

The background is a solid blue color with several overlapping, curved, lens-like shapes in varying shades of blue, creating a dynamic and modern design.

Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

Academy overview

Detail	Data
Academy name	Co-op Academy Clarice Cliff
Number of pupils in academy	366
Proportion (%) of pupil premium eligible pupils	49.73%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	
Pupil premium lead	Matthew Plant
Governor / Trustee lead	Stacey Cain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£265,125
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

At Co-op Academy Clarice Cliff, we acknowledge through our internal assessments and monitoring that a significant proportion of our pupils are identified as Pupil Premium and, therefore, may be termed "disadvantaged." Guided by our family values, we are committed to fostering an inclusive, nurturing culture with high expectations for all, where strong relationships, trust and partnership with families sit at the heart of our work.

Pupil needs, not labels, drive our Pupil Premium strategy, underpinned by robust pastoral care and close collaboration with parents and carers. We believe that every interaction with disadvantaged pupils and their families has the power to bring about positive change and we work intentionally to ensure that families feel welcomed, supported and involved in their child's education. Our ambition is that all pupils, regardless of background or the challenges they face, make strong progress from their individual starting points and experience success as valued members of our school family.

Our family values are:

- F- Friendship (We promote kindness, respect and positive relationships)
- A- Achievement (We aim high and celebrate every success)
- M- Motivation (We encourage curiosity, effort and a love of learning)
- I- Inclusion (Everyone is welcome and supported to thrive)
- L- Learning (We provide exciting, meaningful learning every day)
- Y- You Matter (Wellbeing and belonging and at the heart of our school)

To ensure our Pupil Premium spending has the greatest impact, we adhere to these key principles:

Building Belief:

We foster a culture where:

- Every child is believed in by staff
- There are "no excuses" for any child's underperformance
- Staff support every child in developing a "growth" mindset towards learning
- Each interaction with pupils and their families is seen as an opportunity to bring about positive change

Analysing Data:

We make sure that:

- All staff are involved in analysing data to understand each child's strengths and weaknesses across the school
- We use research (such as the EEF) to choose strategies that will benefit each child most effectively

Identification of Pupils:

We ensure that:

- All teaching and support staff participate in data analysis and identification of every pupil through planning and progress meetings
- Every staff member is aware of each Pupil Premium and vulnerable child
- Each child benefiting from Pupil Premium funding receives the support they need, not just those who are underperforming
- We target underachievement at all levels, ensuring that no child is overlooked
- We consider each child's individual needs carefully to provide the most effective additional support

Quality First Teaching:

We ensure that:

- Every child receives high-quality teaching with high expectations
- We address any variations in teaching quality within the school
- Good or outstanding practices are shared across the school to benefit every child
- High-quality diagnostic assessments are used to support each child's learning needs

Increasing Learning Time:

We maximise the time each child has to "catch up" by:

- Improving attendance and punctuality for all pupils
- Providing earlier intervention to support every child
- Targeting interventions within lessons to address each child's needs

Individualising Support:

We make sure that:

- Each child's individual needs are assessed to identify barriers to their learning
- Communication between support staff and class teachers is regular to support every child effectively
- High-quality interventions are provided across all phases to benefit each child
- Support staff receive high-quality professional development to enhance their effectiveness in supporting every child
- We work with other agencies to bring in additional expertise for the benefit of every child
- Interventions are tailored to meet the unique needs of each child

The provisions considered by the Governors include:

- Providing consistently strong quality first teaching for every child
- Implementing high-quality, evidence-based interventions to offer early, targeted support to each pupil
- Offering high-quality professional development opportunities for all staff to ensure exceptional teaching for every child
- Delivering pastoral and behavioural support to help every pupil and their family
- Assisting with activities, educational visits, residentials, and school uniforms to ensure every child has access to enriching learning experiences
- Providing additional teaching and learning support based on effective diagnostic assessments to benefit each child
- Ensuring consistent support for high attendance to benefit every pupil

