

# Pupil Premium strategy statement 2023-24

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Cleeve Meadow School
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	53.3
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 24
Statement authorised by	Alex O'Donnell
Pupil premium lead	Juliet Morris
Governor / Trustee lead	Joe Merrell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,960
Recovery premium funding allocation this academic year	£57,960
Catch up funding carried forward from previous years	N/A
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£115,920

# Part A: Pupil premium strategy plan

## Statement of intent

**A Champion for Every Child Programme:** Every Pupil Premium pupil (and their families) have regular one-to-one contact to build relationships and overcome barriers.

Our ACE programme is now in its 3rd year as a TKAT strategy having been one of the successful pilot schools in 2020.

“Overall the evaluation from the ACE programme’s pilot year sees promising evidence of impact, particularly on pupils’ attainment in maths and on levels of goal orientation, self-efficacy and motivation. Qualitative data from teachers and tutors also reflected a positive perception of the overall impact of the programme, alongside a number of recommendations for how the programme implementation could be improved further in future.” ImpactEd September 2021

*Our ultimate objectives at Cleeve Meadow School are as follows:*

- 1. To poverty proof the school curriculum and the student school experience to ensure that no child is disadvantaged in engaging in any aspect of learning and growing through lack of funds.*

*POVERTY PROOFING THROUGH THE A.C.E program - every PP child has a champion to poverty proof their life at school. Working closely with each student to remove barriers to attainment and provide the resources needed for an enriched curriculum, experiences and opportunities to build talents and interests for the future.*

- 2. That all PP students make the best possible progress with reading:*
- 3. That all PP students have the opportunity to build their vocabulary in order to develop their conceptual understanding, better access the curriculum and improve their life chances.*
- 4. That all PP students make the best possible progress with Maths.*
- 5. Whole school systems and approaches support the development of healthy habits for good mental health.*
- 6. Intensive work with targeted families to improve resilience for better engagement*
- 7. Students have full access to enrichment activities including 1:1 music teaching*

## Challenges

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

Challenge number	Detail of challenge
1	Access to resources, (school equipment, technology, uniform, enrichment activities). Detailed work supporting students and families in order to peel away any barriers to the student attending school and being able to engage effectively in learning and enrichment activities. TKAT A.C.E program. This will also include access to 1 terms worth of 1:1 Music teaching. High quality learning experiences.
2	Progress with Reading ages. Narrowing the gap.
3	Progress in Maths attainment.
4	Self-esteem and motivation through self management and goal setting
5	Attendance (small group of persistent poor attenders)
6	Confidence in communicating, including speaking to others in a range of settings
7	Improving engagement through intensive family work
8	Increasing opportunity for future careers and interests

## 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
All PP students are able to engage in all learning and enrichment activities with a parity of access to equipment and resources including school trips and careers events.	All students have the equipment and resources required for lessons and homework. All students are engaging in all enrichment activities with the correct equipment.(eg football boots) All students are able to engage in all aspects of school without any stigma (e.g lunches for school trips in non identifiable bags, all required equipment for trips). Correct clothing- eg warm coat- suitable shoes 1:1 Music teaching offered for all PP students funded by the school.
Differentiated support addresses issues presented by individual student needs,so that all PP students make progress with their reading ages from their starting points.	All students reach individual progress targets for reading ages and make at least one level of progress on school attainment scale.

