

## CGPS Pupil Premium Strategy Statement (2024-2027)

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 ([see previous plan on school website](#)).

### School overview

Detail	Data
School name	Clifton Green Primary School
Number of pupils in school	371 (+19 in Nursery)
Proportion (%) of pupil premium eligible pupils	121 children (R-Y6) = <b>33%</b>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Nicola Adams
Pupil Premium leads	Nicola Adams/Jenny Smith/Caroline Telford
Governor lead	John Kesterton

### Funding overview

Detail	Amount
Pupil premium funding allocation (financial year 2024-2025)	£171,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£171,680</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Clifton Green Primary School we intend on providing the very best experiences, academic attainment and progress and aspirations for all pupils irrespective of their background or the challenges they face. Our school values, 'Striving for Excellence, Creating Opportunities, Nurturing One Another', are at the heart of our school and this Pupil Premium Strategy. We have high expectations for all pupils to make good progress and achieve well across the curriculum and we do this through raising aspirations, providing rich and varied experiences and prioritising social, emotional and mental health needs. We want all of our children, including those who are disadvantaged, to be prepared for their lives after primary school and beyond education so that they can live purposeful, healthy and happy lives.

All children who experience challenges in their lives and demonstrate vulnerability, such as those who have a social worker, are young carers or are new to our locality, are supported by the activity outlined in this statement, regardless of whether they are disadvantaged and therefore qualify for Pupil Premium funding, or not.

Ensuring that all children receive Quality First Teaching is at the centre of our approach to the use of Pupil Premium funding. We use evidence-informed practice to ensure that strategies used in our classroom are proven to have the greatest impact on closing the disadvantage gap but at the same time benefit those who are not deemed to be disadvantaged. In order to achieve our goal of providing high-quality teaching in every classroom, we prioritise and invest in professional development, training and support for early career teachers.

Targeted academic support will also be used to ensure that children who are not making expected progress, or those who have been disproportionately affected by the pandemic, receive intervention and tuition to help narrow the gaps between individuals and their peers. Our Recovery Premium funding will be used to help boost our offer in this area.

Finally, wider strategies will be employed by the school to tackle non-academic challenges to success in school: such as attendance, behaviour and social and emotional support. These are key issues, especially following the impact of the pandemic, and it is vital that children are supported in these areas so that their academic success can follow.

Any response to the challenges children face will be rooted in assessments/evidence which establish children's individual needs rather than general approaches which make assumptions about the impact of disadvantage. We will also act early to intervene as soon as a need is identified and monitor classroom provision to ensure that disadvantaged children are challenged and supported appropriately. Our whole school approach will ensure that all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve.

## Challenges

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

Challenge Number	Detail of challenge
1	Too few disadvantaged children are achieving age-related expectations in Reading, <b>particularly in KS2</b> , and the gap between disadvantaged pupils and their non-disadvantaged peers remains wide (KS2 outcomes 2024 = 32% EXS+ (-37% gap) and across school in summer 2024 (in-school data) only 46.9% of disadvantaged pupils met age-related expectations with a gap of -17.6%). Phonics Screening Check outcomes are strong however (2024 = 86.7% (gap of +6.7%)) so the strategy will need to focus on Y2 upwards and particularly on exposing children to wide range of text types, developing a love of reading and building upon success in Phonics to build fluency and understanding.
2	Too few disadvantaged children are achieving age-related expectations in Writing <b>across school</b> and the gap between disadvantaged pupils and their non-disadvantaged peers remains wide (KS2 outcomes 2024 = 12% EXS+ (-60.4% gap and EYFS Writing outcomes 2024 = 50.0% EXS with a gap of 18.8%). Across school in summer 2024 (in-school data) only 28.4% of disadvantaged pupils met age-related expectations with a gap of -22.7%). There needs to be careful analysis of the issue preventing children from achieving age-related expectations to ensure that the strategy chosen meets the need.
3	Too few disadvantaged children are achieving age-related expectations in Maths <b>across school</b> and the gap between disadvantaged pupils and their non-disadvantaged peers remains wide (KS2 outcomes 2024 = 4% EXS+ (-61.5% gap) and EYFS number outcomes 2024 = 48.3% EXS with a gap of -26.1%). Across school in summer 2024 (in-school data) only 47.7% of disadvantaged pupils met age-related expectations with a gap of -19.2%). Throughout school, children struggle with understanding and recalling basic facts (KS1 - addition/subtraction and KS2 - multiplication/division) and this will be the priority area for development.
4	Many of our disadvantaged children struggle with under-developed language and communication skills. Wellcomm data in summer 2024 shows that although disadvantaged children are making progress from their individual baselines in EYFS, there is still an attainment gap of -15% between the percentage that achieve age-related expectations and their non-disadvantaged peers. Too few disadvantaged pupils achieve age-related expectations at the end of EYFS (54%) and when disadvantaged pupils in KS2 were assessed using Wellcomm (Aut 2024), 48% of pupils did not achieve age-related expectations (particularly evident in