Challenges

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

Challenge number	Detail of challenge
1	Attendance data shows that as a group, non-Pupil Premium pupils consistently achieve higher attendance rates than Pupil Premium pupils, although rates of attendance are improving over time for Pupil Premium pupils. By the end of the academic year, although Pupil Premium attendance reached 94.6% and was above national, non-Pupil Premium attendance remained higher at 96.5%. Although persistent absence fell from last year at 21.5% to 12.4%, Pupil Premium children continue to be overrepresented.
2	At the end of Key Stage 2, 25% of Pupil Premium pupils achieved the higher standard in Reading, compared with 28.6% of all pupils. In Writing, 18.8% of Pupil Premium pupils reached the higher standard, slightly above the overall figure of 16.07%. Whilst outcomes are broadly comparable, there is still more to do. The focus this year must be on increasing the proportion of pupils achieving the higher standard so that performance not only closes any remaining gaps but also rises above national standards.
3	At the end of Key Stage 2, 65.6% of Pupil Premium pupils achieved the expected standard in mathematics. Although this is broadly in line with national averages, there remains a 10% gap between Pupil Premium and Non-Pupil Premium pupils. In addition, the proportion of pupils achieving greater depth is below national figures for both Pupil Premium (9.4%) and all pupils (10.7%). This highlights the need to continue building depth of understanding and providing opportunities for more pupils to reach the higher standard.
4	<p>There are typically low levels of language on entry to the academy as identified by baseline assessments and WellComm assessments, which potentially hinders some Pupil Premium pupils' progress across the curriculum. At the start of the year, 85.5% of these pupils in Reception initially needed support and 100% of pupils in Nursery needed support. By the end of the academic year, these figures had dropped to 1% and 15% respectively, evidencing the significant impact of WellComm interventions.</p> <p>As pupils transition beyond EYFS, ongoing language development challenges can continue to impact achievement across the curriculum, particularly for mobile and vulnerable pupils. To ensure that early gains are sustained and built upon, WellComm interventions will be continued in EYFS and expanded and embedded across Key Stage 1 and 2. This approach will ensure that pupils develop strong foundational language skills, enabling accelerated progress.</p>
5	Although incidents are low across the academy, Pupil Premium pupils are disproportionately represented in behaviour incidents throughout the year, including low-level disruptions and consequences such as lost golden time, in-class and out-of-class moves, and attendance at Consequence Club during learning, playtime, or lunchtime. Termly behaviour data highlights that these pupils consistently feature more often across all categories when compared with their peers, with particularly high representation in lost golden time and lunchtime

	<p>consequence incidents. To address this, the graduated response is in place to provide both preventative and targeted support for pupils who need help regulating their behaviour and engaging with the full mainstream curriculum. Strategies within this approach are not exhaustive and must remain flexible, with progress reviewed through the assess-plan-do-review cycle to ensure provision is responsive and effective.</p>
6	<p>National statistics continue to show that our academy is situated in an area of high deprivation. Compared to other neighbourhoods in Stoke-on-Trent, the school catchment is most deprived in relation to education and skills with 92% of neighbourhoods being less deprived. Analysis of barriers to attendance and engagement highlights that rising poverty levels within the local area continue to impact some pupils' ability to thrive, both in terms of academic progress and access to wider life experiences. This year, we are developing a poverty proofing plan designed to identify and remove the barriers faced by children experiencing deprivation. Through this work, we aim to ensure greater equity across school, enabling all pupils to access opportunities and achieve their full potential.</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 achieved.