<p>Differentiated support addresses issues presented by individual student needs, so that All PP students make progress with their Maths from their starting points with the aim of narrowing gaps in attainment.</p>	<p>All students reach individual progress targets for Maths and make at least one level of progress on school attainment scale.</p>
<p>School focus on wellbeing and healthy habits for good mental health supports the development of understanding and self management. Leading to students developing a range of support systems, self management strategies and links to support when required. Students with higher level of need have individualised support plans.</p>	<p>All students are able to name at least 8 habits for good mental health.</p> <p>All students have a range of strategies to use in class to support them with self- management in relation to the zones of regulation.</p> <p>All students who need extra support with personal development/ mental health issues have a tailored program of support.</p> <p>This will be evident in behaviour log, and 'Impact-ed' data.</p> <p>All students have improved goal setting skills and can evidence progress towards self set goals.</p>
<p>Small number of students with persistent absence show a marked improvement in attendance through detailed support work with the families and students using school and external support systems.</p>	<p>Improvement in attendance figures for specific students, with the aim for them to work towards 95%.</p> <p>Overall school attendance over 95%.</p>
<p>Students demonstrating challenging behaviour linked to stressful home circumstances are provided with suitable support to be able to engage in the school day and make plans for the future.</p>	<p>School to adopt a trauma informed approach to supporting students demonstrating challenging behaviour linked to external circumstances.</p> <p>Individualised team meetings with resulting actions to enable the student to access internal and external support systems.</p> <p>Students have a named adult within the school to form attachment needed for feelings of belonging and safety.</p>
<p>Improve student ambition through high quality learning and increased access to external careers and curriculum visits and visitors, thus increasing opportunities for the future</p>	<p>Large and varied range of curriculum visits.</p> <p>Large and well targeted range of careers visits and visitors.</p> <p>Build links for catering and hospitality route in order to provide links for the future</p> <p>Implement Duke of Edinburgh for year 12- to cascade to year 11</p> <p>Implement scouting at KS3</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Integrate intervention and Maths teaching in class to provide a flexible and responsive system of targeted support	Use structured interventions to provide structured <a href="#">support</a> (EEF)	3
English and literacy- building closer links with the interventions team in order to ensure well targeted literacy support.	Providing high quality literacy intervention for struggling <a href="#">students</a> (EEF)	3
Specialist CPD from SALT, O.T Educational Psychologist	Impact seen in quality of differentiation	6
CPD. Using the EEF toolkit as a basis to building high quality teaching approaches	Well structured <a href="#">CPD</a>	1
SENCo role- to be made a non teaching role in order to ensure highest quality engagement with EHCP targets for improved progress towards adulthood.	Senco to work alongside the borough to ensure student EHCP targets provide the best possible chance of progress towards academic and personal progress	1

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

Budgeted cost: £ Literacy £20,000. SALT £55,000 . Bike workshop £4680= £79,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy intervention targets small group</i>	<a href="#">Ruth Miskin RWI</a> <a href="#">Reading intervention</a>	2
<i>Literacy intervention 1:1 from a specialist</i>	<a href="#">phonics</a> 1:1 and small group <a href="#">tuition</a>	2

<i>SALT group and 1:1</i>	As evidenced in individual student speech and language review reports	6
<i>SALT activities whole school</i>	As evidenced in individual student speech and language review reports	6
<i>Bike workshop</i>	<a href="#">EEF</a>	4
SALT	Using speech and language therapies to train staff and provide whole school practice	6

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

Budgeted cost: £ 52,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School enrichment activities program linked to Skills Builder £2000</i>	<a href="#">EEF</a> <a href="#">Skills Builder</a>	1, 4, 5
<i>School funded 1:1 music lessons for all Pupil Premium students £2000</i>	<a href="#">every child a musician</a>	1,
<i>Intensive family support for students with persistent absence £6000</i>	<a href="#">parental engagement</a>	4, 5
<i>Whole School wellbeing focus through 'Action Your Potential' program £2400</i>	<a href="#">AYP</a> <a href="#">Metacognition</a>	1, 4, 5
<i>ACE program 'A Champion for every Child'. £35,000</i>	<a href="#">A.C.E report</a>	1, 4, 5
Provide supervision support for Tutors	Pilot evaluation see "The Kennal Academies Trust: ACE evaluation summary" 2020-21 (ImpactEd)	4, 5
<i>Charlton Athletic Coach mentoring £0</i>	<a href="#">EEF</a>	1, 4
<i>Wide range of visits and enrichment activities £5000</i>	Impact of <a href="#">enrichment</a>	8
<i>Scouting group</i>	<a href="#">Scouts</a>	8

**Total budgeted cost: £132,080**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

*For the last academic year our focus for students remained on the 'Ambition Tutor' project (Now called ACE). The role of the Ambition Tutors is to be the advocate for students who may otherwise struggle in silence, for students who may be juggling an array of responsibilities, for students who may just need someone to believe in them. This was a particularly powerful tool to be using during lockdown as it helped to establish and maintain an effective home-school dialogue which provided individualised support for students and families.*

*This type of support is valuable because:*

- *It provided bespoke support for students' individual needs*
- *Ambition Tutors can unpick student issues in the classroom and any barriers to learning.*
- *Targeted support was arranged for students who need academic intervention*
- *Support for students was signposted before small issues develop into bigger issues.*
- *Through COVID especially the project enabled staff to develop strong relationships with Pupil Premium families who were difficult to reach*
- *Parental engagement was engaged through weekly phone calls and shared problem solving*
- *The schools' attendance strategy was improved by developing a strong relationship between home and school*
- *Students moved away from the deficit model and started to plan towards aspirational goals carving pathways to the future*

