

Pupil premium strategy statement – Clifford Bridge Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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.

School overview

| Detail | Data |
|--|--|
| Number of pupils in school | 427 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2025-2028 (Year 1 of 3, 2025-2026) |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Madaleine Morgan, Headteacher |
| Pupil premium lead | Rebecca Robinson/Charlotte Jaques, Disadvantaged Champion |

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| Governor / Trustee lead | Chisom Akujobi, Premiums Governor |
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Funding overview

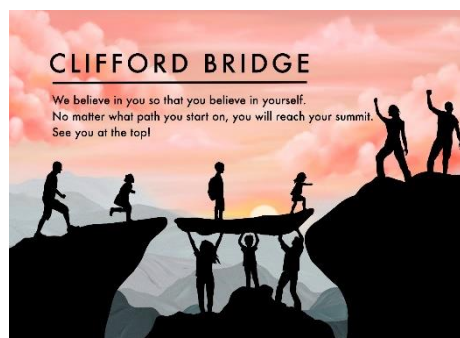
| Detail | Amount |
|--|--|
| Pupil premium funding allocation this academic year | Pupil Premium allocation: £56,055 LAC Pupil Premium: £2,630 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £58,685 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or challenges that they face, make good progress, achieve high attainment in all subject areas and leave Clifford Bridge equipped for the next stage in their education and beyond.

This links to our school vision which focuses on children reaching their potential, regardless of their circumstances and starting point. Our school vision is 'We believe in you so that you believe in yourself. No matter what path you start on, you will reach your summit. See you at the top!' Our school values are the foundation of what we provide for our children: Curiosity, Nurture, Kindness, Resilience, Joy & Integrity.



The focus of our pupil premium strategy is to support disadvantaged pupils is to achieve that goal, including progress for those who are already high attainers. A key principle of our strategy is a whole school approach to identifying pupils' needs through observations, discussion and data analysis. All pupils should receive quality first teaching and appropriate support to meet their needs, and ensure disadvantage is not a barrier to accessing wider experiences and high achievement. There is a clear, strong understanding by all staff of the multiple barriers facing disadvantaged pupils. Together with the highly effective pastoral support, we aim to:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils, against national outcomes and also within internal school data.
- Overcome barriers to learning caused by individual circumstances.
- Develop children's vocabulary and communication skills to be able to express themselves confidently, including a focus on improving oracy.
- Ensure all pupils are able to read fluently and with understanding to be able to access a broad curriculum.
- Develop all pupils' cultural capital through access to a variety of wider experiences.
- Identify pupils who need mental health and wellbeing support.

Though all of our disadvantaged children benefit from the school's Universal Offer, we have an enhanced, selected offer for all of our disadvantaged children to help improve their progress from starting point and make accelerated progress, attendance, punctuality, engagement and offer wider enrichment opportunities to allow children to build the skills to succeed as they move onto secondary school and beyond. If the needs of our disadvantaged children cannot be entirely met within our Universal or Selected offers – then they will receive more bespoke, targeted intervention; this may take the form of booster sessions, targeted Take 2, additional support for Early Reading for example. The intervention depends very much on the needs of individual children, so this is by no means an exhaustive overview. 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.

The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they're set,
- act early to intervene at the point need is identified,
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's 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><u>Disadvantaged gap:</u></p> <p>Internal and statutory assessments show that there is an attainment gap between our pupil premium children and their peers. Whilst in some year groups, the number of pupil premium children is very low (and therefore isn't statistically comparable), in year groups where there is a larger proportion of disadvantaged children, they are underperforming compared to their non-disadvantaged peers both at Age Related Expectations (ARE) and Greater Depth (GD).</p> <p>Pupils eligible for Pupil Premium often require more adaptive teaching approaches to meet diverse learning needs. Without carefully tailored provision, these pupils risk disengagement and slower progress, particularly in mixed-ability classrooms where standard strategies may not fully address gaps in prior knowledge or individual barriers to learning.</p> |
| 2 | <p><u>Wellbeing and Mental Health:</u></p> <p>Our assessments and observations indicate that the wellbeing and mental health of many of our disadvantaged children have been impacted by multiple factors. These include: increased levels of deprivation within the locality, family circumstances and the cost of living crisis. The majority of our pupil premium children access regular pastoral support within school.</p> <p>A Relational Behaviour Policy, which is a trauma-based approach, has been implemented which continues to support SEL for all children, including pupil premium. Although there is a shared language across the school within Thrive and PSHE lessons, Social and Emotional Learning remains an area of development for our pupil premium children as some struggle with their mental wellbeing and ability to self-regulate.</p> <p>In addition, some pupils eligible for Pupil Premium face barriers to positive wellbeing and mental health, which can impact engagement and readiness to learn. Limited opportunities for high-quality outdoor play and social interaction mean these pupils may struggle to develop resilience, self-regulation and positive relationships. Without</p> |