Intended outcome	Success criteria
Good attendance secured for pupil premium pupils.	<ul style="list-style-type: none"> Attendance for Pupil Premium pupils will be in line with that of all pupils across the academy. Persistent absence among Pupil Premium pupils will be reduced to 12% or below. Barriers to attendance will be consistently identified, with targeted strategies evidencing positive impact.
Pupils achieving the higher standard in Reading and Writing will rise to be in line with, or above national averages.	<ul style="list-style-type: none"> Pupil Premium pupils will achieve at least national expectations (greater depth) by the end of EYFS, KS1 and KS2. The gap between Pupil Premium and non-Pupil Premium pupils achieving the higher standard in Reading and Writing will narrow across KS1 and KS2.
End of Key Stage 1 and Key Stage 2 attainment in maths for all pupils, including Pupil Premium pupils, will increase to be in line with, or above national averages.	<ul style="list-style-type: none"> At the end of Key Stage 1, 75% of all pupils will meet the expected standard in maths, with at least 70% of Pupil Premium pupils achieving expected and 18% achieving greater depth. At the end of Key Stage 2, 75% of all pupils will meet the expected standard in maths, with at least 73% of Pupil Premium pupils achieving expected and at least 15% achieving greater depth.
Pupils will be able to articulate what they know, understand and can do effectively. Language will not be a barrier to learning.	<ul style="list-style-type: none"> WellComm assessments will show strong progress for pupils in Nursery, Reception and Key Stage 2 from baseline to end of year, with at least 90% of Nursery and Reception pupils achieving age-related expectations. In Key Stage 1, all pupils receiving WellComm intervention will make good progress towards no longer requiring support, or requiring short term support in Key Stage 2. In Key Stage 2, at least 90% of pupils receiving WellComm intervention will make sufficient progress to no longer require support.
Reduction in the amount of behaviour incidents overall, including for Pupil Premium pupils. Reduction in the amount of fixed term suspensions.	<ul style="list-style-type: none"> Incidents of low-level behaviour will continue to reduce each term, particularly for Pupil Premium pupils, compared to the previous year. Use of high-level sanction (including consequence club) will reduce over time, particularly for Pupil- Premium pupils.
All pupils will have equitable access to a wide range of experiences, including trips and extra-curricular clubs, through effective poverty-proofing, leading to improved wellbeing,	<ul style="list-style-type: none"> Analysis of trips and clubs will show consistent participation across the year, with barriers to access removed and at least 50% of pupils in each club eligible for Pupil Premium. Participation data will demonstrate that Pupil Premium pupils access a broad range of experiences and clubs, including academic, sporting, creative and enrichment opportunities.

engagement and attendance	<ul style="list-style-type: none"> Pupil Premium pupils across all year groups will have accessed multiple experiences beyond the core curriculum, evidencing sustained and equitable enrichment over time.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost	£160458
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>English</i></p> <p><i>Professional development for all staff aligned with the whole-school writing cycle.</i></p> <p><i>Professional development focused on adaptive teaching strategies.</i></p> <p><i>Review of adaptive teaching strategies.</i></p> <p><i>Professional development for the implementation of the new handwriting scheme.</i></p>	<p>EEF Implementation Guide</p> <p>The guidance emphasises:</p> <ul style="list-style-type: none"> Involving stakeholders in shaping outcomes, alongside providing clear and consistent direction. Bringing people together around the implementation process, its approach, and its purpose. Ongoing reflection, monitoring, and adaptation to strengthen implementation over time. <p>The guidance suggests:</p> <ul style="list-style-type: none"> Embedding effective behaviours and contextual considerations within a structured, day-to-day approach. Using practical, context-specific strategies across four implementation phases: Explore, Prepare, Deliver, and Sustain. Treating implementation as an ongoing cycle of learning and continuous improvement. <p>EEF Improving Literacy</p> <p>Ronald Kellogg, an American literacy expert, argues that writing can be as cognitively demanding as chess. It is</p>	2

	<p>demanding because children need to coordinate several different processes. For instance, children need to work out what they want to communicate and how, handwrite or type accurately, regulate their own thoughts and behaviour, and monitor their work. Pupils will need extensive instruction, practice, and feedback to become skilled at coordinating these aspects of writing.</p> <p>To develop pupils' ability to write at greater length, it can be helpful to think of writing as a task made up of five stages: planning, drafting, revising, editing, and publishing. Children can be taught, through modelling and scaffolding, strategies which support them to undertake each of these stages of the writing process.</p> <p>The report goes on to suggest that teachers should:</p> <p>Consider the types of spelling errors pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practise them. Pupils should also practise sentence combining and other sentence construction techniques</p>	
<p><i>Professional development to be delivered around TLAC strategies.</i></p>	<p>The guidance highlights the importance of:</p> <ul style="list-style-type: none"> ● Establishing high expectations through consistent routines, clear instructions, and deliberate practice. ● Creating a shared understanding of effective teaching techniques to ensure consistency across classrooms. ● Using precise observation, feedback, and reflection to continually refine classroom practice. <p>The guidance also recommends:</p> <ul style="list-style-type: none"> ● Applying Teach Like a Champion techniques deliberately and consistently within everyday teaching. ● Using specific, well-rehearsed strategies to improve behaviour, engagement, and learning. ● Viewing teaching practice as a continuous process of improvement 	<p>2, 3</p>