	Years 4-6). A robust system of assess, plan, do, review should be established alongside teacher CPD to improve outcomes in this area.
5	Many of our children face a double disadvantage. Out of 121 children, 29% also have a Special Educational Need/Disability and a further 12% speak English as an Additional Language (and a number of these children are refugees living in temporary accommodation). It is essential that strategies for supporting SEND and EAL remain high profile and that appropriate training is provided.
6	The attendance data of disadvantaged children is historically low and has struggled to move above 90% in recent years. This echoes local and national issues and the gap in school between the attendance of disadvantaged pupils and that of their peers has almost doubled in the last three years. Disadvantaged pupils continue to dominate persistent absence figures. This is despite a robust strategy for promoting attendance and tackling absence being implemented in school (including rewards and regular monitoring/analysis of data) and naturally has a negative impact on attainment and progress for pupils as they are not in school receiving the education they deserve and need.
7	Our observations and discussions with pupils and families have identified social, emotional and mental health issues for many disadvantaged pupils with teacher referrals for support remaining high. Although our partnership with the Wellbeing in Mind Team is strong and practice, interventions and opportunities have improved significantly over recent years, this still remains a priority to ensure that children feel safe and happy to enable them to thrive both academically and personally.
8	A number of families report financial challenges (struggling with food, heating, clothing and resources), yet many are not eligible for Pupil Premium funding. Alongside this, some families report that they need support with parenting topics such as establishing healthy routines (including sleep, toileting and diet) and managing emotions and behaviour. School often receives requests for support and isn't always able to meet the demand/needs.
9	School staff note that some children do not have the life experiences and opportunities that develop cultural capital and which support concrete understanding of concepts. Alongside this, children need to feel that they belong, with a sense of community, purpose and achievement in order to help them thrive in life both in and beyond school.



### 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
Improved Reading attainment and positive progress for disadvantaged pupils in Years 2-6.	In-school data and end of KS2 outcomes in Reading for disadvantaged pupils show improvement over the next three years. Reviews of teaching and learning (including lesson observations and book scrutinies) demonstrate effective pedagogy, practice and pupil progress.
Improved Writing attainment and positive progress for disadvantaged pupils throughout school.	In-school data, end of EYFS and end of KS2 outcomes in Writing for disadvantaged pupils show improvement over the next three years. Reviews of teaching and learning (including lesson observations and book scrutinies) demonstrate effective pedagogy, practice and pupil progress.
Improved Maths attainment and positive progress for disadvantaged pupils throughout school.	In-school data, end of EYFS (number) and end of KS2 outcomes in Maths for disadvantaged pupils show improvement over the next three years. Reviews of teaching and learning (including lesson observations and book scrutinies) demonstrate effective pedagogy, practice and pupil progress.
Improved speech, language and communication skills for disadvantaged pupils throughout school and Communication Friendly Setting status achieved for EYFS and KS1/KS2.	The proportion of disadvantaged pupils meeting age-related expectations (WellComm) increases and children make rapid progress in-year to narrow gaps between age-related expectations and current attainment. Teachers and Teaching Assistants have increased understanding, knowledge and skills to employ strategies effectively to promote pupils progress.
Enhanced support in the classroom for disadvantaged pupils with SEND/EAL.	Pupil voice, book scrutiny and lesson observations show that pupils' needs are well-catered for in the classroom and that children are making good progress from their individual starting points.
Improved attendance data for disadvantaged pupils.	Attendance outcomes for disadvantaged pupils show improvement over the next three years. The gap between the attendance of disadvantaged pupils and their non-disadvantaged peers narrows over time and the percentage of disadvantaged persistent absentees decreases.