**Process-** *Each child on the Pupil Premium register has a named member of staff who makes a weekly phone call to the family and meets the student for at least 15 minutes a week. Through this approach the ambition tutor develops a working relationship with parents and the student in order to be able peel away any barriers to learning. The ambition tutor works with the student to identify goals and interests as well as looking at aspects of their life and learning that are holding them back.*

**Findings in July 2023:**

## Progress data compared to school average

### Average progress

	RA (months)	English	Maths	Science	IT	Art	DT	RE	Geog	His	MFL	Food	PE
School	10.4	1.6	1.7	2.1	1.9	1.5	1.3	1.5	1.9	1.6	1.4	1.4	2.0
Pupil premium students													
School	10.9	1.5	1.8	2.4	1.9	1.5	1.3	1.6	2.0	1.7	1.3	1.4	2.0

A Champion for Every child [ACE report](#)

### Reading intervention

Student progress was tracked through the Accelerated Reader programme STAR reading test in the Autumn, Spring and Summer term. Students who were failing to make progress received one to one and small group intervention using Read Write Inc, phonics interventions and fluency reading practice. All staff were trained in reading fluency practice. A temporary librarian was hired and a complete library restock was put in place in conjunction with conversations with students about their areas of interest and favourite books. A reading competition was run (reading river)

### English

**Writing intervention:** Student progress was tracked through writing assessments and book looks. Due to concern about lack of student progress with extended writing tasks a whole school focus which offered more opportunities for writing practice in subjects. Small group intervention was put in place using a specialist literacy teacher (SPLD L7) and an intervention tutor. Students in the lowest ability in year 7 were placed in a nurture class with targeted literacy teaching. **This group made an average of 19.1 months progress with reading ages.**



## Maths

A new head of Maths was recruited from a primary and SEN background. The tracking of progress in Maths was improved through planning with the Maths intervention tutor. Hours for the Maths intervention tutor were increased, a school award for engagement with Freckle was set up. A partnership with Shenstone school was put in place for the academic year 2023-24

## Careers and curriculum visits

A comprehensive program of visits was planned linked to the career strategy and curriculum aims- leading to an increased range of enrichment opportunities [here](#). Students found the visits informative and interesting (student questionnaires). Many students were highly positive about their experiences in careers visits, such as 'it was the most amazing experience, I have always wanted to be a pilot, now I know I would have lots of opportunities even if I don't make it to be a pilot. I never thought I would fly a plane, but I really have'. (aviation experience)

## Attendance 2023-24

Term	1		2		3	
	%	89.8	%	90.1	%	91.1
	PP%	86.7	PP%	86.8	PP%	88.5
	PA%	32.4	PA%	27.8	PA%	26.4
	PA PP%	43.9	PA PP%	33.9	PA PP%	34.9

The focus remained on improving attendance and challenging absence.

End of year attendance year-to date 90.4%. In SEND specialist schools nationally this compares to 86.5% nationally, CMS is significantly higher.

The Persistent Absence - end of year 28.7%. The national PA rate is 39% in SEN settings. There is a significant difference in these two figures and provides considerable evidence of the work completed this year, in this group. Our figures are bucking a national trend in poor attendance in both mainstream and SEN settings.

The attendance reward strategies were both successful and impactful; students ask for badges, are proud to show and share their badge colour and know why they have it. The weekly tutor group prize is now shared between more groups as attendance improves.

## 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*

<b>Programme</b>	<b>Provider</b>
Action Your Potential, Neuro Ninja program- parental support	Action Your Potential
Accelerated Reader Program	Renaissance Learning
STAR Maths and Freckle	Renaissance Learning Busy Ants
Touch Typing program	TTRS
COMPASS +	Careers and enterprise .co .uk

## Further information (optional)

*In addition to the above strategies, we are adopting a whole school approach which ensures that for every action we undertake as a school, pupil premium students are at the front of the queue. This stance encompasses not only academic approaches but also opportunities to increase the experiences of all pupil premium students.*

*Examples below:*

*Marking pupil premium students first.*

*Student progress discussions, always discuss pupil premium students first.*

*School responsibility areas. Make sure that pupil premium students have priority roles across the school such as school council.*

*Pupil premium students are selected first for small group interventions such as SALT as much as possible.*

*Interviewing prospective staff and showing visitors around. Pupil premium students are always the first to be selected when it comes to having the opportunity to meet a wide range of people and develop skills and confidence in interaction.*