Pupil premium strategy statement – Clevedon School

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	1391
Proportion (%) of pupil premium eligible pupils	13.6% (189 students)
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)**	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sam Kent
Pupil premium lead	Claire Murray
Governor / Trustee lead	Tim Withers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 263,642
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£ 263,642

Part A: Pupil premium strategy plan

Statement of intent

At Clevedon School, we are committed to ensuring that all students, regardless of background or circumstance, experience an exciting, ambitious and inclusive education both within and beyond the classroom. Our Pupil Premium strategy is underpinned by a whole-school commitment to equity, high expectations and the belief that no student's potential should be limited by disadvantage.

Within the classroom, our approach is rooted in research-informed Quality First Teaching, delivered through a sequenced, knowledge-rich curriculum. Our CPD aims to prioritise strategies to aid the attainment of all students, and the embedding of successful techniques as habits to improve knowledge recall and attainment with a focus on literacy across the curriculum. By adopting a whole school Pupil Premium approach, we aim for all staff to take responsibility for the outcomes of disadvantaged students and have the highest expectations of what all students can achieve. Through an effective use of feedback, all students will develop a greater awareness of their learning and their personal strengths and weaknesses.

We recognise the importance of metacognition and self-regulated learning in closing attainment gaps therefore a coherent, school-wide approach is being developed to support students from Years 7–13. This includes planned and dedicated curriculum time and targeted assertive Student Success Mentoring. These strategies explicitly teach students how to plan, monitor and evaluate their learning, building resilience, independence and confidence.

Beyond the classroom, Clevedon School is driven by our motto "Be Kind, Be Brilliant", placing student wellbeing, belonging and personal development at the heart of our provision. With a broad personal development offer of age-related and context-relevant Citizenship; extra and super-curricula activities; trips and leadership opportunities, we aim to create equity amongst students and enrich cultural capital for all. This will be complemented by annual parent/carer attendance and academic mentoring meetings that strengthen home–school partnerships.

Finally, we recognise that a one-size-fits-all curriculum does not meet the needs of all learners. We therefore offer flexible and ambitious curriculum pathways, including KS3 assessment development, SEND-informed adaptations and alternative qualifications or provisions where appropriate. These pathways are carefully designed to maximise progress, sustain engagement and open doors to future success.

As one staff body, working collaboratively with students, families and external partners, Clevedon School is resolute in its ambition to enable all Pupil Premium students to attain, succeed and thrive, both academically and personally, regardless of their starting point or circumstances.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** Pupil premium student attendance sits lower than national average, and lower than for non-pupil premium students at the school. Students are therefore more likely to have greater gaps in their knowledge and learning as a result. This can also affect resilience when faced with learning challenges.
2	**Attainment in English and Maths** Pupil premium attainment in English and Maths at GCSE is historically lower than the attainment of non-pupil premium students. One cause of this is lower levels of literacy. This ultimately risks limiting future life chances and opportunities.
3	**Reading/Literacy** Some students are below the expected standard in reading on entry to the school. Our data also shows that a number of students have a tier 2 and 3 vocabulary deficit therefore facing further challenges when accessing some aspects of the school curriculum.
4	**Mental Wellbeing (SEMH)** Our assessments, discussions and observations have identified social and emotional / self-confidence issues for more of our disadvantaged pupils than non-disadvantaged. This includes both pastoral issues and those linked to confidence in learning and academic studies. This is particularly apparent since the pandemic, resulting in a much higher safeguarding need, and for some, also has an effect on behaviour and attendance.
5	**SEND** Pupil Premium students with SEND are at greater risk of under-attainment. SEND needs have grown at the school in recent years, and challenges are further affected by lower literacy levels and higher needs for exams access arrangements.