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| | targeted support and structured play opportunities, these challenges can hinder both academic and personal development. We have implemented OPAL to support this. |
| 3 | <p><u>Attendance:</u></p> <p>Attendance and punctuality continue to be an area of development for disadvantaged families.</p> <p>At the end of the 2024-25 academic year, 75% of pupil premium children had an attendance higher than the national average (which was 93.1%). The average attendance for pupil premium children at Clifford Bridge was 93.8%. 0% of pupil premium eligible children had an attendance below 90%.</p> <p>Following the government guidance around attendance, we track absence extremely closely and take immediate action to promote good attendance and punctuality.</p> |
| 4 | <p><u>Foundational Knowledge:</u></p> <p>Many pupils eligible for Pupil Premium funding enter school with gaps in foundational knowledge and vocabulary compared to their peers. These gaps can limit their ability to access the full curriculum, make connections between concepts and develop confidence as independent learners. Without targeted support, these pupils risk falling further behind, particularly in subjects that rely on cumulative knowledge such as literacy and mathematics.</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 |
|---|--|
| Pupils make at least expected progress in reading, writing and maths and more pupil premium children make accelerated levels of progress. | <ul style="list-style-type: none"> The attainment gap between disadvantaged and non-disadvantaged pupils' narrows. Results for pupil premium children achieving ARE and above is at 62% or above in all areas for 2025-26. Disadvantaged children are not significantly behind their peers and on track to meet national expectations, as a result of quality first teaching. All disadvantaged pupils receive effective feedback from teachers to enable rapid progress. Pupil voice identifies that children feel well supported in their learning and go on to make accelerated progress, with more achieving greater depth. Gaps in learning are identified using GAP analysis and AFL. All pupil premium children are individually discussed during pupil progress meetings to ensure next steps can be carefully planned for. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children. | <p>Sustained high levels of enrichment engagement & wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from pupil voice, pupil and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils (aim for 100%). |

