

Pupil premium strategy statement

This statement details our school's use of pupil 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	Cleeve Prior CE Primary and Pre-School
Number of pupils in school	14 pupils Reception – Year 6
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	1 year (2024-25)
Date this statement was published	Sept 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Laughlin
Pupil premium lead	Sarah Laughlin
Governor / Trustee lead	Jane Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024 - 25)	£12930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£12930

Part A: Pupil premium strategy plan

Statement of intent

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils and recognise the importance of quality first teaching in achieving this aim.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including the most able, ensuring that the needs of socially disadvantaged pupils are assessed and addressed.
- We are aware of the impact of pupils' social and emotional wellbeing on their academic outcomes and this strategy takes account of the need to support the whole child and remove any wider barriers to learning often experienced by the most disadvantaged pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We recognise that pupils who are entitled to the Pupil Premium Grant can be our most able learners.
- We recognise the importance of targeting spending so that all children, particularly the most vulnerable, have opportunities to flourish and to reach their potential.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- We aim to ensure the learning needs of individuals will be met, pupils are challenged and any gaps are closed. This work will include the most able PPG pupils.
- Our work will ensure that other pupils, not eligible for funding, will benefit and this will also be reported.
- We have a strategy review each term

Provision

- Provision and use of resources will change according to the needs of the pupils. Details are recorded in the PPG statement.
- PPG pupils will have their progress tracked closely and provision planned accordingly.
- We employ a School Counsellor to support families and provide interventions in school for children
- We have a SENDCo to assess barriers to learning, implementing interventions and supporting class teachers with strategies in the classroom
- We provide extra learning opportunities for our children such as funding school trips and after school clubs and funding music tuition.
- We subscribe to a range of web-based applications to support learning both in and out of school
- We provide homework support and nurture support through lunchtime clubs
- We provide a designated Pupil Premium Lead to audit provision, provide training and monitor progress and attendance.

Success Criteria

- Early intervention and support for all socially disadvantaged pupils
- The overwhelming majority of socially disadvantaged children will meet their targets.
- Maintained good attendance for all pupils including disadvantaged pupils.
- Increase the number of PPG pupils attending clubs and sporting and general school events.
- Children and families have a sense of belonging in the school community by personalised communication and provision of resources.
- Children’s mental health needs are identified and supported.
- Improved life chances, experiences and aspirations by following planned cultural capital opportunities.

Reporting

- School will publish information annually on how they have used their Pupil Premium Grant.
- School will publish information annually on how the Pupil Premium Grant has had an impact on all PPG pupils
- School will publish information annually on specific barriers to educational improvement and the plans we have to overcome these barriers this.
- The Headteacher will maintain an ongoing programme of support which will be subject to review and challenge by Governors.

Challenges

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

Challenge number	Detail of challenge
1	Poor Communication and Language skills
2	Low baseline scores on entry to EYFS
3	Home Circumstances including SEMH needs
4	Lack of experiences outside the school environment

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
Progress in Reading-	<p>To build on an ambitious and exciting reading culture ensuring our children receive the very best in provision and there is challenge for all and the lowest 20% make rapid progress.</p> <p>Attainment data will show that disadvantaged children working at all levels have made at least expected progress.</p> <p>Monitoring of reading show that pupils are choosing appropriate books and can discuss their wider reading habits.</p>
Progress in Writing-	<p>To develop excellent writing skills across the whole school curriculum by ensuring a structured, consistent approach to both writing and handwriting ensuring the most able are challenged and the lowest 20% make rapid progress.</p> <p>Increased percentage of pupils meeting expected levels of attainment across the school.</p>
Progress in Mathematics	<p>To develop maths problem solving and reasoning skills</p> <p>Increased percentage of pupils meeting expected levels of attainment across the school.</p>
Phonics	<p>To embed our Phonics Learning programme throughout Early Years -Yr2 and ensure disadvantaged pupils keep up.</p> <p>Phonics checks demonstrate pupils have made progress.</p>
To provide extra learning opportunities and experiences for children in school along with home support	<p>Pupil experience a range of skills through attending trips and clubs</p> <p>Increased cultural capital experiences for all pupils with a focus on most disadvantaged being part of every experience</p> <p>Pupils develop their social skills further through trips and clubs</p> <p>Pupils develop their talents in other areas</p> <p>Pupils are encouraged to practise and commit to a hobby</p> <p>Equip families with the knowledge and skills to support children at home</p> <p>Give children the skills to become independent and more confident learners</p> <p>Pupils are able to recognise, understand and regulate their emotional needs</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 £500

