. One child has an EHCP.
- Carefully targeted support and intervention is in place for both pupils.

In maths...

- 82% of children in receipt of PPG made expected progress or better with 18% making accelerated progress.
- Children in receipt of PPG made slightly better progress than children not in receipt of PPG.
- Just two children in receipt of PPG (one of whom is on a SEND support plan) did not make expected progress. It should be noted that they were only ½ a point off making expected progress.
- Carefully targeted support and intervention will be in place.

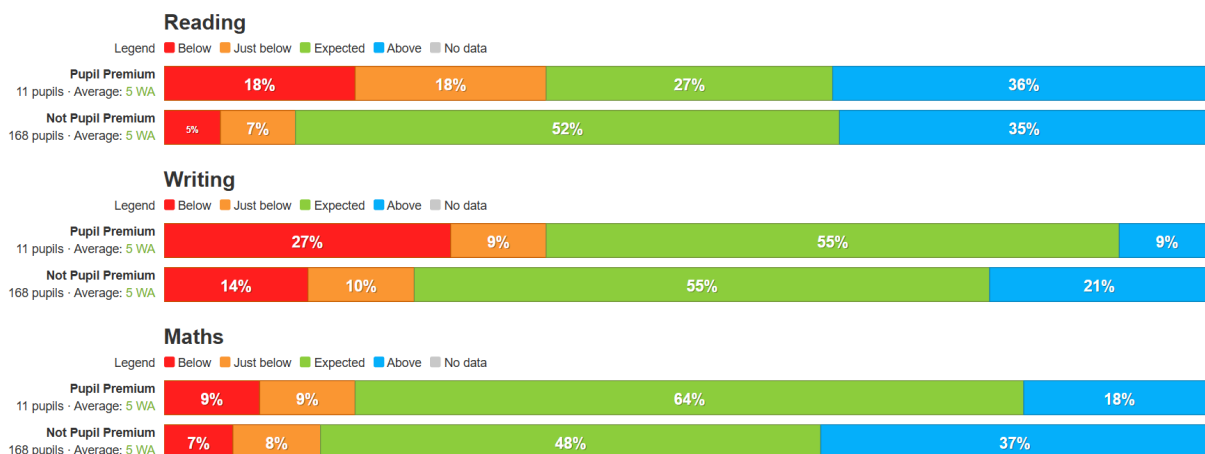
On reflection, it should be noted that one child who is on the SEND register and in fact did not begin his schooling until after lockdown, did not make expected progress in all three subjects.

Year 5

The Year 5 cohort consisted of 179 pupils, of which 11 pupils were in receipt of PPG. 4 of these 11 pupils were also registered as SEND Support. On entry, attainment for children in receipt of PPG children was lower when compared to children not in receipt of PPG.

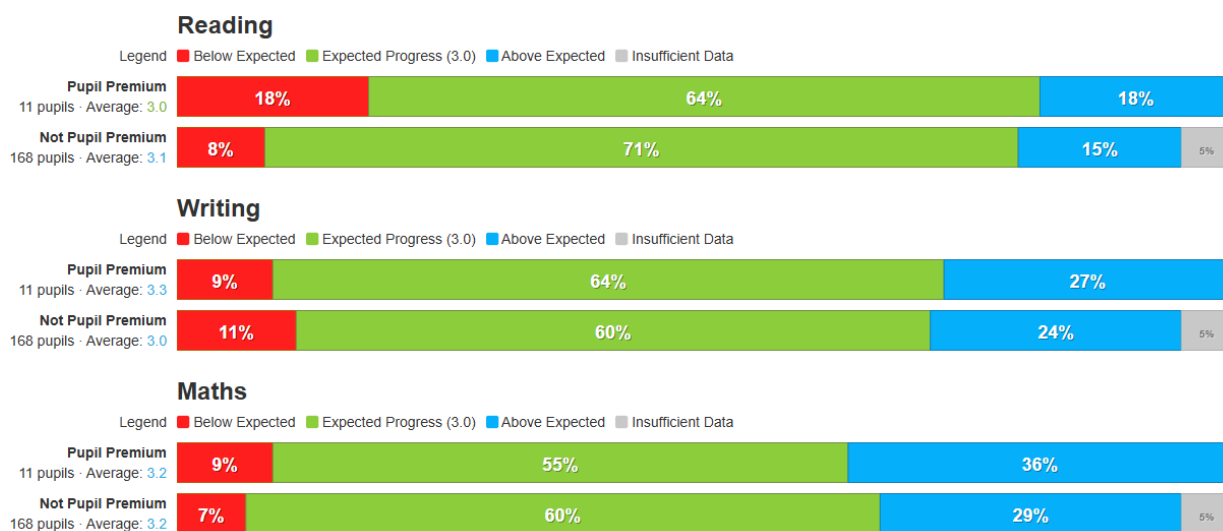
- 5/11 (45%) pupils were working below in reading at the end of KS1
- 6/11 (54%) pupils were working below in writing at the end of KS1
- 5/11 (45%) pupils were working below in maths at the end of KS1.

