



# Pupil Premium Strategy Statement – Clifford All Saints C of E Primary School



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	
Proportion (%) of pupil premium eligible pupils	19 children
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	24/25 25/26 26/27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr Krabbendam
Pupil Premium Lead	Mr Hall
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,300
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>£30,300</b>



# Part A: Pupil Premium Strategy Plan



## Statement of intent

### **Previous review summary:**

In order that our new Pupil Premium Strategy is more consistent in its impact, all staff will need to have an increased awareness of those children eligible for Pupil Premium. Key staff will be aware of their specific needs and the strategies that are in place through Pupil Premium funding.

### **Pupil Premium Strategy Plan intent:**

To recognise our children in receipt of Pupil Premium and their families as individuals within a group whose only common thread may be their eligibility for Free School Meals (FSM). We therefore intend to use the resources available not only to identify any common barriers to achievement, but also to understand that the way in which disadvantage manifests itself for our children and families can be very different, therefore, one approach won't work for everyone.

### **The key principles of our Pupil Premium Strategy Plan are:**

1. To view disadvantage holistically, working with the family and the child as part of a graduated approach.
2. To use a balanced structure of teaching strategies, targeted academic support and wider strategies.
3. To apply activities and actions in a bespoke nature – one size does not fit all.
4. To understand that, although our ultimate objective, changes in progress and attainment are likely to be the last measure of our strategy's success that can be evidenced.

### **The ultimate objectives for our disadvantaged pupils are:**

1. To be provided with the responsive pastoral support needed to tackle the environmental factors that could influence achievement.
2. To have levels of attendance that are in line with All Pupils.
3. To be in receipt of a consistently high standard of Quality first Teaching (QfT).
4. To make incremental gains in progress and attainment aimed at diminishing the gaps between them and their peers throughout their time at Clifford All Saints C of E Primary School.

### **Our Pupil Premium Strategy Plan works towards achieving those objectives by:**

1. The actions and intended outcomes mirror those within the School Improvement Plan to ensure high priority.
2. Costs relating to each action and strategy are clearly identified within the budget, ensuring on-going monitoring by leaders and those responsible for governance.
3. The appraisals for all staff include targets relating to the achievement of children identified as disadvantaged in order to ensure joint accountability.
4. Designated roles have been developed and defined to ensure operational delivery and strategic oversight.

## Challenges

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

Challenge number	Detail of challenge
1	Key people in school haven't known the children and families well enough to identify the key challenges and most effective strategies to begin to overcome these.
2	Our children in receipt of Pupil Premium and their families don't share obvious common challenges to their achievement so 'blanket' approaches to support have limited impact.
3	The attendance of a Pupil Premium cohort in the 2023-24 academic year was [insert %] below that of All Pupils.
4	45% of the Pupil Premium cohort also have SEND, which impacts their capacity to achieve ARE in line with our All Pupil cohort which has a 20% proportion of SEND.
5	39% of the Pupil Premium cohort are also EAL, so progress through our curriculum can be limited by less advanced levels of English.

## 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
That all staff will have an increased awareness of those children eligible for Pupil Premium, key staff will be aware of their specific needs and the strategies that are in place through Pupil Premium.	<ul style="list-style-type: none"> <li>• Staff's remit relating to children identified as PP will be clearly defined and PP Core Team established; including SLT, Governance, teaching and pastoral membership.</li> <li>• Individual child/family pastoral profiles will be created to capture changing needs and these will be discussed half-terminly at Inclusion meetings between the PP Core Team.</li> <li>• An accurate and regularly updated list of those eligible for PP will be available to all staff.</li> <li>• To ensure a link between support and outcomes, class assessment and tracking systems will identify those eligible for PP.</li> </ul>

<p>To build relationships with the families of the Pupil Premium cohort in order to understand the way in which disadvantage manifests itself for our children and families and to use this to direct activities and approaches.</p>	<ul style="list-style-type: none"> <li>• Contact all PP families, find out needs and circumstances and offers support.</li> <li>• Create a register of families and levelled/tiered support required.</li> <li>• PP families receive a half termly call from a member of the Pupil Premium Core Team to gain updates.</li> </ul>
<p>For the Pupil Premium cohort to have levels of attendance that are at least in line with All Pupils.</p>	<ul style="list-style-type: none"> <li>• For attendance of our PP children to be no lower than the attendance for All pupils by 2027.</li> <li>• For the attendance of our PP children to improve year on year between 2024 and 2027.</li> <li>• For the number of Pupil Premium children falling into the Persistent Absence category to be reduced when compared to the previous year.</li> </ul>
<p>A programme of support will be established and delivered to those children with EAL, focused on acceleration of English language acquisition.</p>	<ul style="list-style-type: none"> <li>• Tier 2 vocabulary will be taught explicitly via the curriculum and intervention</li> <li>• Spoken language and verbal interaction will be a focus of the curriculum and targeted intervention in EYFS.</li> <li>• Increased vocabulary will act as a pre-cursor for improved comprehension.</li> </ul>
<p>To make incremental gains in progress and attainment aimed at diminishing the gaps between them and their peers throughout their time at Clifford All Saints C of E Primary School.</p>	<ul style="list-style-type: none"> <li>• All children eligible for PP will be in receipt of a consistently high standard of Quality First Teaching (QFT).</li> <li>• By the end of current strategy period (September '27) the achievement of those eligible for PP will be comparable to that of All Pupils in at the end of KS2.</li> </ul>