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| | <ul style="list-style-type: none"> • Our use of the Thrive profiling has enabled our Pastoral Lead to work with Class Teachers further to provide additional support to these children. Alongside this, our staff adopt a Thrive approach in all interactions with children. • Children access OPAL provision at breaktime and lunchtime and pupil voice shows this is having a positive impact on their SEMH skills. • Children's mental health and wellbeing, resilience and behaviour management will be improved through teacher observations. • High quality PSHE lessons will develop children's skills whilst also building knowledge about particular aspects of life, physical health or safety. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <ul style="list-style-type: none"> • Persistent absence and general attendance for disadvantaged pupils improves to be in line with non-disadvantaged pupils through a range of interventions/strategies. • Persistent absenteeism for children eligible for pupil premium funding reduces below 11%. • Attendance Champion, Attendance Officer, Pupil Premium Lead and Headteacher are in regular dialogue around disadvantaged pupils and discuss any concerns or trends in school absence. • Graduated attendance approach supports parents early to improve attendance. • Timely liaison with external agencies when and where appropriate so that pupils and their families are well supported and as a result, children attend well each day and are ready to learn. |
| To strengthen and embed foundational knowledge and skills, to enable disadvantaged pupils to access the curriculum. | <ul style="list-style-type: none"> • Identify children's gaps in foundational knowledge. • Embed consistent oracy teaching strategies to support children to be confident communicators. • Develop a coherent strategy for the teaching of spelling, handwriting and grammar which impacts on children's outcomes. • Secure pupils' foundational understanding in mathematics through a mastery approach and application across the curriculum. • Develop key learning behaviours and independence by equipping pupils with metacognitive strategies, self-regulation techniques and organisational skills across the curriculum. • Ensure progression and consistency in teaching core skills and knowledge across the curriculum to support deep learning and long-term retention. |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 29,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Continual programme of training aligned to Read, Write Inc Phonics programme to secure stronger teaching for all pupils.</p> <p>RWInc Development days to support RWInc lead and to monitor impact.</p> | <p>Phonics approaches have a strong evidence-base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>EEF Phonics Weblink</p> <p>EEF Phonics Overall +5 months</p> | 1, 4 |
| <p>Routinely embed assessment gap analysis techniques to know all children's next steps in learning, particularly in writing.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>1:1 CPD with English lead to ensure accurate assessment and identification of next steps within writing.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>GAP analysis will be discussed in termly pupil progress meetings.</p> <p>EEF Diagnostic Assessment Link</p> | 1, 4 |
| <p>Develop, through training, the skills of support staff so that they more responsively meet the needs of all children, including adaptive provision.</p> | <p>Evidence from the Education Endowment Foundation (EEF) strongly supports investing in high-quality training for support staff to enable adaptive provision. According to the EEF's Teaching and Learning Toolkit, teaching assistant interventions, when coupled with structured, targeted training, can accelerate pupil progress by an average of +4 months over a school year. Moreover, the EEF's Deployment of Teaching Assistants guidance (2025) highlights that careful preparation and training of support staff is essential for effective classroom deployment - particularly in utilising scaffolding techniques that foster pupil independence and avoid creating reliance. Schools that engage in well-designed professional development for support staff can therefore ensure that adaptive provision not only supplements high-quality teaching, but also responds more responsively to individual pupil needs, leading to sustained improvements in learning outcomes.</p> | 1, 4 |

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| | <p>Linked to the below EEF research and the current needs of our pupil premium children, more honed deployment and improved knowledge base of these staff will rapidly improve children's academic performance, attitudes to learning and relationships with peers.</p> <p>EEF Support Staff</p> <p>EEF Teaching Assistant Interventions +4 months</p> | |
| <p>Teachers and subject leaders attend high quality training courses, receive mentoring and coaching from Trust Director of Education/Teaching and Learning team and disseminate to ensure all staff receive ongoing CPD. A focus should be around adaptive provision.</p> <p>Weekly CPD sessions for teachers.</p> <p>Fund ongoing teacher training and release time.</p> | <p>EEF guidance report on Effective Professional Development</p> <p>Research indicates that high quality teaching can narrow the disadvantage gap. Professional development needs to be well-designed, selected and effectively implemented. Key findings indicate the need to focus on mechanisms; the core building blocks that are observable, can be replicated and cannot be removed without making professional development less effective i.e. revisiting prior learning, goal setting, feedback and action planning. The research recommends that training should build knowledge, motivate staff, develop teaching techniques and embed good practice in the context of the school.</p> <p>Early Career Framework</p> <p>EEF Guide – tiered approach with teaching as priority along with CPD.</p> <p>High quality Inspire Trust training programme following EEF principles.</p> <p>Planning support from T&L Trust Development Team. Cover costs for training.</p> <p>Regular CPD opportunities to support quality first teaching, planning and feedback.</p> <p>Trust Development Associate support plus additional cover costs for teaching staff for CPD.</p> | 1, 2, 4 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Mastering Number sessions to be embedded in EYFS, KS1 & Year 4 & 5.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF Mastery Learning +5 months</p> | 1, 4 |

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| School Lead for Disadvantaged to focus on raising attainment for pupil premium children through monitoring and intervention . A focus should be around adaptive provision. | Deputy Headteacher is Disadvantaged Champion for the school. Release time to support teachers, deliver CPD to staff and monitoring alongside senior leaders. Coaching and supporting staff (teachers and support) with teaching and learning strategies to continue to raise attainment. Interventions to support accelerated progress and upskilling governors to provide appropriate challenge for all leaders. | 1, 2, 3 & 4 |

