

# St Cleopas Pupil Premium Strategy Statement

This statement details St Cleopas C of E Primary School's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Cleopas Primary
Number of pupils in school	277
Proportion (%) of pupil premium eligible pupils	58% (162 PP)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Nov 2022
Date on which it will be reviewed	September 2023
Statement authorised by	L. Gannon
Pupil premium lead	N. Williams
Governor / Trustee lead	J.Read

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,412
Recovery premium funding allocation this academic year	£21,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£220,257

# Part A: Pupil premium strategy plan

## Statement of intent

At St Cleopas, our intention is to ensure that any barriers to learning for all pupils are removed so that all pupils are able to reach their full potential in all areas of the curriculum.

We aim to ensure that all pupils have the opportunity to thrive academically through a rich curriculum and to grow as a person. That we will provide guidance and support in order for pupils to be confident, resilient, independent, motivated learners and to offer an active and positive contribution to school life, the diverse community they live in and beyond.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and those looked after by others. We have outlined in this statement our intention to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers and high attainers will continue to progress well.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the employment of an additional to support school's approach in supporting pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will: ensure disadvantaged pupils are challenged in the work that they're set throughout the curriculum act in a timely manner to intervene at the point need is identified adopt a whole school approach: staff take responsibility for disadvantaged pupils' outcomes and raise 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	<p>Pupils have limited experience or opportunity beyond their home life and immediate community to engage in cultural, sporting and social activities. Lack of a range of extra-curricular provision in the local area.</p> <p>Since the pandemic, the after-shocks have been felt with children's general, fitness, health and wellbeing and confidence in being around their peers and engaging in school life. Assessments, observations and discussions have with pupils, parents and teachers suggest the lack of positive experience is hampering their engagement, progress and achievement in school.</p>
2	<p>Pupils and their families have a range of needs and challenges to be supported including: social and emotional difficulties, including medical and mental health issues. These can impact on or cause adverse childhood experiences for our pupils. These challenges affect disadvantaged pupils in a range of ways, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. For example; 100% of referred pupils currently requiring additional support with social and emotional needs through our Think Yourself Great programme in KS2 are disadvantaged. Lego Therapy is at 85% and the RISE strategy for KS2 is at 75%.</p>
3	<p>There is an attendance gap between PP and non/PP pupils. Attendance data over the last year indicates that attendance among disadvantaged pupil has been around 12% lower than for non-disadvantaged pupils.</p> <p>19.6% of disadvantaged pupils have been 'persistently absent' compared to 8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>There is an attainment gap between PP and non/PP pupils. The education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths, English, reading and phonics in KS1 and LKS2.</p> <p>For 2021-2022 our Ever 6 was the same as national 5.7%. The schools gap between PP and non PP was 2.8% versus national average at 2.1%. School PA for PP was 6.5% versus national average at 19.7%. The gap between pupil premium versus non pupil premium nationally was 12.1% in comparison to the school gap at 4.8%.</p>
5	<p>Assessments, observations, and discussions with pupils indicate under developed oral language skills, vocabulary gaps and writing ability among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>

## 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 achieve

Intended outcome	Success criteria
1. Increase experience or opportunity beyond their home life to engage in enriching activities.	<p>Pupils have experienced or had the opportunity to engage in a range of cultural, sporting and social activities.</p> <p>Class experiential visits happen half-termly.</p> <p>Increase in after-school provision.</p> <p>Increase in lunchtime clubs.</p> <p>Residential trip in Y6.</p>
2. Offer in-school strategies and use of external services to support the wide range of emotional, health and wellbeing needs of pupils and their families.	<p>Pupils and their families have had access to a range of supportive strategies to target their social and emotional, medical and mental health needs and they feel supported.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>qualitative data from student voice, student and parent surveys and teacher observations</p> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>Instances of PP children being referred for additional support of emotional, health and wellbeing needs reduced.</p>
3. Close the attendance gap between PP and non/PP pupils.	<p>The attendance gap between PP and non/PP pupils is closed.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> </ul> <p>The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% higher than their peers</p>
4. Close the attainment gap between PP and non/PP pupils.	<p>The attainment gap between PP and non/PP pupils is closed.</p> <p>KS2 statutory assessment outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.</p>
5. Improved oral language skills, vocabulary and writing among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for breakfast club. Provide staff, healthy food and resources to ensure that pupils have a positive start to the day and are ready to learn.</p> <p>Extra food prepared for morning breaks to ensure the hunger gap is filled before lunch.</p> <p>Free entrance to those in receipt of FSM.</p>	<p>Breakfast consumption in children has been found to: Improve cognitive function, particularly memory, attention, and executive function Improve academic performance, including school grades and achievement test scores Increase on-task behaviour in the class <a href="https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/">https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/</a></p> <p>Funding used to support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges, for example school breakfast clubs is recommended by the government. <a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p>	2
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across the school. Impact of each event to be recorded and monitored.</p> <p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<p>A major review of professional development by Ofsted when developing the Education Inspection Framework (EIF) highlighted that the quality and quantity of professional development are directly related to a school or colleges effectiveness and improvement. <a href="https://thenationalcollege.co.uk/news/how-do-ofsted-inspect-cpd">https://thenationalcollege.co.uk/news/how-do-ofsted-inspect-cpd</a></p>	4
Purchase of a DfE validated Systematic	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of	4, 5

Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<p>Funding for full time TA to support pupils in EYFS. TA will support all pupils to develop language and communication skills and self-help skills so that they are ready for the next stage of their academic career.</p> <p>TA will provide teachers with opportunities to deliver intervention to those pupils who are eligible for FSM. Teachers will use assessment data to inform their interventions to ensure that pupils make progress quickly.</p>	<p>EEF Guidance: Making Best Use Of Teaching Assistants-</p> <p>Use of TAs to add value to what teachers do, not replace them.</p> <p>Use TAs to help pupils develop independent learning skills and manage their own learning</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf">https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	4
Language and Communication training and resources for EYFS staff. Ensuring that pupils provided with support to quickly develop their communication skills.	<p>EYFS sets the standards for learning, growth, development and care of children from birth to five years old. Proper development of these areas are essential for healthy growth and to have a better future learning.</p> <p>The changes to the EYFS statutory framework (Sept 21) have been made to: improve outcomes at age 5, particularly in early language and literacy.</p> <p><a href="https://www.gov.uk/government/publications/changes-to-the-early-years-foundation-stage-eyfs-framework/changes-to-the-early-years-foundation-stage-eyfs-framework">https://www.gov.uk/government/publications/changes-to-the-early-years-foundation-stage-eyfs-framework/changes-to-the-early-years-foundation-stage-eyfs-framework</a></p>	5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4, 5

<p>We will purchase resources and fund ongoing teacher training and release time e.g. in LA vocabulary Project and Subject Lead briefings to support vocabulary enhancement in all curriculum subjects.</p>		4
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	2,4,5
<p>Pupils provided with the opportunity to have a breadth of experiences that enable them to contextualise their learning.</p> <p>School will deliver an engaging, broad and varied curriculum.</p>	<p>Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges, for example helping with the cost of educational trips or visits, is recommended by the government.  <a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p>	2,4,5
<p>Funding to obtain subject quality marks including writing and PE.</p>	<p>Quality marks have been awarded to support all pupils. Encourages writing for purpose in different settings not just in the classroom-writing areas, lunchtime clubs, competitions to involve both PP and non PP children. PE quality mark provided all children with opportunities to be involved in a range of sports and then PP children can use this to take up new sports outside of school.</p>	

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Floating class teacher employed to release class teachers for interventions. Class teachers will provide their own intervention in reading, writing and maths basic skills.	<a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4, 5

Teachers will focus on pupils who whose education has been most impacted by the pandemic.		
<p>Teachers will use data analysis and teacher assessment to target and focus intervention and use relevant strategies in order to close gaps.</p> <p>Resources will be purchased for use by teachers to close attainment and progress gaps.</p> <p>Teachers will record intervention strategies and their impact on attainment and progress for all pupils.</p>	<p>We know that small group interventions can prove useful in providing extra support. We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective.</p> <p>We want to combine this additional provision with some further interventions delivered by HLTAs.</p> <p>We want the provision of interventions and challenging teaching for children identified to support those who have 'fallen behind' make accelerated progress and 'catch-up' or exceed prior attainment standards, particularly in relation to lost-learning due to the pandemic.</p> <p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	4, 5
Additional phonics sessions targeted	Phonics approaches have a strong	4, 5



at disadvantaged pupils who require further phonics support.	evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Funding to support Forest School development. Forest School teacher is trained and resources purchased.	Forest School is an inspirational process that offers children regular opportunities to achieve, and develop confidence through hands-on learning in a woodland environment.	All

Forest School teacher support Pupil Premium children during Forest School sessions.	<a href="https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf">https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf</a>	
Forest School teacher to train further staff so that additional children are supported.	<a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a>	
Teaching assistants will provide further intervention with a focus on Pupil Premium children. Resources and training will be provided to ensure that high-quality intervention reduces gaps in progress.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants</a>	4, 5