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
1. Pupil Premium students will have attendance at or above national attendance levels	• Comprehensive attendance tracking system in place and monitored regularly by an SLT attendance lead • 94% + attendance for PP students
2. Expected or above expected attainment in English/Maths	• National average for attainment of all students achieved

	• Narrowing of the attainment gap between the whole cohort and disadvantaged
3. Improved reading levels	• Improved age-related reading and literacy levels • Observations and discussions will show increased student confidence and use of vocabulary in a variety of contexts, both within subjects and across different subject areas. • Observations and lesson planning and resources will show reading activities as a regular feature of learning across subjects
4. Improved engagement with enrichment and extra-curricular activities	• Data and records will show an increase in the number of Pupil Premium students involved in extra-curricular activities, house competitions, trips, visits and leadership opportunities • Evidence will show an increased offer of opportunities for Pupil Premium students across the school
5. A tangible increase in resilience evidenced by a reduction in the number of interventions needed for behaviour related and SEMH challenges faced	• Observations and discussions will show an increase in student confidence related wellbeing, growth mindset and self-regulation with learning • Data will show a reduction in the number of disadvantaged students receiving detentions and being on behaviour stages. • Evaluations will show success of SEMH interventions in school. • Staff and student feedback and lesson observations will show an increase in knowledge, understanding and confidence of metacognition.

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: £ 131,821

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Quality First Teaching Focus in Lessons: - Active focus on Pupil Premium engagement and progress in lessons through purposeful seating plans and the use of the 5C's (Contact, Contribute, Complete, Challenge, Celebrate) - Teaching and learning delivery and self-evaluation through Pupil Premium lens - Evidenced through scheduled self-evaluation, subject development and Trust RAV process	Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice - NFER Highlights seven distinct 'building blocks of success' these include: - Whole school ethos of attainment for all – schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or as having less potential to succeed - High quality teaching for all – emphasise 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice - Deploying staff effectively – schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning	2, 4, 5
Teaching and Learning Practice Series CPD: - T&L CPD Series focussed on successful pedagogy and literacy strategies - Informed by literacy testing and implemented through literacy leads within subject development	EEF-Effective-Professional-Development-Guidance-Report.pdf CPLD at Clevedon School is framed around the mechanisms of effective Professional Development: ● Building knowledge ● Motivating teachers ● Developing teacher techniques	1, 2, 3, 5

	● Embedding practice Feedback | EEF "Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve." Teacher Feedback to Improve Pupil Learning | EEF - Lay the foundations for effective feedback - Providing high quality instruction, including the use of formative assessment strategies. -	
School wide meta-cognition focus: - Focus on metacognition knowledge and skills from Years 7 – 13 - Includes Year 7 Learning to Learn curriculum, Year 11 targeted revision lessons and Revision @ Clevedon	Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice - NFER - Meeting individual learning needs – staff identify each pupil's challenges and interests. Seek the best strategies to help each pupil make the next step in his or her learning. Individual support is provided for specific learning needs and group support for pupils with similar needs Metacognition and Self-regulated Learning | EEF Benefits of improving self-regulation skills by: - Explicitly teaching students how to plan, monitor and evaluate their learning. - Teachers using metacognitive questioning. - Teachers support self-efficacy development with successes and vicarious experiences.	2, 3, 4, 5

	- Students being taught how to use resources to revise by themselves: Revision strategies workshops. - Use of Study centres	
Data analysis to inform subject development and targeted interventions at KS4: - Calendared BRAG process uniting pastoral and curriculum leaders based on RAG rated KS4 current data to target focus and intervention. - Regular RAME (Raising attainment of English and Maths) meetings focussed on the attainment of all and identifying the needs of individuals and groups for further intervention.	Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice - NFER Highlights seven distinct 'building blocks of success' these include: - Data driven and responding to evidence – teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. Schools use evidence to make decisions about their support strategies	2
SEND Bridge, Gateway, Pathway Classes - Bespoke Year 7, 8 and 9 small adaptive curriculum and teaching groups for specific identified students with SEND alongside mainstream lessons (14 PP students) - Year 10 Laurea class for English, Maths and Science	Special Educational Needs in Mainstream Schools | EEF - An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: - promote positive relationships, active engagement, and wellbeing for all pupils; - ensure all pupils can access the best possible teaching	5
Reading & Literacy - Whole school literacy strategy focussed on reading and fluency. Choral reading and oracy to raise confidence and skill enabling English	Improving Literacy in Secondary Schools | EEF • Literacy is key to learning across all subjects in secondary school and a	2, 3