	<p>through coaching, practice, and reflection.</p> <p>TLAC Book TLAC Online</p>	
<p><i>Professional development for all staff focused on strategies to improve reading attainment across KS1 and KS2.</i></p> <p><i>Monitoring and assessment practices refined to track progress in reading.</i></p> <p><i>Professional development on adaptive teaching strategies to ensure reading instruction meets the diverse needs of all pupils, including those eligible for Pupil Premium.</i></p> <p><i>Curriculum review and enhancement of the reading program to ensure it is aligned with national standards and supports all pupils in reaching expected levels.</i></p>	<p>EEF- Reading Strategies</p> <p>Reading comprehension strategies are techniques that help students understand text better. Key points from the EEF include:</p> <ul style="list-style-type: none"> ● Progress impact: Students can gain an average of six months' additional progress. ● Effective techniques: Strategies include summarisation, questioning, inferring, and clarifying. ● Best practices: Works well when combined with phonics, especially for younger or struggling readers. ● Low cost: Minimal expenses involved, mainly for teacher training and materials. ● Disadvantaged students: Particularly beneficial for those from disadvantaged backgrounds. 	2, 4
<p><i>Professional development for all staff focused on strategies to enhance maths attainment across KS1 and KS2, with a specific focus on closing the gap for Pupil Premium pupils.</i></p> <p><i>Monitoring and assessment practices refined to track progress in maths.</i></p> <p><i>Professional development on adaptive teaching strategies to ensure maths instruction meets the diverse needs of all pupils, with particular focus on Pupil Premium pupils.</i></p>	<p>EEF Maths</p> <ul style="list-style-type: none"> ● Importance of Early Mathematics: Early years provide a crucial foundation for mathematical understanding, impacting future learning. ● Effective Teaching Strategies: <ul style="list-style-type: none"> ○ Use concrete objects and visuals to help children understand mathematical concepts. ○ Promote mathematical talk through discussions, questioning, and explanations. ○ Provide opportunities for children to explore and manipulate mathematical ideas through play. ● Curriculum Focus: 	3

<p><i>Embedding Core Knowledge and Times Tables Approach to Maths lessons and pedagogy</i></p>	<ul style="list-style-type: none"> ○ Ensure a broad curriculum that covers numbers, patterns, shapes, and measures. ○ Emphasise the importance of spatial awareness and geometry in early learning. ● Assessment Practices: <ul style="list-style-type: none"> ○ Regularly assess children's understanding to tailor teaching to their needs. ○ Use formative assessments to inform planning and instruction. <p>As stated by the EEF:</p> <p>"Early mathematics is not just about numbers; it encompasses a range of skills and concepts that are essential for later success in learning."</p>	
<p><i>Provide Professional development and refresher training for EYFS KS1 and KS2 staff on WellComm.</i></p> <p><i>EYFS leaders to monitor and review the quality of WellComm provision regularly.</i></p> <p><i>Expand Wellcomm to KS2 and more broadly across KS2 following successes in EYFS</i></p> <p><i>Analyse WellComm assessment data termly to identify and address support needs.</i></p> <p><i>Facilitate staff meetings to share strategies and address challenges.</i></p> <p><i>Ensure WellComm strategies are integrated into the EYFS, KS1 and KS2 curriculums.</i></p>	<p>Oral language interventions EEF</p> <p>"Developing children's spoken language skills is a crucial foundation for their learning across the curriculum, impacting their overall educational outcomes." (EEF)</p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. Some studies also often report improved classroom climate and fewer behaviour issues following work on oral language.</p> <p>What is the Impact of Wellcomm?</p> <p>The research demonstrated the following impact:</p> <ul style="list-style-type: none"> ● Improved outcomes in listening, understanding, and speaking, with assessment data showing increased progress across the cohort following the intervention. ● Earlier and more accurate identification of children with speech and language needs, 	<p>4</p>