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

Budgeted cost: £ 13,750

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional phonics/ reading sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks. EEF Phonics Weblink EEF Phonics Overall + 5 months | 1, 4 |
| Wellcomm assessment and language intervention priorities early language skills. | Research indicates that gaps between children from advantaged and disadvantaged backgrounds start to emerge at the earliest stages of learning. When children start school, those from the poorest backgrounds are estimated to be 19 months behind their most affluent peers in development of vocabulary. Oral Language Interventions EEF EEF Early Years Interventions + 5 months EYFS TA directed time to deliver, following CPD and training programme. Early language intervention to ensure rapid progress in spoken and early language skills before leaving Reception. | 1, 4 |
| RWInc phonics interventions impacts on PSC and reading by the end of KS1. Fresh Start intervention to be introduced to | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those 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. | 1, 4 |

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| support children in KS2 who did not pass the PSC. | EEF Phonics Weblink EEF Phonics Overall +5 months Teacher assistant interventions Teaching assistant interventions +4 months Support staff directed time to deliver. Precision teaching for all children who did not pass phonic screening check, small group tuition for blending and reading support. | |
| Use of Take 2 time so children 'keep up' to minimise the need for 'catch up' programmes. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. EEF Small Group Tuition Link EEF Small Group Tuition +4 months | 1, 2, 4 |

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

Budgeted cost: £ 15,435

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Buy in to Relate 'Time For You' counselling service. Time For You Opt in to the School Mental Health in Schools Team (MHST) | The mental health and wellbeing of children and young people is everyone's business. The benefits to the individual and to society in preventing problems from arising, and intervening early where they do, are significant. For schools, this can result in improved attainment, attendance and reductions in behavioural problems, as well as happier, more confident and resilient pupils. Counselling in schools: a blueprint for the future A study of school-based counselling found that 90% of teachers said that it made a positive difference to students. The opportunity to talk to a trusted, professional counsellor has a positive impact on children and young people. It can help increase their self-esteem and confidence, enable them to communicate better with their peers, teachers and families, and increase their ability to focus and engage with learning. | 2 |
| Continue to deploy the Learning Mentor and Thrive practitioners to offer targeted support to identified children | Research into the Thrive Approach demonstrates the positive impact on social and emotional development. Thrive assessments are used to track wellbeing and identify and identify children who require further support. The school will have two qualified Thrive practitioners. The Thrive Approach | 2 |

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| Pastoral team to continue to support families | Working with individual children and families to support pupils' interaction with others and self-management of emotions. Club provided at break/lunch times to support pupils identified as requiring additional support. Social and Emotional Learning link EEF Social and Emotional Learning +4 months | 2, 3 |
| Facilitate access for disadvantaged children to a range of enrichment activities (clubs, residential trips) | The EEF Guide to the Pupil Premium highlights the importance of wider strategies for disadvantaged children. As a school, we recognise the importance of supporting disadvantaged children to have access to a range of experiences outside the classroom. EEF Guide to Pupil Premium | 2, 3 |
| Strategies to promote good attendance implemented. There is a clear monitoring procedure and staff are pro-active in contacting families. | Research shows that there is a direct correlation between attendance and success in schools. Working together to improve school attendance EEF Parental Engagement +4 months LA attendance SLA hours purchased to support school with improving attendance and tackling persistent absenteeism. Purchase of Study Bugs. | 3 |
| Implementation of OPAL (Outdoor play and learning) at breaktimes and lunchtimes to encourage children to access 'play'. | Research demonstrates clear benefits for pupil wellbeing and social development, particularly for disadvantaged groups. A large-scale study led by the University of Gloucestershire, published via the National Children's Bureau, found that participation in the OPAL Primary Programme led to "considerable proven benefits," including more creative, collaborative, resilient play patterns and consistent increases in children's joy and happiness at school. Ongoing research by the University of Exeter also explores OPAL's impact on mental health and wellbeing, reflecting increasing evidence that structured outdoor play reduces behavioural issues, boosts mood, and improves social confidence among primary-aged children. Implementing OPAL in our Pupil Premium strategy would therefore be an evidence-informed approach to enhancing wellbeing, resilience and positive school engagement for our most disadvantaged pupils. OPAL | 2, 3 |

