

Clifton Green: Pupil Premium Strategy Statement (2024-2027)

This statement details the 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.

The plan has been reviewed by the new Head Teacher, to re-align the plan with the evolving vision.

School overview

Detail	Data
School name	Clifton Green Primary School
Number of pupils in school	373 (+19 in Nursery) Feb 2026 Census
Proportion (%) of pupil premium eligible pupils	114 children (R-Y6) = 32% Feb 2026 Census
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024 (original plan) December 2025 (updated plan and review) April 2026 (reviewed due to new Headteacher coming into post in January 2026)
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Nicola Adams (pre: January 2026) Paul Prest (April 2026)
Pupil Premium leads	Paul Prest
Governor Lead	John Kesterton (pre: January 2026) Kate Howard (April 2026)

Funding overview

Detail	Amount
Pupil premium funding allocation	2024-2025 = £171,680 2025-2026 = £162,106 2026-2027 = £180,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2025-2026)	£162,106

Part A: Pupil premium strategy plan

Statement of intent

Better never stops... 'Striving for Excellence, Creating Opportunities and Nurturing One Another', are at the heart of our school and this Pupil Premium Strategy.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and flourish by providing the very best experiences, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to enhance support for disadvantaged and vulnerable pupils to achieve that goal.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require additional 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 is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene 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

Any response to the challenges children face will be rooted in assessment and evidence, which establish children's individual needs rather than general approaches which make assumptions about the impact of disadvantage.

We intend to act early to intervene as soon as a need is identified and monitor classroom provision to ensure that disadvantaged children are challenged and supported appropriately.

Challenges

Challenge Number	Detail of challenge
1	<p>Attendance: The attendance of our disadvantaged pupils is significantly lower than that of our non-disadvantaged pupils. This impacts on children's access to high quality, inclusive teaching. Our attainment outcomes for pupils in receipt of Pupil Premium are below that of pupils who are not eligible for the funding. This has been a trend for several years. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been varied however in 2024/25 it was 5.1% lower than for non-disadvantaged pupils within the school (IDSR 2025).</p> <p>In 2024-25 50% of disadvantaged pupils were 'persistently absent' compared to 27.3% of their peers during that period.</p> <p>Whilst there was relative improvement in the 2024-25 academic year (IDSR 2025) this is unacceptable.</p>
2	<p>Safeguarding: Our school community has a high level of deprivation as evidenced through IDACI and ward data. To meet the needs of our families, we have an extended Pastoral and Safeguarding Team.</p> <p>Our observations and discussions with pupils and families have identified social, emotional and mental health issues for many disadvantaged pupils with teacher referrals for support remaining high. Life experiences can never be assumed.</p> <p>The cost of living is having a significant impact on our community and families. Some of our families report financial challenges (struggling with food-insecurity, heating, clothing, housing and resources), yet many are not eligible for Pupil Premium funding. Some struggle with accessing appropriate support.</p> <p>Alongside this, some families report that they need support with parenting topics such as establishing healthy routines (including sleep, toileting and diet) and managing emotions and behaviour.</p>
3	<p>Language and Communication: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>On entry data shows a significant need to support speech, language and communication for many pupils.</p> <p>Many of our disadvantaged children struggle with under-developed language and communication skills negatively impact on outcomes.</p>
4	<p>SEND/Double Disadvantage: 22% of our children eligible for Pupil Premium have an identified Special Educational Need/Disability.</p> <p>The level of need is increasing, and it is essential to ensure that provision for SEND remains high profile and all staff have appropriate training to consistently deliver high quality inclusive practice.</p>