attainment, and access further curriculum content across the school. Includes: • Explicit teaching of vocabulary • Explicit opportunities to read across the curriculum • Promotion and explicit use of strategies to support literacy and oracy such as 'say it again, but better'.	strong predictor of outcomes in later life. • Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. • All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. Oral language interventions | EEF • On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. • It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. • Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. Reading comprehension strategies | EEF • Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. • It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to	

	improve reading comprehension. • Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. • A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	

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

Budgeted cost: £ 90,351.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
Student Success Mentoring Programme for Pupil Premium students: - All Year 11 Pupil Premium students have a student success mentor, plus identified individuals and groups in Year 7 and 9. - Assertive mentoring style, self-evaluation, target setting, pastoral support and the removal of barriers. - Lead by core team of SLT, CLT, PLT, HOH, Pupil Premium Lead and Pupil Premium Champions	Mentoring | EEF • The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. • Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Social and emotional learning | EEF Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic	1, 2, 4

	outcomes over the course of an academic year. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice - NFER Highlights seven distinct 'building blocks of success' these include: - Data driven and responding to evidence – teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. Schools use evidence to make decisions about their support strategies Self-Efficacy: Bandura's Theory Of Motivation In Psychology "One's sense of self-efficacy can provide the foundation for motivation, well-being, and personal accomplishment."	
Annual Parent/Carer Attendance and Academic Mentoring Meetings: - All students have two meetings per year to review attendance, progress and achievement	Mentoring | EEF • The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment.	1, 4

- Lead by Tutor / HOH / PP Champion as most appropriate - School wide strategic implementation to improve attendance. Positive focus on prioritising Pupil Premium and disadvantaged students.	• Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF_Attainment_Gap_Report_2018.pdf Key lessons learned include: • Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way. • The challenge of improving post-16 attainment is a particular issue for students from disadvantaged backgrounds. Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice – NFER Highlights seven distinct 'building blocks of success' these include: - Addressing behaviour and attendance – effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families	
Year 11 Intervention and Support: - Students identified through BRAG process, data and student and staff voice for specific intervention including mentoring and small group tuition - Year 11 Revision @ Clevedon, Session 0, Session 7 and Revision Curriculum planning and delivery	Mentoring | EEF • The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. • Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Supporting the Attainment of Disadvantaged Pupils:	ALL

	Articulating Success and Good Practice - NFER Highlights seven distinct 'building blocks of success' these include: - Data driven and responding to evidence – teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. Schools use evidence to make decisions about their support strategies Small group tuition | EEF - Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. - One-to-one tuition and small group tuition are both effective interventions. - Providing training to the staff that deliver small group support is likely to increase impact. - Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. - Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words,	
Annual Literacy testing programme and targeted intervention programme: - Annual and regular literacy and reading testing programme	Improving Literacy in Secondary Schools | EEF • Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.	2, 3, 5

- Informs both teaching and learning CPD and targeted interventions	• Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. • All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. Small group tuition | EEF - Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. - One-to-one tuition and small group tuition are both effective interventions. - Providing training to the staff that deliver small group support is likely to increase impact. - Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. - Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words,	