## 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: £**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching,	<p><b>Rosalind Walker</b></p> <p>Use QFT as the first intervention. If a lesson isn't bang on, some students will make up for that deficit, through prior</p>	1&2

<p>assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils eligible for Pupil Premium</p>	<p>knowledge, independent study, or some other means. <i>But some other students won't.</i> Often the students who won't, fall more than proportionately in one group, like boys, or disadvantaged, or whatever. We don't go fiddling round with the delivery of our subject to make it somehow match the interests of a pupil premium child. We make sure that first, our teaching is of great quality. We explicitly teach the foundational knowledge needed in our subjects because if we don't, <i>some groups will not be as well equipped to compensate.</i> We get our curriculum and our classroom culture right because if it's wrong then that will disadvantage students who can't patch up the holes themselves.</p> <p><b>Greg J Duncan and Katherine Magnuson</b></p> <p>A growing body of cognitive research uses sophisticated behavioral and neuroimaging measurements to demonstrate associations between family socioeconomic status (SES) and specific cognitive functions. Cognitive functions are top-down processes, initiated from the pre-frontal cortex of the brain, that are required for deliberate thought processes such as forming goals, planning ahead, carrying out a goal-directed plan, and performing effectively.</p> <p><b>Rebecca Allen</b></p> <p>Children's home lives heavily influences attainment, but how we organise our schools and classrooms is an important moderator in how and why that influence emerges.</p> <p>By focusing on disadvantage in the classroom – that is, cognitive functions that place students at an educational disadvantage – we have the opportunity to better understand how our choice of instructional methods maximises the chances of success for those most at risk of falling behind.</p> <p>If we care about closing the attainment gap <i>and</i> we accept the relationship between socioeconomic status (SES) and cognitive function, then surely our first port of call should be to create classroom environments and instructional programmes that prioritise the needs of those who are most constrained by their cognitive function. In many respects, we are still working out what this means for the classroom, but I'm pretty sure that being <i>laissez-faire</i> about what students can choose to pay attention to in class is likely to widen the attainment gap.</p> <p><b>Kris Boulton</b></p> <p>'Ability' is something that determines a child's sensitivity to methods of instruction; so the question for us should be what classroom instructional approaches help those children most at risk of falling behind.</p> <p>Use instructional methods that give students in their class the best possible chances of success, given the variation in cognitive function they will possess.</p>	
<p>Purchase of standardised</p>	<p><b>EEF – Diagnostic Assessment</b></p>	

<p>diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups</p>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted interventions to support language development and literacy</p>	<p><b>EEF – Oral language interventions</b></p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p>	<p>5</p>
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p>	<p><b>EEF – Reading Comprehension Strategies</b></p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>4</p>
<p>Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions</p>	<p><b>EEF – Teaching Assistant Interventions</b></p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>2</p>

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

**Budgeted cost: £**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communicating with and supporting parents of children eligible for Pupil Premium</p>	<p><b>EEF toolkit – Parental Engagement</b></p> <p>Reviews of the evidence identify why families can be perceived as ‘hard to reach’ and what services can do to address this. Parents’ isolation from services may be involuntary (for example, owing to language differences, poor health, long or unsociable work hours, lack of money) or voluntary (for example, because engagement with services would be threatening or stigmatising). In an education context, parents’ own poor experience of school can contribute to a reticence to engage fully in children’s learning. Immediate barriers commonly relate to:</p> <ul style="list-style-type: none"> <li>• where and when support is delivered—if these conflict with work hours and childcare commitments, or where accessibility is an issue; and</li> <li>• how an offer is communicated—for example, by using inaccessible language or professional jargon, services being intimidating or insufficiently visible, and staff appearing uninterested.</li> </ul> <p>Responses to these barriers include:</p> <ul style="list-style-type: none"> <li>• flexible location and timing of services—including home visits and outreach services for families who lack transport or live in rural areas; and</li> <li>• making services welcoming and less intimidating—for instance, by employing staff who can relate to parents, and making repeated attempts, if needed, to engage the families concerned.</li> </ul> <p>Recruiting parents might involve using parent ambassadors, securing referrals from peers, advertising services in places frequented by families, and translating promotion materials into relevant languages. At the heart of all of these is building relationships of trust.</p> <p>More sustained and intensive approaches to support parental engagement may be needed for some children—for example, those struggling with early reading, those from disadvantaged backgrounds, or those with behavioural difficulties. More intensive approaches, which target particular families or outcomes, are associated with larger learning gains, but are also more difficult to implement.</p> <p>Some form of targeting is usually required to use resources effectively and to avoid widening gaps, so an analysis of needs is a logical starting point. It is also important that targeting is done sensitively to avoid stigmatising, blaming, or discouraging parents. One approach is to provide a universal offer, but give extra support and encouragement to those parents with greater needs so that they are more likely to take up the opportunity.</p>	<p>2</p>

	Occasional, relationship-building home-visits may be helpful prior to inviting parents to get involved in school-based activities or courses, or at key transitions at school, but are unlikely to be intensive enough on their own to lead to changes in parents' engagement with learning.	
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and for staff to develop and implement new procedures.</p>	<p><b>EEF toolkit – Parental Engagement</b></p> <p>Regular attendance is linked to improved academic attainment and is an area where parental input can be particularly influential at secondary school.</p> <p>For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance.</p>	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

**Total budgeted cost: £**

Part B: Review of the previous academic year

**Outcomes for disadvantaged pupils**

Completed on the 2021-24 Strategy Statement.