6	<p>Early Reading: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Overall Phonics screening at Year 1 is 6% below the national 3-year average (IDSR 2025) this amounts to 3 children on average not achieving the standard – in 2025 there was low stability.</p>																																																																																				
7	<p>Attainment: Too few of our disadvantaged pupils are achieving age-related expectations in reading, writing and maths. We need to raise expectations for all children and ensure we reduce the gap between disadvantaged pupils and their non-disadvantaged peers.</p> <p>Over the past three years the school has a positive upward trend in Key Stage 2, however this needs to be sustained and accelerated for all pupils (IDSR 2025 exemplars).</p> <table border="1" data-bbox="507 707 1251 972"> <thead> <tr> <th colspan="4">Reading, writing & maths combined - Expected (All)</th> </tr> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>3-year</td> <td>153</td> <td>39%</td> <td>61%</td> </tr> <tr> <td>2025</td> <td>51</td> <td>51%</td> <td>62%</td> </tr> <tr> <td>2024</td> <td>54</td> <td>33%</td> <td>61%</td> </tr> <tr> <td>2023</td> <td>48</td> <td>31%</td> <td>60%</td> </tr> </tbody> </table> <table border="1" data-bbox="357 1039 1404 1303"> <thead> <tr> <th colspan="5">Reading, writing & maths combined - Expected (Disadvantage)</th> </tr> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>Gap School v National</th> </tr> </thead> <tbody> <tr> <td>3-year</td> <td>66</td> <td>14%</td> <td>46%</td> <td>-32%</td> </tr> <tr> <td>2025</td> <td>17</td> <td>29%</td> <td>47%</td> <td>-18%</td> </tr> <tr> <td>2024</td> <td>23</td> <td>0%</td> <td>46%</td> <td>-46%</td> </tr> <tr> <td>2023</td> <td>26</td> <td>15%</td> <td>44%</td> <td>-29%</td> </tr> </tbody> </table> <p>In reading which has been a priority there is a noticeable improvement for the disadvantaged (Close to the average IDSR 2025).</p> <table border="1" data-bbox="357 1438 1404 1702"> <thead> <tr> <th colspan="5">Reading: - Expected (Disadvantage)</th> </tr> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>Gap School v National</th> </tr> </thead> <tbody> <tr> <td>3-year</td> <td>66</td> <td>38%</td> <td>62%</td> <td>-24%</td> </tr> <tr> <td>2025</td> <td>17</td> <td>59%</td> <td>63%</td> <td>-4%</td> </tr> <tr> <td>2024</td> <td>23</td> <td>35%</td> <td>62%</td> <td>-27%</td> </tr> <tr> <td>2023</td> <td>26</td> <td>27%</td> <td>60%</td> <td>-33%</td> </tr> </tbody> </table> <p>These successes need to be sustained and evidential progress year on year is required to build on.</p>	Reading, writing & maths combined - Expected (All)				Year	Cohort	School	National	3-year	153	39%	61%	2025	51	51%	62%	2024	54	33%	61%	2023	48	31%	60%	Reading, writing & maths combined - Expected (Disadvantage)					Year	Cohort	School	National	Gap School v National	3-year	66	14%	46%	-32%	2025	17	29%	47%	-18%	2024	23	0%	46%	-46%	2023	26	15%	44%	-29%	Reading: - Expected (Disadvantage)					Year	Cohort	School	National	Gap School v National	3-year	66	38%	62%	-24%	2025	17	59%	63%	-4%	2024	23	35%	62%	-27%	2023	26	27%	60%	-33%
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8	<p>Cultural capital: Assessments, observations, and discussions with pupils, families and staff demonstrate that children, especially the disadvantaged do not always have the life experiences and opportunities that develop cultural capital, and ultimately contributing to building a sense of community, purpose and achievement to help them thrive in life both in and beyond school so they feel that they belong.</p>																																																																																				