	<p>enabling timely and targeted support.</p> <ul style="list-style-type: none"> Increased staff confidence and consistency in modelling language and supporting communication development across the learning environment. Greater readiness for learning among children, reducing barriers to engagement and supporting progress across the wider EYFS curriculum. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost	£51557
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Greater depth reading interventions to be delivered across KS2 by the STLPs and TLAs based on regular assessments.</i></p> <p><i>Targeted interventions to ensure more pupils reach greater depth in reading and mathematics.</i></p>	<p><u>EEF +4 - small group tuition</u></p> <p>Small group tuition is defined as one educator working with 2-5 pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Small group tuition EEF</p>	2, 3
<p><i>All pupils across KS2 who are new to the school to complete phonics assessments on entry.</i></p> <p><i>Rapid Catch Up phonics intervention to be delivered daily to identified pupils.</i></p> <p><i>Assessments to be completed half-termly.</i></p> <p><i>Little Wandle SEND programme to be</i></p>	<p><u>EEF +5 - Phonics</u></p> <p>High impact for very low cost based on substantial evidence. Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>EEF toolkit phonics</p>	2, 4

implemented for KS2 SEND pupils.		
<p><i>Support staff to be trained in delivering WellComm interventions.</i></p> <p><i>WellComm interventions to be delivered regularly based on WellComm assessments across EYFS.</i></p> <p><i>WellComm approaches to continue to be integrated in EYFS provision.</i></p> <p><i>Wellcomm approaches to continue to be embedded across Key Stage 2.</i></p> <p><i>WellComm to be introduced into Key Stage 1.</i></p> <p><i>Baseline assessments to be introduced for all new pupils to the academy.</i></p>	<p>EEF +6 - Oral Language interventions</p> <p>Very high impact for very low cost.</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>The EEF identifies that programmes delivered one to one have a higher impact. Therefore, for pupils identified with a speech and language difficulty, one to one intervention will also be provided over a sustained period.</p> <p>EEF toolkit oral language interventions</p>	4
<p><i>Implementation of targeted interventions to support Pupil Premium pupils in maths by STLPs and TLAs.</i></p> <p><i>Review of maths teaching approach to ensure high quality reasoning activities.</i></p> <p><i>Implementation of Core Knowledge approach to calculations to ensure pupils secure basic number skills.</i></p> <p><i>Targeted interventions to ensure more pupils reach greater depth in maths.</i></p> <p><i>Targeted intervention from TLAs and STLPs to close</i></p>	<p>EEF- Improving Maths at KS2</p> <p>Small group interventions are highlighted in the EEF Guidance Report on Improving Mathematics in Key Stages 2 and 3 as a powerful approach to enhancing student learning. These interventions enable teachers to tailor their instruction to meet individual needs, fostering a collaborative environment where students can actively engage with mathematical concepts. The report states, "Small group interventions can be particularly effective in supporting students' understanding and retention of key mathematical skills." This effectiveness is attributed to several factors: targeted instruction allows for immediate feedback, encourages participation and discussion among peers, and creates opportunities for deeper exploration of content. By focusing on the specific challenges students face, small group interventions not only improve understanding but also build confidence in their mathematical abilities.</p>	3

<p><i>the gap in foundation skills.</i></p> <p><i>In class intervention (same day) to close gaps as they become apparent.</i></p> <p><i>SATs booster groups to target specific gaps in children's knowledge.</i></p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost	£51169
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Behaviour lead to complete regular analysis of behaviour data and make adaptations as appropriate.</i></p> <p><i>Behaviour lead to engage with parents to support improvements in behaviour including sharing of the expectations.</i></p> <p><i>Embed graduated response to provide both preventative and targeted support for pupils who need help regulating their behaviour</i></p> <p><i>Range of strategies in place to support behaviour and wellbeing throughout the academy.</i></p> <p><i>Regular CPD for all staff on the behaviour policy and strategies.</i></p>	<p><u>EEF +4 months</u> Moderate impact for low cost based on limited evidence.</p> <p>The EEF references that both targeted interventions and universal approaches have positive overall effects (+ 4 months). The appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>	5

