

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Cleobury Mortimer Primary School
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs S Desborough
Pupil premium lead	Mrs S Desborough
Governor / Trustee lead	Mr J Payton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,115
Recovery premium funding allocation this academic year	£9,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£86,775

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children in our school, irrespective of their backgrounds or the challenges they face will make good progress with their learning and achieve their full potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by pupils whom we deem to be vulnerable and the activity we have outlined in this statement is also intended 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 accelerated progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Alongside children's academic attainment and progress, we will support emotional health and well-being as we recognise that happy children learn well. We will also facilitate arts participation, as the EEF found that '*Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress*' as well as highlighting that it can have wider benefits '*such as more positive attitudes to learning and increased well-being*'. (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>)

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:

- Set ambitious targets ensuring a balance between support and challenge
- Intervene early at the point need is identified
- Adopt a whole school approach in which all 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>Experience indicates that the wellbeing of many of our disadvantaged children has been negatively impacted by the pandemic to a greater extent than other pupils.</p> <p>Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils with an increasing number of families requiring support from other agencies through the Early Help process or social services. These challenges particularly affect disadvantaged pupils, and impact on their attendance, attainment as well as the enrichment / sporting opportunities that they experience.</p>
2	<p>Historically in our school, children have demonstrated underdeveloped oral language skills and vocabulary gaps. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This issue has become increasingly prevalent since the pandemic.</p>
3	<p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. Support for learning is often lacking at home. Access to the experience of reading at home negatively impacts their development as readers.</p>
4	<p>Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Teachers have specifically identified a decline in children's number sense and fluency, which is impacting on their ability to make the expected progress.</p>
5	<p>Assessments, both formative and summative, have highlighted the increasing gap in attainment and progress between disadvantaged learners and others within the peer group, particularly in the core subjects of maths and English. We believe they have been impacted more significantly by school closures than their peers.</p>
6	<p>Our attendance data indicates that attendance among disadvantaged pupils has been / is lower than for their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	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 ongoing formative assessment.
Improved phonics attainment for disadvantaged pupils	Phonics screening check outcomes in 2024 /2025 at least in line with the national average and showing that more than 80% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved number sense and number fluency in EYFS and KS1 among disadvantaged pupils.	EYFS and KS1 maths outcomes show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by pupil interviews, questionnaires and observations and a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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: £ 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of teaching assistants to support small group interventions in the classrooms.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>Teachers also report the benefits in terms of workload and reduced stress from working with teaching assistants.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>4, 5</p>
<p>Embedding (and purchasing resources for) ELS (a DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</p> <p>To work alongside the St John Bosco English Hub in order to ensure the ELS programme is implemented effectively.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF research and guidance.</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>4, 5</p>

<p>We will fund teacher release time to embed key elements of guidance in school and to access SHaW Maths Hub resources and CPD (including continuing with our Teaching for Mastery training as we enter the ‘embedding’ year of the programme).</p> <p>In addition, we will work with SHaW Assistant Maths Hub Lead Fiona Wood to support us on this journey.</p>	<p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</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 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	
<p>Create a ‘language rich’ setting in our Early Years classrooms through utilising helicopter stories through a focus on story and poetry which will lead to enhanced speaking and language skills, and increased eagerness to write.</p> <p>https://helicopterstories.co.uk/about-us/</p> <p>Throughout KS1 and 2, carefully map out the curriculum in all subjects (including the identification of key vocabulary) to ensure that that ‘spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum’.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>The newly appointed 'Pastoral Team' will ensure that SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>The introduction of Values based Education throughout the school will ensure that SEL approaches are interwoven into school life and decision making.</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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1, 6</p>