Intended outcomes

This explains the outcomes we are aiming for **by the end of this current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Attendance:</p> <p>The attendance of all pupils and especially the disadvantaged improves so pupils benefit from consistent, high-quality teaching.</p>	<p>The attendance of all children and those eligible for Pupil Premium increases each year.</p> <ul style="list-style-type: none"> • The DFE target for our school in 2025/2026 is 91.9% - The gap between the attendance of disadvantaged pupils and their non-disadvantaged peers narrows over time - The number of disadvantaged children who are persistently absent from school reduces. - The attendance gap for PPG/Non-PPG aligns more closely to national data.
<p>Safeguarding:</p> <p>To offer timely, appropriate and robust support for our children and families to ensure they are safe, heard and have access to the services they need.</p>	<p>Maslow's hierarchy of needs are prioritised for all children:</p> <ul style="list-style-type: none"> - self-actualisation - esteem - love and belonging - safety needs - psychological needs <p>Stakeholder surveys demonstrate that:</p> <p>Children feel safe and heard. They know their rights and what constitutes healthy relationships and consent.</p> <p>Stakeholder Observations and internal data demonstrate that:</p> <p>Children show empathy, kindness and respect. They speak out when something is wrong and can resolve conflict appropriately.</p> <p>Internal data demonstrates that the number of behaviour incidents/suspensions and internal isolations involving disadvantaged children is reduced.</p> <p>Interventions provided in school and via partner services have a positive impact on pupils.</p> <p>Appropriate support is provided / signposted in response to skillful and rapid identification of needs. Families engage with support and access relevant services.</p> <p>Families benefit from the FSM offer reducing food insecurity and hunger. Hunger is not a barrier to learning; improved diet reduces illness and increases attendance.</p> <p>Parent surveys and feedback demonstrate the positive impact. Families</p>

	benefit from, and engage with, the support offered.
<p>Language and Communication:</p> <p>Early identification and effective intervention address underdeveloped oral language skills and the vocabulary gap so that it does not become a barrier to future attainment.</p>	<p>Developing pupils' vocabulary and spoken language will be a priority in all year groups. Vocabulary will not be a barrier to accessing the curriculum or attainment.</p> <p>The proportion of disadvantaged pupils meeting age-related expectations (WellComm) increases and children make rapid progress in-year to narrow gaps between age-related expectations and current attainment.</p> <p>Teachers and Teaching Assistants have increased understanding, knowledge and skills to employ strategies effectively to promote pupil's progress.</p>
<p>SEND/Double Disadvantage</p> <p>Effective systems identify, monitor and support the needs of pupils throughout school.</p>	<p>Consistent, high quality inclusive practice will be evident in all classes. A continual cycle of CPD for all staff will develop strong practice and monitoring will show provision meets need.</p> <p>Pupils SEMH needs are identified and met through pastoral support and access to relevant services. EBSA is quickly identified and addressed to reduce impact on learning.</p> <p>Strong staff training supports identified needs and continually improves high quality teaching.</p> <p>Pupil voice, book scrutiny, learning walks and lesson observations show that pupils' needs are being met and children are making good progress from their individual starting points.</p>
<p>Early Reading: Phonics</p> <p>Strong phonics teaching for all leads to secure skills in early reading. Children read for pleasure and benefit from exposure and access to a range of high-quality materials.</p>	<p>A consistent approach throughout EYFS and KSI with same day interventions to enable children to keep up rather than catch up.</p> <p>Attainment in phonics screening improves year on year within the three-year cycle.</p> <p>Reading for pleasure and reading in a variety of contexts will be consistent across school and evidenced by pupil voice.</p>
<p>Attainment</p> <p>Improved outcomes in all areas over the next three years for all children.</p> <p>The gap for PPG/Non-PPG aligns more closely to national data.</p>	<p>Improved outcomes over the next three years in reading, writing, math and combined at Key Stage 2 for all pupils.</p> <p>The gap between disadvantaged and all reduces year on year.</p> <p>Changes to pedagogy, shift the focus from "lesson performance to learning". Formative assessments within lessons and summative assessments evidence greater retention of key facts and knowledge.</p> <p>In maths, end of block reviews and summative assessments show improved retention.</p> <p>Children make strong connections to prior knowledge and use these</p>