<p><i>Action plan for attendance linked to identified barriers.</i></p> <p><i>Staff ambassadors to support the attendance team.</i></p> <p><i>Family Support Assistant to be an integral part of the attendance team to support individual pupils and families to overcome barriers to attendance.</i></p> <p><i>Early Help support to continue to be offered as a supportive message to overcome attendance barriers.</i></p> <p><i>Bespoke attendance rewards and incentives to encourage pupils to attend school regularly.</i></p> <p><i>Lost learning questionnaires to be completed to identify any further barriers to attendance.</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance</p> <p>“Listening to and learning from parents in the attendance crisis” - September 2023 Listening to, and learning from, parents in the attendance crisis</p>	1, 6
<p><i>A wide range of extra curricular activities will be available throughout the year including participation in the arts, physical activities and outdoor activities.</i></p> <p><i>The extra-curricular leader will regularly monitor participation in these activities for all pupils and share findings with SLT.</i></p> <p><i>Strategies will be put in place to ensure participation in a broad range of activities.</i></p> <p><i>Poverty Proofing strategy to be developed and implemented across the academy.</i></p>	<p>EEF guidance - Arts Participation - +3 Moderate impact for very low cost.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Improved outcomes have been identified in English, Mathematics and Science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>EEF guidance - Outdoor adventure learning</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise</p>	1, 5, 6

might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.

The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.

[EEF guidance - Physical Activity - +1](#)

Low impact for very low cost

Participating in sports and physical activity is likely to have wider health and social benefits.

There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.

Total budgeted cost

Total budgeted cost

£265125

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 2024 to 2025 academic year.

Pupil premium strategy outcomes

Attendance

PA down from 21.3% (end of 23/24) to 12.4% (end of 24/25). This was below the national standard and decile 2 - top 10 - 20% of schools.

PP Attendance up from 92.6% to 94.6%. Attendance for FSM was in decile 2 in 24/25 (top 10-20% of schools) and showed an improvement of 2% from the previous year.

Weekly attendance meetings with the Head Teacher and Attendance Team address concerns and determine next steps. Actions include sending first concern letters, requesting medical evidence, and issuing Penalty Notice Letters or fines for persistent issues. Punctuality is monitored with 'late gates,' and significant punctuality concerns are addressed by offering places in the free 2 Track Breakfast Provision. Children arriving after register closure receive 'U' mark.

Attendance clinics and interventions involve face-to-face meetings, telephone calls, and Dojo messages. PA children are supported with attendance charts, incentives, and weekly Dojo updates. Evidence is gathered for Penalty Notice Letters and holiday fines, and individual pupil caseloads are tracked. Engagement strategies include 'Be in to be in with a chance to win!' spot prizes, attendance bears for top-attending classes, and termly prize draws for students with 96% attendance and no late marks. Monitoring is integrated into early help and Child Protection plans.

Ensuring continued improvement in attendance for Pupil Premium children and those who are persistently absent remains a priority, requiring sustained focus and strategic support.

Impact

- Persistent absence reduced significantly from 21.3% to 12.4%.
- Pupil Premium attendance increased from 92.6% to 94.6%.
- Targeted monitoring and early intervention are improving attendance and punctuality, particularly for vulnerable pupils.

Next steps

- Sustain weekly attendance reviews and graduated responses.
- Continue targeted support and incentives for PA and Pupil Premium pupils.
- Maintain close monitoring through early help and safeguarding systems to secure further improvement.

Pupil Outcomes- Reading and Writing

Reading Data

2021 / 2022		2022 / 2023		2023 / 2024		2025/2024	
All pupils	Pupil Premium	All pupils	Pupil Premium	All pupils	Pupil Premium	All pupils	Pupil Premium
58%	44%	59%	57%	67%	66%	84%	84%

Writing Data

2021 / 2022		2022 / 2023		2023 / 2024		2025/2024	
All pupils	Pupil Premium	All pupils	Pupil Premium	All pupils	Pupil Premium	All pupils	Pupil Premium
71%	63%	76%	56.5%	78%	79%	84%	81%

By the end of KS2, outcomes for Pupil Premium children in reading and writing were strong. In reading, 84% of Pupil Premium pupils achieved the expected standard, performing above the national benchmark and in line with all pupils, with 25% achieving greater depth compared to 29% of all pupils. Writing outcomes were similarly positive, with 81% of Pupil Premium children meeting the expected standard (compared to 84% of all pupils) and 19% achieving greater depth, exceeding the 16% seen across all pupils. In KS1, 76% of Pupil Premium pupils reached the expected standard in reading, slightly above the 74% for all children, though 7% achieved greater depth compared to 17% of all pupils. Writing remains an area for development in KS1, where 48% of Pupil Premium children met the expected standard compared with 59% of all pupils, and 3% achieved greater depth against 9% of all pupils.

