

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

Part B: Review of outcomes in the previous academic years (completed by the previous Headteacher)

Pupil premium strategy outcomes

The impact of our pupil premium activity on pupils from the academic year 2024-2025 has been evaluated against the intended outcomes and success criteria set out earlier in this plan:

Intended outcome	Impact
<p>Improved Reading attainment and positive progress for disadvantaged pupils in Years 2-6.</p>	<p>2024-2025 review</p> <p>The percentage of disadvantaged pupils achieving the expected standard or better in Reading at the end of KS2 has increased from 32% in 2024 to 58.8% in 2025. The gap between the percentage of disadvantaged children achieving the expected standard or better and their non-disadvantaged peers has reduced from -37% to -13%. School assessment data from July 2025 shows that the proportion of disadvantaged pupils making at least expected progress during the year in Reading increases as children move through school, moving from 59% in Year 1 to 88% in Year 5. Higher pupil engagement in reading activities is consistently evident across lessons, with disadvantaged pupils participating more actively in discussions and demonstrating greater enthusiasm for texts. Reading provision is increasingly accessible for all learners, with teachers using scaffolds, targeted questioning, and structured reading routines that enable disadvantaged pupils to work more independently and confidently. Book scrutiny shows clear progression in reading skills.</p>
<p>Improved Writing attainment and positive progress for disadvantaged pupils throughout school.</p>	<p>2024-2025 review</p> <p>The percentage of disadvantaged pupils achieving the expected standard or better in Writing at the end of KS2 has increased from 12% in 2024 to 33% in 2025. The gap between the percentage of disadvantaged children achieving the expected standard or better and their non-disadvantaged peers has reduced from -60% to -37%. EYFS writing outcomes for disadvantaged pupils show improvement, with the proportion achieving the expected level rising from 46.2% to 63.6%. This increase indicates that targeted early writing support, such as enhanced fine-motor development and purposeful mark-making opportunities, is having a clear and positive impact on strengthening early literacy skills for disadvantaged children. The gap between the attainment of disadvantaged and non-disadvantaged peers has reduced significantly from 24.8% in 23/24 to 14.2% in 24/25.</p>
<p>Improved Maths attainment and positive progress for</p>	<p>2024-2025 review</p> <p>Maths outcomes show a clear improvement for disadvantaged pupils throughout the school, with strong recovery in attainment</p>

<p>disadvantaged pupils throughout school.</p>	<p>and positive progress over the year. End-of-KS2 maths results rose sharply from 4% to 52.9 % at the expected standard, with disadvantaged pupils making noticeable gains despite remaining below their peers. Progress data across year groups also highlights that most pupils made at least expected progress in maths, with disadvantaged learners benefiting from strengthened modelling, use of manipulatives, and targeted intervention—particularly evident in upper KS2 in 24/25 where 80–90% of pupils met expected progress. While gaps remain in some cohorts, the overall trend demonstrates that focused support is improving maths confidence, fluency, and outcomes for disadvantaged pupils across the school.</p>
<p>Improved speech, language and communication skills for disadvantaged pupils throughout school and Communication Friendly Setting status achieved for EYFS and KS1/KS2.</p>	<p>2024-2025 review Speech, language and communication skills have improved significantly for disadvantaged pupils following our school engagement with the 'More Talk for York' project which involves screening one-third of each year group and providing targeted intervention as needed. Across all cohorts, disadvantaged pupils made strong gains, with the proportion working at age-related expectations rising sharply, for example Year 1 increased from 51% to 88%, Year 2 from 36% to 71% and Year 6 from 33% to 78%. This consistent upward trend demonstrates the positive impact of the WellComm/More Talk for York approach in strengthening vocabulary, oral language, and communication confidence for disadvantaged learners throughout the school. Evaluation surveys show increased staff confidence and expertise in identifying and addressing speech, language and communication needs have increased markedly following targeted training linked to the WellComm and 'More Talk for York' approaches. As a result, staff now deliver more precise, high-quality interventions, ensuring disadvantaged pupils receive timely and effective support that accelerates progress across all cohorts.</p>
<p>Enhanced support in the classroom for disadvantaged pupils with SEND/EAL.</p>	<p>2024-2025 review Currently, 31% of pupils on roll are eligible for Pupil Premium and of these, 34% (40 children) are also SEND and 9% (10 children) are EAL. Learning walks and lesson observations show that provision for these pupils is well tailored, with effective use of adaptations, visuals and targeted adult support. Book scrutiny indicates steady progress from individual starting points, with evidence of small-step gains and improved task completion. Pupil voice reflects that disadvantaged pupils with SEND/EAL feel well supported and confident in lessons. For pupils who are both disadvantaged and SEND, progress increased from an average of 1.3 points in 2023/24 (with 12% working at or above ARE) to 1.5 points in 2024/25, with a significant rise to 58% achieving ARE by the end of the year. Disadvantaged pupils with EAL maintained strong progress across both years, securing 1.9 points progress from baseline in 2023/24 and 2024/25, while the proportion achieving ARE increased markedly from 60% to 86%. Tracking disadvantaged pupils with SEND and EAL as distinct groups to further refine provision and accelerate progress will remain a priority for 2025-2026.</p>