Attainment of children in receipt of PPG compared to those who are not



Attainment for children in receipt of PPG is lower than children not in receipt of PPG in reading and writing, which is reflective of their starting points at the beginning of Year 3. In maths, attainment is similar for children in receipt of PPG to those not in receipt of PPG, showing the impact of the catch-up strategies at Cleves. The graph below shows the progress made by these pupils since entry to Year 5 and is a better reflection of the impact of the provision and support in place.

Year 5 Progress Data 23/24



In reading...

- 82% of pupils have made expected progress or better with 18% making accelerated progress.
- Just two children did not make expected progress. It should be noted that these children made 2.5 points progress. One child from this group is in fact working at the expected standard.

In writing...

- 91% of children in receipt of PPG have made expected progress or better with 27% making accelerated progress.
- Children in receipt of PPG made better progress than those not in receipt of PPG.

- Just one child in receipt of PPG (9%) has not made expected progress; this is the same child who did not make expected progress in reading. They are currently being targeted for intervention and support which will continue in the next academic year.

In maths...

- 91% of pupils have made expected progress or better with 36% making accelerated progress.
- Children in receipt of PPG made better progress than those not in receipt of PPG.
- Just one child in receipt of PPG (9%) has not made expected progress (the same child who did not make expected progress in reading and writing); they are currently being targeted for intervention and support which will continue in the next academic year.

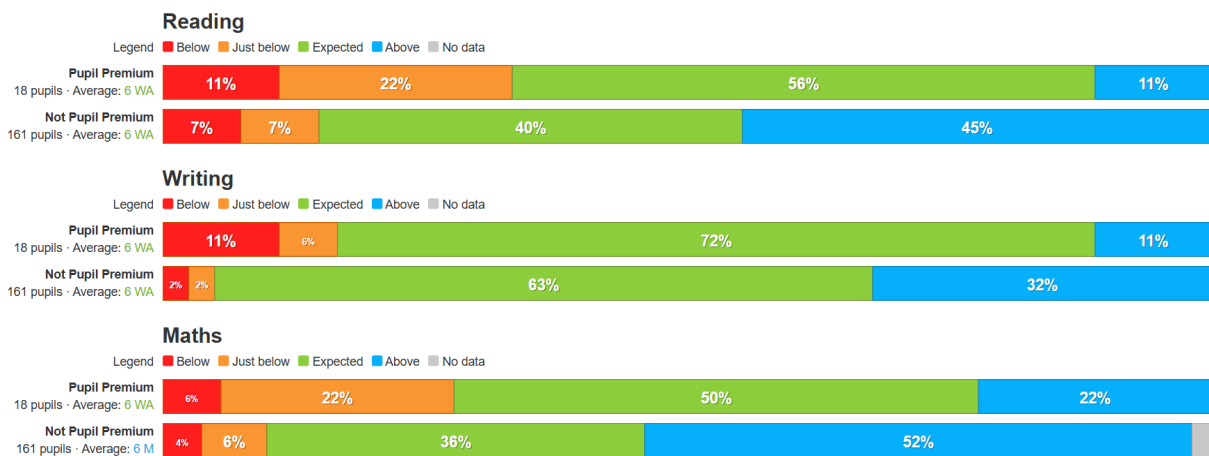
Year 6

Our Year 6 group consisted of 179 pupils, of which 18 pupils were in receipt of PPG. 4 of these 18 pupils are also registered as SEND Support, one of whom has an EHCP.

