

Pupil premium strategy statement – Cleeve Prior CE Primary School 2025-26

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|-----------------|
| Number of pupils in school | 21 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic Year | 2025-26 |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Andrea Donnelly |
| Pupil premium lead | Sarah Laughlin |
| Governor / Trustee lead | Jane Foster |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £11,720 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</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> | £11,720 |

Part A: Pupil premium strategy plan

Statement of intent

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils and recognise the importance of quality first teaching in achieving this aim.
- We recognise that strategies which have positive impact for disadvantaged children can also have the same impact on others.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including the most able, ensuring that the needs of 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, building emotional resilience and remove any wider barriers to learning
- We recognise that not all pupils who are 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 priorities. Due to cohort size, this is usually at an individual level.

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.
- School leaders 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 | Pupils' poor language and communication skills on entry to school significantly impacts the acquisition of skills and knowledge across the curriculum. |
| 2 | Disadvantaged pupils are at risk of not achieving as well as their non-disadvantaged peers. |
| 3 | There has been an increase in children who need additional support to build independence and resilience. |
| 4 | The experiences of children can be limited to their immediate 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 |
|---|--|
| Children's language develops well from starting points enabling children to make good progress in all curriculum areas. | Identified children have an accurate assessment of language which shows good progress against two assessment points Identified children have make good progress against individual plans and targets using strategies put in place. |
| All children make good progress from their starting point due to the teaching of phonics (through the implementation of a new scheme) being systematic and rigorous. Children read with increased fluency and comprehension. | All children make good progress from their starting point; most children can read at a level appropriate for their age. Families are equipped with the knowledge and resources to support their children's learning at home. |
| Children can write with fluency and accuracy. | All children form letters accurately in shape and size. Where age appropriate, children can join letters in an accurate, fluent size. |

| | |
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| | Children take pride in the presentation of their work. |
| Children have good mental fluency with: <ul style="list-style-type: none"> Counting Number bonds and pairs Times Tables | Most children can: <ul style="list-style-type: none"> count know number bonds and pairs times tables at an age-appropriate standard, or make good progress from their starting point. Families are equipped with the knowledge and resources to support their children's learning at home. |
| Children are given the opportunity to take part in experiences away from home and school. | Records show that children have been offered and experienced: A range of clubs and trips The opportunity to develop talents in sport, music and the arts. |
| Children are able to recognise emotions and have strategies to support and regulate. Children show increased resilience to challenge. | Identified children can: <ul style="list-style-type: none"> recognise emotions implement self-regulating strategies show increased resilience. |

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: £ 2202

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| A new phonics scheme is introduced. All staff are trained and have a good understanding of both the theory of the phonic teaching sequence and the pedagogy to ensure children can use it successfully. | Evidence shows that the systematic teaching of phonics leads to the best progress and outcomes for children. Phonics EEF | 2 |

| | | |
|---|--|--|
| <p>Assessment is used to ensure children's progress is monitored and support is given where required.</p> <p>The school is well resourced to support children, teachers and families.</p> | | |
|---|--|--|

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

Budgeted cost: £ 4,793

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 1:1 tutoring is used to support children whose reading is causing concern. | | 2 |
| 1:1 or small group structured interventions are used to support children whose language development has been identified as a concern. | | 1 |
| <p>Learning platforms are used effectively to support learning at school with targeted adult support.</p> <p>Families have the knowledge and resources available to support learning at home.</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.</p> <p>Mastery learning EEF</p> | 2 |

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

Budgeted cost: £ 4725

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| The provision of a school counsellor for identified children (1 session per week) | We have identified that some of our pupils would benefit from support in improving their social and emotional wellbeing. Social and emotional learning EEF | 3 |
| To ensure children access school trips, residential and after school clubs and have correct equipment. 50% off cost of school trips £300 One off 'treats' - £500 | It is important that all children have a wide range of experiences whatever their background. Wide experiences support language development and help to build resilience and confidence. | 4 |
| To provide extra opportunities for children in school to access creative arts. Music tuition £1900 | 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. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. New: EEF publishes evaluation of arts based education programmes EEF Cultural Learning Alliance – The Cultural Learning Alliance champions a right to art and culture for every child | 4 |

Total budgeted cost: £ 11,720

Part B: Review of the current academic year

Outcomes for disadvantaged pupils 2025-26

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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 |
|-----------|----------|
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| | |

Service pupil premium funding (N/A)

Further information (optional)

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