Reading is now secure across key stages, and while continued refinement in this area will remain a priority, next steps will focus on improving writing outcomes so that Pupil Premium attainment aligns more closely with non-Pupil Premium peers, alongside raising the proportion of pupils achieving greater depth in both reading and writing.

Pupil Outcomes- Maths

	2023				2024				2025			
	All	PP	Non-pp	Natio nal	All	PP	Non-pp	Natio nal	All	PP	Non-pp	Natio nal
Maths EXS	63 %	52 %	59 %	59 %	59 %	58 %	62 %	59 %	73 %	66 %	75 %	61 %

By the end of the academic year, outcomes in Maths showed that 66% of Pupil Premium children in KS2 achieved the expected standard, with 9% reaching greater depth. While this remains below the attainment of non-Pupil Premium pupils (75% expected, 8% greater depth), the proportion achieving higher standards is broadly comparable. In KS1, 69% of Pupil

Premium pupils met the expected standard and 10% achieved greater depth; however, this continues to sit below the outcomes of non-Pupil Premium pupils (80% and 20% respectively), highlighting a widening gap as pupils move through the key stage. In EYFS, 75% of Pupil Premium children achieved the expected standard in Maths, closely aligned with the 76% of non-Pupil Premium pupils and indicating a strong starting point before gaps begin to emerge higher up the school.

These patterns suggest that while early attainment is broadly secure, the progress and retention of mathematical understanding for Pupil Premium pupils require strengthened focus across KS1 and KS2. As a result, Maths will remain a priority area, with a renewed emphasis on structured interventions, targeted booster sessions, and a more explicit, consistent approach to times tables and core knowledge. Through these strategies, we aim not only to close attainment gaps but to increase the proportion of Pupil Premium pupils reaching both the expected standard and greater depth over time.

Language Acquisition

Reception Overview

Percentage of pupils who require intervention				
	Baseline	Autumn	Spring	Summer
All pupils	76%	55%	27%	3%
PP pupils	86%	66%	20%	1%

Nursery Overview

Percentage of pupils who require intervention				
	Baseline	Autumn	Spring	Summer
All pupils	82%	72%	23%	17%
PP pupil	100%	42%	15%	15%

Across Nursery and Reception, the Wellcomm intervention had a strong and consistently positive impact on children's language acquisition, with substantial reductions in the number of pupils requiring support at each assessment point. In Reception the proportion of pupils needing intervention fell from 76% at baseline to just 1% by summer, with Pupil Premium pupils making particularly rapid gains (from 86% to 1%) demonstrating that the intervention is highly effective in closing early language gaps. Nursery outcomes also show strong improvement, with all pupils reducing from 82% to 17% and Pupil Premium pupils from 100% to 15%. Although the final figures remain higher than those in Reception, the rate of progress indicates that interventions are working well and that pupils are on a positive upward trajectory. This emphasises the importance of maintaining momentum in Nursery so children transition into Reception with stronger communication skills already in place. Moving forward, priorities include sustaining accelerated progress in Nursery, continuing robust quality assurance of assessments and interventions, ensuring mobile and newly arrived pupils are assessed promptly, and maintaining targeted support as children move from Nursery into Reception to build on the gains already achieved.

Impact

- WellComm interventions have significantly reduced language support needs across Nursery and Reception.
- Pupil Premium pupils made particularly rapid progress, with gaps effectively closed by the end of Reception.
- Nursery pupils show strong progress, indicating effective early intervention and a positive trajectory into Reception.

