

Pupil premium strategy statement – Cloverlea Primary

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	202
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Governing Board
Pupil premium lead	Chris McConnell
Governor / Trustee lead	Carole Partington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,360
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£10,360

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

What are your ultimate objectives for your disadvantaged pupils?

How does your current pupil premium strategy plan work towards achieving those objectives?

What are the key principles of your strategy plan?

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with teaching staff and pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
2	Internal and external assessments and discussions with teaching staff and pupils indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Our attendance data since September 2023 indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
<p>Reading Every child on track to secure at least age-related expectations by the end of Year 6 (<i>unless there is an identified long term educational barrier</i>)</p>	<p>Pupils making at least expected progress where prior attainment is ARE/ARE+</p> <p>Accelerated progress where prior attainment is below ARE</p>
<p>Maths Every child on track to secure at least age-related expectations by the end of Year 6 (<i>unless there is an identified long term educational barrier</i>)</p>	<p>Pupils making at least expected progress where prior attainment is ARE/ARE+</p> <p>Accelerated progress where prior attainment is below ARE</p>
<p>Attendance Attendance rate above 95% or if not, evidence of rapid improvement.</p>	<p>Attendance rate of disadvantaged pupils is at least 95% or accelerated progress towards.</p> <p>Fewer disadvantaged pupils are persistent absentees (below 90%).</p> <p>Strong support provided by school for pupils/parents whose attendance is below 90% (persistent absentee)</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: £3,918 = £3,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>In class support</u> Teaching Assistant supporting providing feedback and individual instruction, supporting the classteacher in whole class lessons £3,918</p>	<p>EEF Feedback +6 months</p> <p>EEF Individualised Instruction +4 months</p> <p>EEF Collaborative Learning Approaches +5 months</p> <p><i>“EEF recommends that approaches which support and promote high-quality teaching in schools should be a top priority for pupil premium spending.”</i></p> <p>EEF Pupil Premium Guidance</p>	1, 2

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

Budgeted cost: £9,437 + £1,959 + £1,959 = £13,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Phonics Intervention</u> Using Little Wandle 'Keep Up' and 'Rapid Catch-Up' Programme</p> <p>£9,437</p>	<p>EEF Phonics +5 months</p> <p>EEF Teaching Assistant Interventions +4 months</p> <p>EEF Small Group Tuition +4 months</p> <p>EEF Improving Literacy in Key Stage 2: 2. Support pupils to develop fluent reading capabilities 6. Target teaching and support by accurately assessing pupil needs 7. Use high quality structured interventions to help pupils who are struggling with their literacy</p>	1
<p><u>Fluency intervention</u> Reading intervention for children identified as having gaps in their learning to accelerate their progress and close the gap.</p> <p><u>Intervention cycle:</u></p> <ol style="list-style-type: none"> 1. IDENTIFY children working below ARE 2. Complete and FLUENCY DIAGNOSTIC ASSESSMENTS 3. INTERVENTION using fluency intervention guidance 4. Assessment of progress and REVIEW <p>£1,959</p>	<p>EEF Phonics +5 months</p> <p>EEF Teaching Assistant Interventions +4 months</p> <p>EEF Small Group Tuition +4 months</p> <p>EEF Improving Literacy in Key Stage 2: 2. Support pupils to develop fluent reading capabilities 6. Target teaching and support by accurately assessing pupil needs 7. Use high quality structured interventions to help pupils who are struggling with their literacy</p>	1
<p><u>Maths intervention</u> Maths intervention from a highly experienced and skilled TA who know our children and have secure understanding of White Rose Scheme (language, models, images).</p> <p><u>Intervention cycle:</u></p> <ol style="list-style-type: none"> 1. IDENTIFY children working below ARE 	<p>EEF Teaching Assistant Interventions +4 months</p> <p>EEF Small Group Tuition +4 months</p> <p>Mastery Learning +5 months</p>	1

2. Complete and White Rose DIAGNOSTIC ASSESSMENTS 3. INTERVENTION using DfE/NCETM materials 4. Assessment of progress and REVIEW £1,959		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,008 + £2,000 = £4,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Designated Attendance Lead:</u> follow-up on absences and to continue to foster and build positive relationships with parents and families. £2,008	<i>“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance ... While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.”</i> EEF Pupil Premium Guidance	3
Provide <u>financial support for families</u> to enable access to extra-curricular activities (one per term per pupil) and discretionary support with school experiences and residential. Access to high quality preloved branded <u>school uniform</u> . £2,000	<i>“Tackling non-academic barriers to academic success”</i> Using pupil premium: guidance for school leaders. February 2024	3

Total budgeted cost: £3,918 + £13,355 + £4,008 = £21,281

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reading (2023-24)

Rec 2024: 76% cohort (50% of 4PP) achieved 'expected'
Year 1 2024 Phonics: 89% (25% of 4PP) achieved 'expected'

(National All = 80%, National Disadv = 68%)

Year 3 2024 Read: 71% (50% of 4PP)

Year 4 2024 Read: 80% (75% of 4PP)

Year 5 2024 Read: 83% (100% of 5PP)

Year 6 2024 Read: 79% (50% of 2 PP)

(National = 74%)

Maths (2023-24)

Rec 2024: 84% cohort (50% of 4PP) achieved 'expected'

Year 1 2024: 81% (0% of 4PP) achieved 'expected' (National = 80%)

Year 3 2024: 77% (50% of 4PP)

Year 4 2024: 80% (75% of 4PP)

Year 4 MTC 23+: 55% (25% of 4PP)

Year 4 MTC 19+: 81% (50% of 4PP)

Year 5 2024: 87% (60% of 5PP)

Year 6 2024 Read: 89% (0% of 2PP)

(National = 74%)

In 2023-24, the attainment of pupils entitled to pupil premium funding was lower than their peers although evidence of accelerated progress, resulting from Wave 2 intervention. However, attainment of our pupil premium pupils remains a priority.

Attendance (2023-24)

Our **attendance** data since September 2023 indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils.

Attendance (2023-24)

	2023-24
Whole school	94.7%
Non-pupil premium	94.9%
Pupil premium	91.3%

Persistent absenteeism (2023-24)

	2023-24
Whole school	13.0%
Pupil premium	20%

In 2023-24, the attendance of pupils entitled to pupil premium funding was lower than their peers and remains an area of priority.

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

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>
The impact of that spending on service pupil premium eligible pupils

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 or recovery premium funding.