Activity	Evidence that supports this approach	Challenge number(s) addressed and review
Training for all staff on supporting children with need as PP children in our school also SEND.	EEF 5 a day principles training available through county. Effective Professional Development EEF	

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed and review
<p>To support learning at home and in school through use of learning platforms/sites and targeted adult support.</p> <p>Times table Rockstars</p> <p>Numbots</p> <p>Rapid reading</p> <p>Rapid writing</p> <p>Rapid phonics</p> <p>TA costs to deliver and support (1 FT TA)</p>	<p>The use of appropriate online learning resources can have a positive effect on pupils. Disadvantaged pupils, therefore, may not be able to access these resources. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>EEF- The average impact of homework is positive across both primary and secondary school. Homework linked to classroom work tends to be more effective. Studies that included feedback on homework had higher impacts on learning.</p> <p>Homework EEF</p> <p>Homework set is linked to what is being covered in class and staff are able to provide feedback to children.</p>	1, 2

<p>School counsellor 1 day per week</p> <p>£320 month x 10 months £3200</p>	<p>We have identified that our pupils have social and emotional health issues and lack some of the social skills they need to form positive relationships.</p> <p>https://educationendowmentfoundation.org.uk/supp-ort-for-schools/school-improvement-planning/3-wider-strategies</p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £3200

Activity	Evidence that supports this approach	Challenge number(s) addressed and review
<p>To ensure children access school trips, residential and after school clubs and have correct equipment</p> <p>50% off cost of school trips £300 One off 'treats' - £500</p>	<p>It is important that children are able to experience places other than school, it is hard to develop vocabulary if children have not experienced some of the things you discuss in class. We use some of the funding to ensure all children are able to access school trips and have the equipment they need within school.</p> <p>https://culturallearningalliance.org.uk/what-is-cultural-capital/</p>	<p>3, 4</p>
<p>To provide extra opportunities for children in school</p> <p>Music tuition £1900 Out of school clubs: £500</p>	<p>EEF-Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>New: EEF publishes evaluation of arts based education programmes EEF</p>	<p>3, 4</p>

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 2023 to 2024 academic year.

PPG review

- No significant gap between PP and non PP pupils – PP pupils made accelerated progress.
- School subscription sites available to parents: TTRS, Numbots which are used regularly by all pupils including PPG through homework links.
- All trips funded at least 50% of cost this meant that 100% children attended including the end of year trip and music lessons
- HOS and all staff have excellent links with key families and continue to support with resources, food, clothing.
- School is part of NSBP and provides free bagels in the morning.
- Children have attended after school activities and had places in breakfast club and wrap around care.
- Support for key families in areas such as bedtime routines, meal planning and on-line safety
- 1:1 and group support has been provided where needed with interventions being targeted and timely

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
	NA
	NA

Pupil Premium Grant Review 2025

Impact data: Key Statutory Points



Reading	PP	All
EYFS	100%	100%
Y1	100%	100%
Y6	100%	100%
Writing		
EYFS	100%	100%
Y6	100%	100%
Maths		
EYFS	100%	100%
Y4 MTC	0	0%
Y6	100%	100%



Attendance	PP	Whole school
	97.19%	96.05%

- At all statutory data parts PP children did as well as their peers.
- PP children attendance at school is in line or better than their peers.
- Attendance at clubs and on trips for PP children was in line with or better than their peers.