Total budgeted cost: £ 58,685

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Statutory Data Headline:

We have analysed the performance of our school's disadvantaged pupils during the 2023-24 academic year, drawing on national assessment data and our own internal summative and formative assessments.

End of Reception 2025

| Good Level of Development (GLD) | School All Children | National All Children | School Pupil Premium |
|--|---------------------|-----------------------|----------------------|
| | 73% | 68% | 0% (1 child) |

Year 1 and 2 Phonic Screen Check 2025

| Phonics | Year 1 | | |
|----------------|-----------------------------------|-----------------------|----------------------|
| | School All Children | National All Children | School Pupil Premium |
| | 86% | 81% | 80% |
| | Year 2 Retake - Cumulative | | |
| | School All Children | National All Children | School Pupil Premium |
| | 87% | Currently unknown | 50% |

Year 4 Multiplication Tables Check 2025

| MTC | School All Children | National All Children | School Pupil Premium |
|----------------------|---------------------|-----------------------|----------------------|
| Average Points Score | 21.1 | 21 | 19.6 |
| 25 Marks | 50% | Currently unknown | 21% |

Key Stage 2 Teacher Assessments (Year 6) 2025

| Writing | School EXS | National EXS | School GDS |
|----------------|------------|--------------|------------|
| All Children | 73% | 72% | 8% |
| Pupil Premium | 67% | 59% | 0% |

Key Stage 2 Test Results (Year 6) 2025

| All Children | School EXS | National EXS | School GDS |
|--------------------------------------|------------|--------------|------------|
| Reading | 80% | 75% | 32% |
| GaPS Grammar, Punctuation & Spelling | 70% | 73% | 29% |
| Mathematics | 70% | 74% | 24% |
| Reading, Writing & Maths Combined | 64% | 62% | 5% |

| Pupil Premium | School EXS | National EXS | School GDS |
|--------------------------------------|-----------------------|-------------------------|-----------------------|
| Reading | 89% | 63% | 22% |
| GaPS Grammar, Punctuation & Spelling | 67% | 60% | 22% |
| Mathematics | 67% | 61% | 11% |
| Reading, Writing & Maths Combined | 44% | 47% | 11% |

It is evident from the data above that there continues to be a gap between the attainment of pupil premium children and their peers – and this is also a trend over time. Progress data and internal data also continues to demonstrate this gap.

| <u>Aim</u> | <u>2024-25 evaluation</u> |
|---|---|
| Pupils make at least expected progress in reading, writing and maths and more pupil premium children make accelerated levels of progress. | <p>All teachers had a detailed handover with contextual information and detailed gap analysis for their individual class where disadvantaged pupils were identified so that planning and teaching could be targeted.</p> <p>All teachers individually assessed their disadvantaged pupils each term during assessment week, to detail specific gaps in learning. This helped teachers to target their support to plug any gaps in learning and support children in making progress.</p> <p>Data shows that pupil progress was steady over time and in some year, groups accelerated progress was made. Whilst the disadvantaged gap is still evident, work is ongoing to improve reading, writing and mathematics data.</p> |

The table below shows the percentage of pupil premium and non-pupil premium children across school that met or exceeded their end of year target.

| | Reading | | Writing | | Maths | |
|---------------|---------------------------------------|--------------------------------|---------------------------------------|--------------------------------|---------------------------------------|--------------------------------|
| | % met or exceeded their target | % exceeded their target | % met or exceeded their target | % exceeded their target | % met or exceeded their target | % exceeded their target |
| PP | 82.6% | 19.6% | 80.4% | 15.2% | 84.8% | 15.2% |
| Non-PP | 80.8% | 8.6% | 79.1% | 6.3% | 83.4% | 11.6% |