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

Budgeted cost: £ 41,469.65

Activity	Evidence that supports this approach	Challenge

		number(s) addressed
Curriculum, assessment and pathway modification to enable and enhance individual student progress and attainment: - Optimised and ambitious accessible curriculum and individual pathways for all students and development of KS3 assessment - Modifications to number and nature of qualifications to facilitate progress and use of alternative support and provisions - Use and development of SEND pathways (Bridge, Gateway, Pathway and Laurea – Years 7-10)	Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice - NFER Highlights seven distinct 'building blocks of success' these include: - Data driven and responding to evidence – teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. Schools use evidence to make decisions about their support strategies Special Educational Needs in Mainstream Schools | EEF - An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: - promote positive relationships, active engagement, and wellbeing for all pupils; - ensure all pupils can access the best possible teaching	1,2, 4, 5
Optimisation of Extra-curricular and Enrichment opportunities: - All students have a bi-termly tutor review of timetable and audit of enrichment and offered opportunities mapped - Engagement audited with tutors and through student voice and adapted	Centre for London | Chapter 5: Barriers: the role of cultural capital Highlights the benefits of cultural capital and how opportunities ae reduced for those from disadvantaged backgrounds	1, 4
Financial Support and priority booking for resources and removal of barriers:	SAGE_5018965_b46b8394158.pdf Explores the trends of social mobility and causes that lead to the disadvantaged gap. Highlights essential role of educational justice and equality, and collective action.	4

- Financial support offered with academic curriculum engagement, pastoral support and enrichment to include: *- Uniform purchasing* *- Second Hand Uniform sales* *- Financial Support plans for trips/visits* *- % reduction of costs for trips/visits* *- Management of FSM and distribution of food bank vouchers and parcels* *Free revision guides for Pupil Premium students* - Recorded and monitored to remove barriers and benefit individual pastoral and academic progress and attainment		

Total budgeted cost: £ 263,642

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for students overall improved this academic year, reflecting the continued embedding of whole-school teaching strategies and targeted academic support. For a number of Pupil Premium students this translated into strong individual outcomes, with students making excellent progress and benefiting significantly from quality first teaching and targeted intervention. These individual success stories demonstrate the potential impact of well-matched support when attendance, engagement and academic need align.

However, as outcomes improved across the wider cohort, this did unfortunately result in a widening of the attainment gap for disadvantaged pupils. This reinforces the complexity of Pupil Premium as a “wicked problem”, requiring constant review, adaptation and refinement of strategy rather than reliance on static interventions. While strategies were implemented, the data highlights the need for sharper targeting, and a more consistent impact at scale.

Targeted academic support remained well designed and well attended, and a positive impact on engagement, confidence and progress was seen where students had structured regular contact with staff. Building on this success, the next phase of the strategy will focus on strengthening the targeted approaches, particularly through mentoring, literacy and metacognition.

Wider strategies continued to improve access to trips, visits and enrichment opportunities, supporting the development of cultural capital and engagement for disadvantaged pupils. While participation remains strong, the next step is to refine targeting to ensure those students with the greatest need are consistently prioritised and barriers to participation are proactively addressed.

Attendance remains a significant challenge both nationally and within the school and continues to have a disproportionate impact on disadvantaged pupils. Despite renewed efforts, attendance remains a limiting factor for the impact of many interventions. The updated attendance strategy therefore places greater emphasis on improved tracking, earlier identification and more coordinated support between pastoral, academic and external agencies through a Pupil Premium lens.

The whole-school teaching strategy continued to raise the profile of Pupil Premium as a collective responsibility. High-quality CPD has equipped staff with practical strategies to support disadvantaged learners in the classroom. To further strengthen impact, a greater focus on adaptive teaching strategies linked to literacy and metacognitive

development will be embedded across departments by building on the regularity of CPD linked to improving outcomes for disadvantaged students.

Finally, while staff understanding of Pupil Premium has improved, all strategies would benefit from deeper insight into pupil voice. The continuation of a targeted Pupil Premium student survey, and the Student Success Mentoring Programme will support a more nuanced understanding of barriers, engagement and perceptions of support. This will allow the school to refine and prioritise strategies with the greatest impact and ensure that resources are targeted effectively towards those pupils most in need.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.