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Pupil premium funding will be used to fund the 40%</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4, 5</p>

gap from the School Led Tutoring grant.		
Structured interventions in phonics and maths will allow pupils who have fallen behind to 'catch up'	<p>Use of daily 'keep up' sessions (led by teachers / teaching assistants) to enable the class – including disadvantaged children – to move forward together. These will be based on Teaching for Mastery / Mastering Number materials and the ELS materials)</p> <p>Where pupils have fallen further behind, we will purchase proven, measurable interventions to accelerate progress (e.g. Every Child Counts) to enable pupils to 'catch up'.</p> <p>https://everychildcounts.edgehill.ac.uk/mathematics/successarithmetic/</p>	3, 4, 5
Coram Beanstalk reading helpers.	Coram Beanstalk's one-to-one reading support is proven to help improve the reading attainment, self-confidence and enjoyment of reading of children who are struggling or reluctant readers. See website for full impact statement.	2, 3, 5

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

Budgeted cost: £ 17,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All of the activities below can be seen to enhance the pupils' wellbeing and social and emotional learning. This will benefit all pupils, but particularly disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>		
Whole class music tuition for Year 3 and Year 4 which will continue over the next three years to give the children the opportunity of developing new skills in music.	<p>Research demonstrates that there are cognitive, educational and social benefits to learning musical instruments, particularly at a young age.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 6

<p>Small group and 1:1 support from Youth worker to address social and emotional well-being.</p>	<p>Children have responded well to small group and, when necessary, individual intervention with our youth workers. This generally improves children's self-esteem and raises their profile in a positive way within their peer group. Children are given a voice to discuss the challenges they are facing and voice concerns they may have in a supportive atmosphere.</p>	<p>1, 6</p>
<p>Play Therapy sessions</p>	<p>The British Association of Play Therapists states that Play Therapy in school:</p> <p>Helps children and young people to build healthier relationships with teaching staff and peers; Reduces emotional, behavioural and social obstacles to learning; Improves adaptation in the classroom; Enhances communication and play skills as well as emotional literacy; Addresses the needs of at-risk children; Supports and advises teaching staff.</p> <p>These benefits are particularly of benefit to some of our disadvantaged and vulnerable children as they may have experienced trauma, abuse, neglect or loss.</p> <p>https://www.bapt.info/wordpress/wp-content/uploads/2021/07/Play-Therapy-in-Schools.pdf</p>	<p>1, 6</p>
<p>Subsidised attendance at Breakfast Clubs and after-school clubs for PP children to enhance broader opportunities.</p>	<p>Increases inclusivity as economic factors do not dictate whether or not a broader curriculum can be accessed. Some subsidy of breakfast club also means that parents can access some help with childcare to allow them to work and we can be confident that the child has eaten and is well prepared for a day at school.</p>	<p>1, 6</p>
<p>Subsidised school visits and activities including residential visits.</p>	<p>School trips can change attitudes and raise aspirations, through participation in new activities. Rising to new challenges and living alongside their peers helps pupils to become more adaptable and confident which is critical to so many areas of their development. Subsidising trips means that all children have equal access to these experiences.</p>	<p>1, 6</p>
<p>Enrichment activities and programmes delivered by a range of outside speakers and visitors.</p>	<p>Enriching the curriculum through the use of visitors and visits can engage reluctant learners and encourage enthusiastic engagement with school life.</p>	<p>1, 6</p>

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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Total budgeted cost: £ 86,775

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 2020 to 2021 academic year.

External and internal assessment data shows that the performance of disadvantaged pupils was lower than their non-disadvantaged peers in key areas of the curriculum in the last academic year. The outcomes we aimed to achieve in our previous strategy by the end of 2021 /2022 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, the pandemic was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. 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. Pupil premium funding was used to support children's emotional wellbeing through engagement with our Youth worker, whole class music tuition, online enrichment activities, dance lessons, workshops and training for staff to help them to be able to support children finding the transition back to school from home learning a challenge.

We focused a lot on reading, recognising the value of having access to appropriate, enjoyable and stimulating reading material.

After initial assessments of the children's starting points, small group booster tuition in the form of breakfast booster sessions were introduced and showed very positive impact on children's learning.

We are building on last year's approach with the activities detailed in this plan. 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 and have revised it, in the hope of narrowing the gap in attainment between our disadvantaged and non-disadvantaged pupils.

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:

- beginning to explore more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Re-introducing our offer of a range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.