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| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children. | <p>Families work closely with the Pastoral Team and senior leaders to ensure children are happy and are supported emotionally and socially. They support pupils and families on a daily basis, including a high percentage of pupil premium children. Where required, support school and Early Help intervention is offered as issues arise within family circumstances to support at the earliest opportunity. Identified children attend weekly individual/group Thrive sessions with trained Thrive practitioners. The Pastoral Team refer to agencies where appropriate and provided families with vouchers for things such as food, uniform, shoes and trips.</p> <p>Learning behaviours across the school were reported as consistently good through whole school reviews.</p> <p>The curriculum extends beyond the academic with pupils having access to a wide, rich set of experiences across all years in the school. From Forest School, extra-curricular opportunities, coaching at lunchtime to online</p> |
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| | <p>safety. Personal values, developing pupils' character is at the heart of what we do.</p> <p>The support needed from the pastoral team is expected to still be a significant factor due to the economic climate and family circumstances.</p> |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Our overall attendance for children eligible for Free School Meals (FSM) in 2024/5 was 93.6% and for those pupils not eligible for PP it was 95% showing that they are broadly in line. The national average attendance for FSM children was 89% and 94% for those not eligible for FSM, therefore we were above national last academic year. Despite this, it continues to be an area of importance for the school. Changes have been made to our attendance policy, in line with the Government guidance 'Working together to improve school attendance', and steps and process are carefully followed. During a local authority safeguarding audit at Clifford Bridge, it was reported that 'the school's Attendance policy and processes ensures all attendance concerns or absence is addressed at the earliest opportunity.'</p> <p>We continue to monitor attendance on a weekly basis and it continues to be a priority with learning mentor and headteacher. We have also introduced Study Bugs to support an open dialogue between parents and staff around attendance and to aid in the monitoring and analysis of pupil absence. School staff work hard to inform parents of the importance of attendance through mediums such as the newsletter, telephone calls and letters home. Attendance is a standing item on the weekly school newsletter and incentives for good attendance include non-uniform for the class with the highest attendance.</p> <p>It was noted during the latest Ofsted inspection that the school is proactive in dealing with attendance and tries to catch children before their attendance drops.</p> |
| Improved parental engagement, meaning parents feeling confident in supporting their child at home with learning. | <p>School keeps parents well informed with curriculum information by sending out termly newsletters, detailing the learning taking place that term. Termly parents' evenings are held to inform parents about their children's progress and offer ideas to support them with their learning at home. Feedback from parent surveys have shown that parents feel well supported. Although not one of the listed challenges in our PP strategy, Parental engagement continues to be an area of development for the school and there are many events planned for 2025/26 to support this further including open lesson and workshops.</p> |
| Improved use and understanding of Social and Emotional Language, particularly among disadvantaged pupils. | <p>The disadvantaged lead in 2023/24 attended the EEF training course, around behaviours for learning with a focus around SEL and parental engagement and this work continued into 204/2025. The disadvantaged lead worked alongside the pastoral lead to identify and link Thrive and SEL, creating documentation and resources to support staff. The disadvantaged lead then led staff training around SEL.</p> <p>As oracy was identified as an area for development across Inspire Education Trust, CPD and development of teacher pedagogy around oracy.</p> <p>The Relational Behaviour Policy was fully embedded across school. This focuses on the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. As part of PSHE, zones of regulation sessions and Thrive sessions, there has been positive steps made in children's use of SEL and children know who to go to if they require support to regulate.</p> <p>Behaviour continues to be good. It was noted during the latest Ofsted inspection that children want to behave well for staff and for each other. The</p> |

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| | behaviour policy is followed well and children received reflective conversations to support their understanding of an incident, the feelings involved and how to manage this in the future. Reflective conversations may include social stories or cartoon strips, depending on the needs of the individual child. |
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------------------|-----------------------|
| Wellcomm | GL Assessment |
| Thrive | Thrive Online |
| Times Table Rockstars | Times Table Rockstars |
| Time For You | Relate Coventry |