<p>Improved attendance data for disadvantaged pupils.</p>	<p>2024-2025 review Disadvantaged pupils' attendance in 24/25 was 86%, a long way behind their non-disadvantaged peers (94%) and which remains broadly in line with figures from 23/24. The same is true when analysing lateness figures - a larger proportion of disadvantaged pupils are late to school than their non-disadvantaged peers and the figures from 24/25 do not show improvements from 23/24. Unauthorised absence of disadvantaged pupils has however decreased slightly from 7.28% in 23/24 to 6.63% in 24/25.</p>
<p>Social, emotional and mental health issues amongst disadvantaged pupils are identified and addressed swiftly and effectively.</p>	<p>2024-2025 review Staff training has promoted raised aspirations and the need for high aspirations for all and ongoing promotion and challenge in pupil progress meetings, learning walks and other informal discussions is having a positive impact.</p> <p>In all pupil progress meetings, disadvantaged children are discussed and any concerns are raised with appropriate intervention being devised.</p> <p>A large proportion of disadvantaged children have received 1:1 and small group intervention from the School Wellbeing Service, 'Stepping Up' and the Wellbeing in Mind Team. Disadvantaged children identified as Young Carers are now receiving direct support from York Young Carers. These interventions are well received and have a positive impact on wellbeing and mental health as reported by pupil and professional feedback. The number of disadvantaged children receiving suspensions and the number of suspensions they received has increased in 24/25 from 23/24 - this remains a priority.</p>
<p>Support for families is timely, well-received and effective in tackling issues faced e.g. parenting, food, heating, clothing etc.</p>	<p>2024-2025 review Parents/carers are overwhelmingly supportive of our school and they comment positively about their child's education and experiences as well as recommending us highly to other families. A new 'Look, Say, Sing, Play' weekly playgroup for pre-school children has been extremely well received and a high proportion of disadvantaged families attend the group regularly.</p> <p>School continues to support disadvantaged children and their families with subsidised school trips, uniform, food hampers and vouchers for foodbanks and holiday clubs.</p> <p>Direct support from our pastoral lead is of high quality and very much appreciated and external agencies such as the Wellbeing in Mind Team have been welcomed.</p>
<p>Disadvantaged pupils have access to a wide range of activities, experiences and opportunities.</p>	<p>2024-2025 review The school has launched our new 'Experience it! curriculum' which provides high quality experiences, visits and residential opportunities for all pupils. Pupils value these opportunities and are able to articulate how they enhance their learning and understanding as well as develop their confidence and skills beyond the classroom.</p>

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

2024-2025

Programme	Provider
Nessy Learning Programme	Nessy
Little Wandle Letters and Sounds	Little Wandle
Commando Joe's Character Education	Commando Joe's

2025-2026

Programme	Provider
Little Wandle Letters and Sounds	Little Wandle
Elklan Training	Elklan
Primary PiXL	PiXL
Learning By Questions	LBQ
Jigsaw PSHE Programme	Jigsaw
TT Rockstars & Numbots	Maths Circle
Widget	Widget
Picture News	Picture News

Further information (optional)

The leadership team has developed a more robust understanding of effective school improvement using the [EEF Implementation Framework](#) and decisions are rooted in context and educational research supports the actions that are taken. This has enabled the school to plan strategically both through this Pupil Premium Statement and the School Development Plan to improve outcomes for all children, including those disadvantaged and vulnerable.

The school has invested in high quality professional development through a variety of NPQ routes, enhancing the professional development of teachers and ultimately improving the provision and leadership throughout the school which will have a positive impact all pupil outcomes including those disadvantaged.