- 12/18 (67%) pupils were working below in reading at the end of KS1
- 14/18 (78%) pupils were working below in writing at the end of KS1
- 10/18 (56%) pupils were working below in maths at the end of KS1.

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

Attainment of children in receipt of PPG compared to those who are not



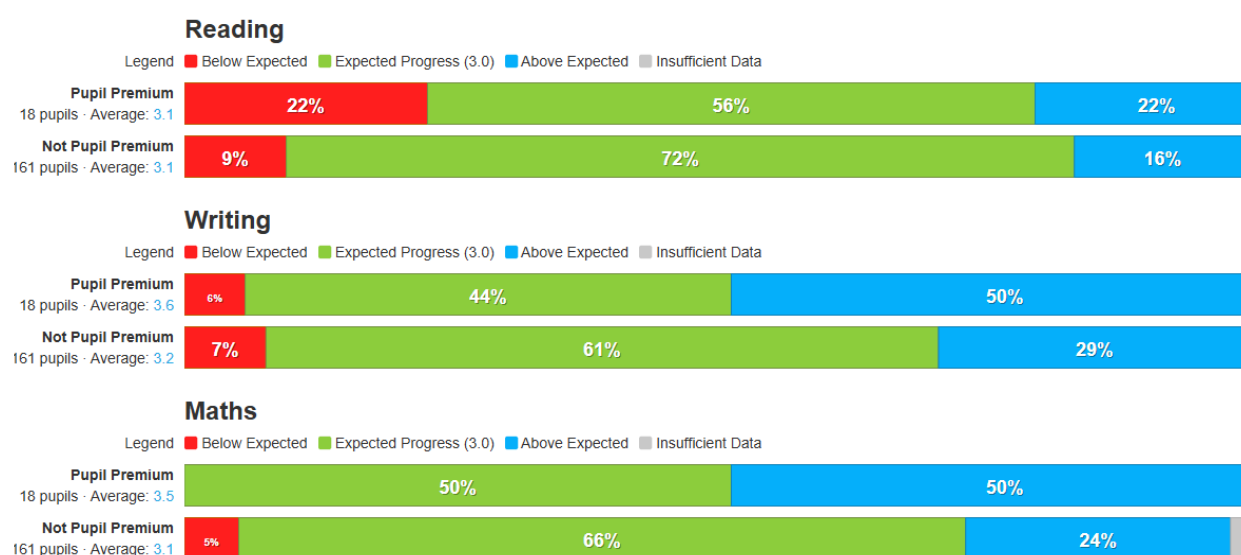
Attainment for children in receipt of PPG is lower than those not in receipt of PPG but this is reflective of their starting points at the beginning of Year 3. The graph shows that many children have caught up and are now working at the expected standard.

- 33% of children in receipt of PPG were working at the expected standard in reading on entry to Cleves compared with 67% of children working at least at the expected standard at the end of Year 6.

- 22% of children in receipt of PPG were working at the expected standard in writing on entry to Cleves compared with 83% of children working at least at the expected standard at the end of Year 6.
- 44% of children in receipt of PPG were working at the expected standard in reading on entry to Cleves compared with 72% of children working at least at the expected standard at the end of Year 6.

The graph below shows the progress made by these pupils since the end of Year 5.

Year 6 Progress Data 23/24



In reading...

- 78% of pupils made expected progress or better with 22% making accelerated progress.
- Four children in receipt of PPG did not make expected progress. Two of these children are registered as SEND support (one with an EHCP).
- Three of these children were only 0.5 points from the expected points progress.

In writing...

- 94% of children in receipt of PPG made expected progress or better with 50% making accelerated progress.
- Just one child in receipt of PPG did not make expected progress. This child has an EHCP (same child as above for reading)

In maths...

- 100% of children in receipt of PPG made expected progress or better with 50% making accelerated progress.
- The progress for data is better than that of children not in receipt of PPG, where 8 children out of 161 did not meet the expected standard.

Externally provided programmes

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

Programme	Provider
N/A	