

Pupil premium strategy statement – Humberston Cloverfields Academy

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	301
Proportion (%) of pupil premium eligible pupils	18.6%
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 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rebecca Clayton
Pupil premium lead	Katie Nicholson Kristen Jennings
Governor / Trustee lead	Academy Improvement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 59, 085
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>	£ 59, 085

Part A: Pupil premium strategy plan

Statement of intent

Cloverfields is a warm and happy school with a hardworking, enthusiastic, and dedicated staff team. We have a stable and experienced senior leadership team and a school ethos of no excuses, the highest expectations, urgency, and children at the heart of all we do.

Cloverfields is a one and a half form entry school and children can start with us from the age of 3. 18.6% of children, who attend Cloverfields, are eligible for the Pupil Premium funding.

For us, educational attainment is the best predictor that we have of a young person's long-term outcomes and we believe early intervention is key. We are focusing on language development with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners. We strongly believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our educationally disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and all staff have ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide coaching, training, and immediate feedback to develop practice.

The leadership team have considered the evidence from the Education Endowment Foundation (EEF) and the research into successful practice in schools in developing the Pupil Premium strategy. As recommended by the EEF, Cloverfields has a tiered approach to Pupil Premium spending. Teaching takes priority and this includes professional development and training for all staff. This is reflected in the spending, where teaching is the highest cost tier. The Education Endowment Foundation states 'The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.' It is for this reason that our plan is specific and precise. We endorse the EEF's view that the use of Pupil Premium funding will 'benefit other groups' and that 'some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.'

A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff, executive leaders and members of the Academy Improvement Committee. This interacts positively with partnership/school-improvement work with the Enquire Learning Trust.

It means quality assurance is unequivocally purposeful and focused on improving teaching and learning.

Challenges

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

Challenge number	Detail of challenge
1	The children who receive Pupil Premium funding do not necessarily fall into groups with commonalities. They need personalised support but not necessarily at a low attainment level. Close monitoring will occur to ensure all receive any additional support needed.
2	Our discussions with pupils and families have identified limited reading at home, often due to time factors, is a barrier for disadvantaged children and this impacts on their access to the wider curriculum in school and beyond. A number of children are 'time poor' which impacts on their social and emotional development as well as their communication skills.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment. An increasing number of pupils currently require additional support with social and emotional needs.
4	To maintain a high level of attendance with all pupils as 'Children who attain well, attend well'
5	Developing and maintaining positive relationships between home and academy. Research shows that pupils are more likely to achieve if this is the case.

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
Increase the percentage of pupils reaching standards Ensure all pupils, whether pupil premium or SEN or both, make at least expected progress over the year.	Reading, writing and maths combined data at the end of KS2 will show there is no difference when compared to peers. Outcomes will be in line with National Data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing

	<p>The quality of teaching in all cohorts is at least good in all lessons at all times, and often outstanding.</p> <p>The quality of teaching and learning in every classroom is enhanced by the deployment of highly effective teaching assistants.</p> <p>Interventions are targeted, timely and highly effective and are closely monitored to ensure maximum impact on pupil progress and achievement.</p>
Increase the opportunities for pupils to read	<p>Reading outcomes will show disadvantaged pupils are at least in line with National Reading data in all year groups will show that progress for pupil premium children is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities
Improve the attendance of all pupils	<p>Attendance for disadvantaged pupils to be in line with others in school and nationally.</p> <p>Reduction in the percentage of Persistent Absentees across school</p> <p>Individual case studies will demonstrate the impact of improving attendance on pupil achievement.</p>
Ensure children want to come to school and families engage well with school	<p>Attendance will be in line with or above national</p> <p>Sustained levels of engagement demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from parent surveys • A high level of engagement by families in the activities planned

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: £30,006

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor works closely with SLT to ensure pupils are able to fully access their learning and make progress. This is achieved through a range of strategies that focus on learning, emotional well-being, behaviours and attendance.</p> <p>Cost - 75% of role</p>	<p>EEF -Social and emotional learning has a positive impact on achievement</p> <p>EEF -Social and emotional learninghas a positive impact on achievement</p> <p>EEF –Parental engagement</p>	
<p><i>CPD for all staff on mental health needs of children and trauma related needs</i></p> <p><i>Cost –already included in SLAs</i></p>	<p>EEF SEN research –‘build an ongoing holistic understanding of your pupils and their needs</p>	
<p><i>Precision teaching by Tas</i></p> <p><i>One to one intensive support</i></p> <p><i>Cost -none</i></p>	<p>EEF –small group tuition</p>	
<p><i>Keep up to date with Monster Phonics training for all staff with a focus on interventions for KS2 pupils as needed. Ensure school is well resourced with books to match</i></p> <p><i>Cost -£1,000</i></p>	<p>EEF - Teaching Assistant Interventions</p> <p>EEF –one to one tuition</p> <p>EEF –small group tuition</p>	
<p><i>Oversight of Pupil Premium Teacher who supports SLT (TLR)</i></p> <p><i>Released for 6 days over the year +25% of TLR role</i></p> <p><i>Cost -£3,500</i></p>	<p>Overview of policy and provision</p>	
<p><i>Provide all children with a high quality book to keep on World Book Day and additional book at Christmas. Cost -£2,000</i></p>	<p>EEF -Social and emotional learning has a positive impact on achievement</p>	