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p> <p>Support offered in four strands through our provision map; from universal to higher level support</p>	<p>Adverse Childhood Experiences (ACEs) are stressful events occurring in childhood including. domestic violence. Parental abandonment through separation or divorce. a parent with a mental health condition. being the victim of abuse (physical, sexual and/or emotional). Research has shown that early intervention is key to reducing the impact ACES can have on later life.</p> <p><a href="https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/">https://mft.nhs.uk/rmch/services/camhs/young-people/adverse-childhood-experiences-aces-and-attachment/</a></p>	1, 2

through e.g. social services.		
Higher Level Teaching Assistants provide mental health and well-being strategies.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	2
Vulnerable children are identified and supported through a	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of	2, 5

variety of therapy strategies. Staff are trained in delivering sessions and resources purchased for: RISE Thrive Lego Seedlings Think yourself great	emotions, rather than focusing directly on the academic or cognitive elements of learning.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
SENDCo, Family Support Worker and safeguarding team identify and support families and children and work to alleviate barriers.	Families with identified social, emotional or health needs are proven to need more support and time in a school setting. Pupils are supported by school staff so that the needs are removed or alleviated – families are also supported.	2
Headteacher and Attendance Lead to ensure that all parents are aware of expectations in regards to good attendance.  Parents receive 3 reports per year including information on their child's attendance.  School liaise with the Education Welfare Officer (EWO) to ensure attendance expectations remain high. Strategies to encourage high attendance are	We can't improve attainment for PP children if they aren't attending as much as NPP children. Missing school for just a few days a year can damage pupils' chances of achieving well. Published by the Department for Education today (24 March 2016). <a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a>	3

funded.		
Provide an engaging, stimulating outdoor learning environment which encourages children to be active. Install as playframe on the junior playground.	Most education professionals recognise the value of learning outside the classroom in broadening the horizons of young people, raising self esteem and making learning more memorable. More and more schools are making regular use of their school grounds, local community and opportunities further afield to enrich the curriculum and provide pupils with more hands on learning experiences and we aim to do the same.	1, 2
Additional extra-curricular clubs are	Extra-curricular activity is so important for young people, and can be especially advantageous in	1, 2

funded by school so that all pupils are provided with the opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.	<p>helping to improve the life-chances of those from disadvantaged backgrounds.</p> <p>Report about huge disparities in participation of extra curricular activities depending on children's social background.</p> <p><a href="https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility">https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility</a></p>	
School trips are partly funded to ensure that all pupils have access to curriculum enrichment which will enhance their learning experiences and allow their knowledge to develop.	<p>Support for non-academic issues that impact success in school, such as attendance, behaviour and social and emotional challenges, for example helping with the cost of educational trips or visits, is recommended by the government.</p> <p><a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p>	All
Improve outdoor learning area to encourage physical exercise and increase motivation and concentration.	<p>Pupil premium children given regular opportunities to access a range of equipment and physical activities to enhance their mental health and well being and many other benefits. All pupils leave physically literate and with key skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.</p> <p><a href="https://www.afpe.org.uk/physical-education/physical_activity_within_physical_education/">https://www.afpe.org.uk/physical-education/physical_activity_within_physical_education/</a></p>	All

**Total budgeted cost approx: £220,000**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

2022 EYFS GLD data shows our disadvantaged children outperformed national by 10.6%. 100% PP achieved a GLD in Communication and language due to high quality teaching, resources and abilities of the cohort.

2022 KS1 data showed reading was in line with national expectations for disadvantaged children. 17% of our disadvantaged pupils were below in writing. Maths disadvantaged pupils were in line with national results. Disadvantaged GDS is below national average in reading and writing but above in maths.

2022 KS2 our disadvantaged in reading above other nationally. In writing it was in line. In maths it was above.

KS2 GDS in reading and writing disadvantaged was above other and in line with maths.

Progress score for disadvantaged pupils is above in all 3 areas.

Overall attendance in 2021/22 was 94.4% compared to the national average of 92.4%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 19.6% higher than their peers and persistent absence 11.6% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicate that pupils' emotional wellbeing and mental health continue to be significantly impacted by the pandemic and fiscal challenges for families and the local community. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build on this approach with the activities detailed in this plan.

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## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around vocabulary, comprehension and knowledge retention. Evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Training of staff and engagement in the Local Authority Vocabulary Project.
- utilising a funds to train staff in mental health support in line with and to enhance our wider school provision map for SEMH. The training we have selected will focus on how to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

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 looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have an 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.