	<p>to progress their learning</p> <p>Reviews of teaching and learning, internal assessment data, (including learning walks, lesson observations and book scrutiny) demonstrate effectiveness of pedagogy and practice on pupil progress.</p>
<p>Cultural Capital</p> <p>The school's 'Experience it' strategy extends the range of opportunities for disadvantaged pupils.</p>	<p>Increase the engagement of disadvantaged children to extend their range of opportunities for personal and academic development.</p> <p>Track the engagement of disadvantaged pupils in educational trips and extra-curricular activity and re-dress the balance.</p> <p>Pupil voice will demonstrate a sense of belonging, increased self-confidence and pride in themselves and their school.</p> <p>Disadvantaged pupils have access to a wide range of activities, experiences and opportunities.</p>

Activity in the academic year (2025-2026)

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement 'whole class reading' in Years 2-6 to improve reading comprehension skills and foster enjoyment of reading.	EEF Teaching and Learning Toolkit - Reading comprehension strategies	3, 4, 5, 6 & 7
Continual support and development of teacher expertise utilising a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching and progress for all pupils. (Little Wandle)	<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>Little Wandle Letters and Sounds pedagogy</p>	3, 4, 5 & 6
Complete audit of the teaching and learning of Writing at CGPS and effectively implement appropriate changes to improve pupil outcomes.	<p>EEF - A School's Guide to Implementation</p> <p>EEF - Effective Professional Development</p>	3, 4, 5, 6 & 7

<p>Enhance the teaching of Maths through a forensic and systematic approach to the teaching of fluency to enable number facts to be recalled with automaticity,</p>	<p>NCETM Primary Magazine - Developing fluency in addition and subtraction facts Duality, Ambiguity and Flexibility - a proceptual view of simple arithmetic</p>	<p>4 & 6</p>
<p>Continue to embed a broad curriculum for all children, enhancing their opportunities and cultural capital as well as subject knowledge, through the CGPS 'Experience it!' curriculum.</p>	<p>EEF Teaching and Learning Toolkit - Arts Participation and Physical Activity Cultural Learning Alliance -What is cultural capital? Global School Alliance - Building 'cultural capital' in schools: what is it and why is it important?</p>	<p>1, 2, 6 & 7</p>
<p>Develop explicit, consistent teaching of speech, language and communication throughout school to ensure that children have structured, progressive opportunities to develop oral language skills.</p>	<p>EEF Teaching and Learning Toolkit - Communication and Language Approaches EEF Teaching and Learning Toolkit - Oral Language Interventions https://www.elklan.co.uk/OurWork/CaseStudies/CFSe/</p>	<p>3, 4, 6, & 7</p>
<p>Implementation of the PIXL diagnostic assessment system, ensuring robust and forensic analysis, and strong monitoring of progress and provision of all pupils.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>The PIXL support package provide reliable insights into the specific strengths and weaknesses of each pupil and year group to help ensure that they receive the correct additional support through interventions and teacher instruction:</p> <p>PiXL</p>	<p>3, 4, 5 & 6</p>
<p>Complimentary implementation of Learning By Questions in Key Stage 2 to harness continual formative assessment so pupils receive immediate feedback based on their responses so progress can be measured in real time.</p>	<p>Wiliam (2011) high-quality questions may be the most significant thing we can do to improve the quality of student learning'. "The sooner students receive feedback, the quicker real learning takes place"</p> <p>Updated-eef-guide-to-metacognition-and-self-regulation</p>	<p>6</p>
<p>Assess and profile all children for Neurodiversity to identify and improve provision for pupils with SEND.</p> <p>Develop a whole school approach to supporting neurodiverse children through training and strengthened partnerships.</p>	<p>EEF - Special Educational Needs in Mainstream Schools guidance report Teaching-for-neurodiversity</p>	<p>1, 2, 3, 4, 5 & 6</p>