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

Budgeted cost: £ 14,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide access to TTRockstars for Years 3 - 6	EEF – home learning is more effective when linked directly to learning in the classroom	1,3
<i>Head of School teaching maths intervention, two hours per week –approx. 12 weeks Costs = £2500</i>	EEF –small group tuition	2
<i>Speech therapist delivering speech and language interventions Costs = £200</i>	EEF –one to one tuition EEF –small group tuition	1 2
<i>Learning Mentor target pupil premium children for additional reading support</i>	EEF –one to one tuition	1
<i>Booster for Y6 in Spring Term –one adult to one or 2 pupils. 10 staff x 1 hour per week Cost - £3,000</i>	EEF –small group tuition	1 2
<i>SENCO support lego TA's to deliver lego therapy to support communication and interaction SENCO & TA's deliver interventions to small groups Cost - £4000</i>	EEF – small group tuition	2

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

Budgeted cost: £14,099

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ a member of the admin	EEF –Parental engagement	3

team to oversee attendance (including penalty notices) and admissions and leavers, support for families Cost - (50% of role)	Children benefit from all strategies in this document if they are in school	
Subsidise the provision of Cloverfields curriculum enrichment across the time the child is in school. Cost -£3000 annually	EEF -Social and emotional learning has a positive impact on achievement Collaboration, Outdoor Learning	1 2 3
Parent/carer craft mornings with all year groups to develop and sustain relationships with families. Cost -£1000	EEF –Parental engagement Children benefit from all strategies in this document if they are in school	3

Total budgeted cost: £ 59,085

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Supporting Teaching and Learning

- 77% of children across school, in receipt of pupil premium, made at least expected progress in reading, writing and maths.
- A Learning Mentor provides social, emotional and mental health support to all children on an adhoc basis as well as carrying out planned interventions such as ELSA and supporting with Early Help Assessments.
- Nesy and Reading Plus have increased reading fluency and confidence
- Uptake for after school club is good
- Monster Phonics training for all staff has ensured practitioners are confident and the children have access to high quality daily phonics
- The KS2 Lead has oversight of pupil premium. She closely monitors the implementation of the strategy and ensures the children, who are entitled, have access to the support outlined in the plan.

Targeted academic support

- The Head of School modelling the mastery approach to teaching Maths has ensured there's increased engagement and confidence from all learners, outcomes have improved at the end of KS2 and more children are making better progress
- Increased engagement and focus in the classroom is a result of physical interventions. Increased engagement with reading, both at home and in school
- Positive feedback was given by all parents and carers after all children received a high-quality book at Christmas and on World Book Day.

Wider strategies

- Attendance for all children was above national average for 2024 – 2025.
- Positive relationships have been established and sustained by the admin member of staff, who oversees attendance
- Increased engagement in the classroom has improved attendance.
- Cultural capital gap is diminishing through the implementation of the Cloverfields Curriculum and Experiences.

Pupil Premium Strategy Outcome

Those children in receipt of Pupil Premium funding received quality first teaching and a range of targeted interventions and wider strategies. Social and emotional wellbeing was a focus through interventions such as ELSA.

Review of 2024 - 25

Analysis of progress and attainment for disadvantaged pupils since the beginning of the academic year demonstrates that the majority of disadvantaged pupils have made good progress in reading, writing and maths by the end of KS2. Support for disadvantaged pupils is tailored to meet their needs in terms of being able to access all subjects of the curriculum and being ready to learn.

Attainment of disadvantaged pupils at the end of KS2

ARE	Reading	Writing	Maths	RWM
Disadvantaged	85%	85%	77%	77%
Non-disadvantaged	81%	78%	81%	78%

31% of disadvantaged pupils achieved GDS in reading and maths while 15% achieved GDS in writing. The biggest gap at ARE and GDS between disadvantaged and non-disadvantaged pupils is in Maths although this has decreased at ARE by 6% from the previous year, demonstrating impact of the strategy.

The gap between disadvantaged and non-disadvantaged pupils has closed rapidly over the last 3 years in RWM.