Next steps

- Accelerate progress further in Nursery.
- Maintain strong quality assurance of assessment and intervention.
- Ensure prompt assessment of new and mobile pupils.
- Strengthen transition support from Nursery to Reception.
- Expand interventions into KS1

Behaviour

The behaviour curriculum had a clear and positive impact on Pupil Premium pupils over the course of the year, with noticeable improvements in their ability to meet expectations and regulate their behaviour. As routines became more established and consistently reinforced, pupils required fewer escalated sanctions, and most behaviour incidents were resolved at earlier stages. More serious consequences—such as removal from class or attendance at Consequence Club—became increasingly infrequent, indicating that pupils were responding well to the structured, predictable nature of the curriculum. The clear sequencing of sanctions helped pupils understand boundaries and take greater responsibility for their choices, while the emphasis on restorative approaches supported them in re-engaging positively with learning. Although behaviour typically fluctuated towards the end of terms, the overall pattern reflects sustained improvement and increased independence. When considered alongside whole-school trends, the behaviour of Pupil Premium pupils improved at a similar rate, suggesting that the curriculum is both equitable and effective in supporting those who may be more vulnerable to behavioural challenges.

Key take aways:

- Increased resolution of behaviour at lower levels
- Higher level sanctions used consistently and purposefully
- Improved self regulation strategies employed by pupils
- Behaviour of Pupil Premium pupils broadly in line with whole- school trends

Impact of Deprivation

Clubs Analysis

Provision	Places Allocated	Places Taken	% Pupil Premium	% Non pupil premium	Gap Between PP and Non PP
Nature (YR)	15	13	38% (5)	62% (8)	24%
Reading (YR)	10	10	60% (6)	40% (4)	20%
Arts & Crafts (Y1-Y2)	15	15	33% (5)	67% (10)	34%

Lego/Fine Motor Skills (Y1-Y2)	15	11	55% (6)	45% (5)	10%
D&T (Y1-Y2)	12	10	60% (6)	40% (4)	20%
Game Creator Club (Y2-Y4)	15	15	47% (7)	53% (8)	6%
Athletics (Y3-Y4)	15	15	60% (9)	40% (6)	20%
Rounders (Y3-Y4)	15	15	40% (6)	60% (9)	20%
Violin (Y3-Y6)	7	7	57% (4)	43% (3)	14%
Athletics (Y5-Y6)	12	12	50% (6)	50% (6)	0%
Bee Active Girls' Football (Y5-Y6)	20	20	40% (8)	60% (12)	20%
Bee Active Boys' Football (Y5-Y6)	20	20	65% (13)	35% (7)	30%
Rock Band (Y5-Y6)	7	7	57% (4)	43% (3)	14%
SATs Boosters - Maths (Y6)	16	12	42% (5)	58% (7)	16%
SATs Boosters - Reading (Y6)	14	13	54% (7)	46% (6)	8%

The data demonstrates strong and sustained engagement of Pupil Premium pupils across a wide range of enrichment and academic provision, indicating that poverty-proofing strategies are successfully reducing barriers to access.

Across most clubs and interventions, Pupil Premium representation is high and, in several cases, exceeds that of non-Pupil Premium pupils. This is particularly evident in early years reading provision, fine motor and D&T clubs, upper key stage sport, music (violin and rock band), and targeted academic support such as SATs booster sessions. In a number of provisions, including KS2 athletics and reading interventions, participation is at or close to parity, highlighting equitable access.

The consistently narrow gaps between Pupil Premium and non-Pupil Premium pupils — with some provisions showing minimal or no gap — suggest that disadvantaged pupils are not only accessing clubs but are doing so at comparable rates to their peers. This indicates that financial, logistical and social barriers have been effectively addressed.

Importantly, Pupil Premium pupils are represented across a broad balance of academic, creative, physical and enrichment opportunities, rather than being concentrated in a single

type of provision. This breadth of engagement supports wider outcomes, including confidence, wellbeing, social development and readiness to learn.

Overall, the data reflects a positive picture in which Pupil Premium pupils are actively participating in high-quality provision throughout the school, demonstrating the impact of inclusive planning and robust poverty-proofing on equitable access and pupil engagement.

Externally provided programmes

Programme	Provider
Vici coaching - The Still Method	Vici Tuition
Relationships without Fear	GLOW