



## 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 and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Cloverlea Primary
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was updated	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Carole Partington
Pupil premium lead	Chris McConnell
Governor / Trustee lead	Carole Partington

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,835.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£22,835.00</b>



## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

Ensuring that teaching and learning opportunities meet the needs of all the pupils

Ensuring that appropriate provision is made for pupils who belong to vulnerable groups,

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. 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 allocated following a needs analysis, which identifies priority classes, groups or individuals.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

To allocate a 'Catch Up' Teaching Assistant to each KS1/2 - providing small group work focussed on overcoming gaps in learning

1-1 support

Additional teaching and learning opportunities provided through school or external agencies

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.

Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations

Additional learning support.

Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

Behaviour support



## Challenges

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

Challenge number	Detail of challenge
1	Enhance parental engagement in Reading
2	Narrowing the attainment gap across RWM
3	Increase number of children achieving secure/greater depth in writing.
4	Behaviour/SEMH difficulties.
5	Ensure access to rich and varied experiences
6	Attendance and Punctuality issues.

## 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	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
ARE in writing	Achieve national average for ARE in writing
Other	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Improved attitudes towards learning and self – evidence in Bounce surveys and interventions.



## Activity to date

This details how we intend to spend our pupil premium to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff meeting looking at internal progress data	Class teachers are aware which pupil premium children in their classes did not make good progress last academic year and can identify these children as 'target' children.	1,2,3
Embedding and enhancing phonics catch up in KS2. Designated TA time for KS2 catch up phonics	EEF – Phonics +5 Contribution to resources needed to implement new phonics system.	1, 2
The teacher in charge of SEND and the PP team will work together to identify any support staff who would benefit from further CPD e.g. TTSA	EEF – TA Interventions Staff who feel skilled and confident leading an intervention will see better progress from the children. TAs increase in confidence with monitoring and evaluating interventions and evaluate which strategies lead to good progress.	2,3



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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions The upkeep of the library and accessible and appropriate texts to meet needs.	EEF – Reading Comprehension  Strategies +6 Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	1,2,3
Pupil progress meetings with teachers	EEF- Collaborative Learning Approaches +5  Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children’s progress in order to make accelerated progress. Staff will know who they are; their barriers to learning and any strategies needed to meet their educational and emotional needs.	1,2,3,4,6
TA3 intervention groups	EEF - Small Group Tuition +4 Experienced practitioners work with the most vulnerable children so that they are getting quality personalised support	2,3

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

/Budgeted cost: £ 6,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips and visits will be planned to enhance the curriculum; including a residential for Y4-6	EEF - Outdoor Adventure Learning +4 Children exposed to these have an enhanced knowledge and understanding of the world. When finance isn’t a factor for families, they	4, 5

	almost always want their children to experience these	
Pupil surveys and subsequent support. Teachers/TAs support children who are having difficulty accessing learning through behavioural issues, using resources such as ELSA.	EEF - Social and Emotional Learning +4 Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes, which target students with particular social or emotional needs.	4
To add resources to aid social and emotional learning	EEF - Social and Emotional Learning +4 A comfortable and calming pastoral area in which to conduct BOUNCE/Well Being groups.	4
Peripatetic instrumental lessons	EEF - Arts Participation +4 Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music, raising their self-esteem	4, 5
The school library effectively resourced to make it an exciting and fun place to read. Soft furnishings will make the space feel cosy and less formal to encourage reading for pleasure	EEF – Reading Comprehension  Strategies +6 Children who enjoy reading are motivated to read more frequently and make better progress	2,4,5
Engaging with families	Parental Engagement +4 Use of social media to promote class learning. Class Dojo to ensure effective communication. Parental voice sought for subject development and pupil passports.	1-6

**Total budgeted cost: £ 22,835.00**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity has had on pupils.

Where our internal assessments show that our disadvantaged pupils have made expected progress in the key areas of the curriculum (core) we endeavour to consolidate and further enhance strategies taken. Reading and Maths show particular strength whereas writing, including punctuation and grammar show areas for focus and improvement. To be noted, the curriculum and intervention and inclusion are key areas of focus on our current school improvement plan so we hope to address this and see improvement this coming academic year (2023-2024).

Overall attendance in 2022/23 was 95% which is line with local and national data. Data indicates that attendance of disadvantaged pupils is comparable to that of non-disadvantaged pupils. Attendance is monitored as part of our pupil premium plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health are still impacted. We have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.



## Further information (optional)

### **Additional activity**

Our pupil premium strategy has been supplemented by additional activities that has not been funded by pupil premium or recovery premium. We have been offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. These activities have focused on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils have been encouraged and supported to participate. Pupil premium pupils have been offered free places at extra-curricular activities and families have been given a financial contribution towards school trips and residential.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated activities undertaken in previous years and the degree of impact.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.