<p>Implement and develop the Holistic Inclusive Teaching Model in all classrooms: embedding evidence informed strategies to provide high quality inclusive practice, including:</p> <p>Collaborative Learning Metacognition-and-self-regulation (update) Feedback Social and Emotional Learning Oracy</p>	<p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know</p> <p>Bath Learning and Teaching Curriculum Principles - Assessment for Learning</p> <p>There is a strong evidence base that oral language interventions, including dialogic activities such as high-quality classroom discussion, have a high impact on outcomes.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4, 5 & 6</p>
<p>Continue to embed a broad curriculum for all children, enhancing their opportunities and cultural capital as well as subject knowledge, through the CGPS 'Experience it!' curriculum.</p>	<p>EEF Teaching and Learning Toolkit - Arts Participation and Physical Activity</p> <p>Cultural Learning Alliance -What is cultural capital?</p> <p>Global School Alliance - Building 'cultural capital' in schools; what is it and why is it important?</p>	<p>1, 2, 4, 5, 6 & 7</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of Speech and Language interventions for children below expected using the Wellcomm toolkit and screening tool.</p> <p>Professional development and staff training is provided to ensure they have the Elklan Foundation Training.</p>	<p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement and have high impact on reading. We have engaged with the evidence-based research project Early-talk-York through the partnership of the University of York and York Council.</p> <p>Public Health England - Best start in speech, language and communication: case studies</p> <p>EEF Teaching and Learning Toolkit - Communication and Language Approaches</p> <p>Elklan - CaseStudies</p>	3, 4, 5 and 6
SEND provision delivered through additional TA hours, especially for the double-disadvantaged.	<p>Special Educational Needs in Mainstream Schools</p> <p>Impact will be measured and practice modified in a timely manner to meet needs.</p>	3, 4, 5 & 6
Additional phonics interventions targeted at disadvantaged pupils who require further phonics support.	<p>EEF Teaching and Learning Toolkit - Phonics</p>	3, 4, 5 & 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitoring and challenging pupil attendance will remain a key priority:</p> <p>Systematically improving school attendance through a rigorous, graduated response to tackling absence in line with DfE and CYC resources.</p> <p>Policy and practice will be aligned to the guidance 'Working Together to Improve School Attendance'</p> <p>Underpinning this by engaging with York Family Learning to provide specific direct work with families.</p>	<p>EEF Summary of Evidence - what does the evidence tell us about the best ways to improve attendance</p> <p>Supporting school attendance</p> <p>EEF Communicating Effectively with Families</p> <p>DfE Review of Best Practice in Parental Engagement</p>	1, 2, 3, 4, 5, 6 & 7
Targeted well-being breakfast intervention to support pupils that find it challenging to transition smoothly between school and home or are identified through poor attendance.	<p>ELSA Network evidence and research base</p>	1, 2, 3, 4, 5, 6 & 7.

Support strategies are based on the ELSA model.	Devon County Council - toolkit of evidence-based interventions to promote inclusion of children with SEMH needs	
Embed effective Social and Emotional Learning (SEL) through Jigsaw PSHE and associated assemblies, Picture News, Online Safety Curriculum, Emotional Literacy Support Assistant (ELSA) interventions, effective monitoring using CPOMS software.	EEF Teaching and Learning Toolkit - social and emotional learning	
Embed the whole-school approach to mental health and well-being supported by the work of the Wellbeing in Mind Team and led by our Pastoral/Mental Health Lead in school. Staff wellbeing meetings to identify and action future steps.	National Children's Bureau - Making a difference to young people's lives through personalised care: mental health inequalities and social deprivation	1 & 2
Provide direct financial support (for uniform, breakfast club, technology etc.) and subsidised opportunities for disadvantaged pupils including contingency for unforeseen circumstances.	Past experiences in schools, working with disadvantaged pupils and their families.	1, 2, 3, 4, 5, 6 & 7
Total budgeted cost: £168,732.00		