Social, emotional and mental health issues amongst disadvantaged pupils are identified and addressed swiftly and effectively.	Pupil voice/surveys, parent surveys and teacher observations demonstrate high levels of wellbeing and aspiration for disadvantaged pupils. The number of behaviour incidents/suspensions and internal isolations involving disadvantaged children is reduced. Interventions provided in school and via partner services have a positive impact on pupils.
Support for families is timely, well-received and effective in tackling issues faced e.g. parenting, food, heating, clothing etc.	Parent surveys and feedback demonstrate the positive impact. Families benefit from, and engage with, the support offered. Children thrive in school and socio-economic factors are not a barrier to learning and progress.
Disadvantaged pupils have access to a wide range of activities, experiences and opportunities.	Planned experiences within the curriculum give children a wide range of opportunities for personal and academic development. Pupil voice will demonstrate a sense of belonging, increased self-confidence and pride in themselves and their school.


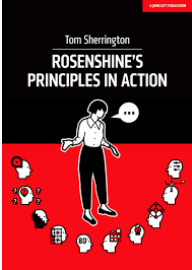
### Activity in this academic year (2024-2025)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement 'whole class reading' in Years 2-6 to improve reading comprehension skills and foster enjoyment of reading. Alongside this continue to deliver high quality Phonics, showing fidelity to Little Wandle's curriculum and catch up programmes.	<a href="#">EEF Teaching and Learning Toolkit - Reading comprehension strategies</a>	1, 2, 4 and 5
Complete audit of the teaching and learning of Writing at CGPS and effectively implement appropriate changes to improve pupil outcomes.	<a href="#">EEF - A School's Guide to Implementation</a> <a href="#">EEF - Effective Professional Development</a>	2, 4 and 5

<p>Enhance the teaching of Maths through a forensic and systematic approach to the teaching of fluency to enable number facts to be recalled with automaticity,</p>	<p><a href="#">NCETM Primary Magazine - Developing fluency in addition and subtraction facts</a></p> <p><a href="#">Duality, Ambiguity and Flexibility - a proceptual view of simple arithmetic</a></p>	<p>3, 4 and 5</p>
<p>Develop explicit, consistent teaching of speech, language and communication throughout school to ensure that children have structured, progressive opportunities to develop oral language skills.</p>	<p><a href="#">EEF Teaching and Learning Toolkit - Communication and Language Approaches</a></p> <p><a href="#">EEF Teaching and Learning Toolkit - Oral Language Interventions</a></p> <p><a href="https://www.elklan.co.uk/OurWork/CaseStudies/CFSe/">https://www.elklan.co.uk/OurWork/CaseStudies/CFSe/</a></p>	<p>1, 2, 3, 4, 5 and 7.</p>
<p>Improve provision for pupils with SEND by implementing the '5 a Day' approach and achieve the ADHD Friendly School Award via the ADHD Foundation.</p>	<p><a href="#">EEF - Special Educational Needs in Mainstream Schools guidance report</a></p>	<p>1, 2, 3, 4 and 5</p>
<p>Continue to develop effective teaching and learning in all classrooms (based on Rosenshine's Principles and Teaching Walkthrus) with a primary focus on Assessment for Learning Strategies.</p>	<div style="display: flex; justify-content: space-around;">   </div> <p><a href="#">Principles of Instruction: Research-Based Strategies That All Teachers Should Know</a></p> <p><a href="#">Bath Learning and Teaching Curriculum Principles - Assessment for Learning</a></p>	<p>1, 2, 3, 4 and 5</p>
<p>Continue to embed a broad curriculum for all children which enhances their opportunities and cultural capital as well as subject knowledge, including through the introduction of the CGPS Passport.</p>	<p>EEF Teaching and Learning Toolkit - <a href="#">Arts Participation</a> and <a href="#">Physical Activity</a></p> <p><a href="#">Cultural Learning Alliance -What is cultural capital?</a></p> <p><a href="#">Global School Alliance - Building 'cultural capital' in schools; what is it and why is it important?</a></p>	<p>1, 2, 4, 5 and 9</p>



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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop an in-house provision for children with significant Communication and Interaction needs.	<a href="#">EEF Teaching and Learning Toolkit - small group tuition</a> <a href="#">EEF Teaching and Learning Toolkit - communication and language approaches</a> <a href="#">EEF - Special Educational Needs in Mainstream Schools guidance report</a>	4 and 5
Improve the quality of Speech and Language interventions for children below ARE using the WellComm toolkit and screening tool. Professional development and staff training is provided to ensure they have the Elklan foundation training.	<a href="#">Public Health England - Best start in speech, language and communication: case studies</a> <a href="#">EEF Teaching and Learning Toolkit - Communication and Language Approaches</a> <a href="#">EEF Teaching and Learning Toolkit - Oral Language Interventions</a> <a href="https://www.elklan.co.uk/OurWork/CaseStudies/CFSe/">https://www.elklan.co.uk/OurWork/CaseStudies/CFSe/</a>	1, 2, 3, 4, 5 and 7
The Nesy Reading and Spelling programme supports pupils with Dyslexia by developing memory strategies and phonics rules to support learning. Pupils are identified as having Dyslexic traits through GL Dyslexia screener and once assessed they are given access to the Nesy Intervention as appropriate.	<a href="#">Nesy research</a> <a href="#">Independent review of Early Reading. Jim Rose (2016)</a>	1, 2, 4 and 5
Phonics interventions and additional phonics interventions targeted at disadvantaged pupils who require further phonics support.	<a href="#">EEF Teaching and Learning Toolkit - Phonics</a>	1, 2, 4 and 5





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

Budgeted cost: £41,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor attendance regularly and systematically and develop a graduated response to tackling absence in line with DfE and CYC resources.	<a href="#">EEF Summary of Evidence - what does the evidence tell us about the best ways to improve attendance</a>	6
Continue to work with Matt Messias to provide children with 1:1 coaching, aspiration raising/careers lessons as well as mental health support.	Mental Health First Aider and accredited DfE Mental Health lead trainer	1, 2, 3, 4, 5, 7 and 9
Embed a whole-school approach to mental health and well-being supported by the work of the Wellbeing in Mind Team and led by our Pastoral/Mental Health Lead in school.	<a href="#">National Children's Bureau - Making a difference to young people's lives through personalised care: mental health inequalities and social deprivation</a>	6, 7 and 9
Continue to use the CoJo programme and RESPECT curriculum to develop pupils' character.	CoJos <a href="#">review data</a> .	7 and 9
Engage with York Family Learning to provide direct work with families.	<a href="#">EEF Communicating Effectively with Families</a> <a href="#">DfE Review of Best Practice in Parental Engagement</a>	8
Provide direct financial support (for uniform, breakfast club, technology etc.) and subsidised opportunities to disadvantaged pupils.	Past experiences in school working with disadvantaged pupils and their families.	8
Targeted well-being breakfast intervention to support pupils that find it challenging to transition smoothly between school and home or are identified through poor attendance. Support strategies are based on the ELSA model.	<a href="#">ELSA Network evidence and research base</a> <a href="#">Devon County Council - toolkit of evidence-based interventions to promote inclusion of children with SEMH needs</a>	6 and 7
Embed effective Social and Emotional Learning (SEL) through weekly Jigsaw assemblies, Emotional Literacy Support Assistant (ELSA) interventions, whole-school use of zones of	<a href="#">EEF Teaching and Learning Toolkit - social and emotional learning</a>	



regulation, effective monitoring using CPOMS safeguarding software.		
Contingency for unforeseen circumstances	Our experience shows a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £171,680

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

### Pupil premium strategy outcomes

Impact of our pupil premium activity on pupils from the academic year 2021-2024 can be seen in our previous [Pupil Premium Strategy](#).

### 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.*

#### 2024-2025

Programme	Provider
Nessy Learning Programme	Nessy
Little Wandle Letters and Sounds	Little Wandle

### Further information (optional)

The leadership team has developed a more robust understanding of effective school improvement using the [EEF Implementation Framework](#) and decisions are rooted in context and educational research supports the actions that are taken. This has enabled the school to plan strategically both through this Pupil Premium Statement and the School Development Plan in order to improve outcomes for all children, including those disadvantaged and vulnerable.

Five members of staff (including the Headteacher, Deputy Head and three teachers) have completed National Professional Qualifications utilising DfE funding and five more staff members (two middle leaders and three teachers) are in the process of completing qualifications. The school will have staff members qualified in the following:

- National Professional Qualification for Headship x1
- National Professional Qualification for Senior Leadership x1
- National Professional Qualification for Leading Behaviour and Culture x1
- National Professional Qualification for Leading Teaching x2
- National Professional Qualification for Leading Literacy x2
- National Professional Qualification for Leading Maths x1
- National Professional Qualification for SENCo x2
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This will enhance the professional development of those undertaking the courses and will also improve the provision and leadership throughout school which will have a positive impact on the experiences of all pupils, including those disadvantaged.

Furthermore, the school's Pastoral Lead has undertaken the Senior Mental Health Lead training, again utilising DfE funding to access an accredited provider. This role ensures that children's Social, Emotional and Mental Health needs are met through either in-house intervention or external support. A focus on staff mental health and wellbeing is an essential part of this role, as well as the leadership team's work, to ensure that all staff are supported and can thrive in the workplace.

