Pupil premium strategy statement December 2025

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.

Cleeve School overview

Detail	Data
School name	Cleeve School
Number of pupils in school	1906
Percentage of pupils eligible for pupil premium funding	18.99% (all Year Groups) = 362
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025 to 2028. The strategy sits within our 2030 Vision & Strategy
Date this statement was published	December 2025
Date on which it will be reviewed	Full review: September 2026
Statement authorised by	Alwyn Richards
Pupil premium leads	Key Stage 3: Liz Padley Key Stage 4: James Nelson Key Stage 5: Amy Frape
Governor / Trustee lead	Steve Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£343,237**
Recovery premium funding allocation this academic year	**£0**
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	**£343,237**

Part A: Pupil premium strategy plan

Statement of intent

Our Mission Statement is to:

- *Transform Lives*
- *Create Opportunities*
- *Inspire Futures*

Each aspect of the above is for every child at Cleeve School. In particular, we place an emphasis on children who are faced with disadvantage, embracing and benefitting from our collective mission. It is their lives which will be transformed the most by the highest quality of education.

Together with our core values of *aspiring, collaborating* and *transforming*, our Mission Statement drives our seven-year strategic plan (our published '2023 Vision'). Within this sit seven key enablers, which are:

Our detailed delivery and development planning behind each of these seven, closely has in mind the intended impact on our Pupil Premium students and, indeed, all students facing barriers to their achievement and progress. SEND and inclusion is a thread through each area.

Our first intention is that all lessons across all Departments at any one point in the school day are as engaging and impactful as possible. We achieve this by investing in our staff and in their development. Thereafter, our aim and intention is to remove/ off-set any barriers to students accessing this high-quality Teaching & Learning, which delivers our engaging and ambitious Year 7 – Year 13 curriculum.

These barriers could involve low attendance, social and mental health challenges and weaknesses within reading and literacy, as well as limited access to enrichment

opportunities, which could therefore limit an ability to access our curriculum. Much of our leadership structure is therefore focused on achieving three overarching aims:

1) **To create and maintain an academic *Curriculum for Excellence***, including high quality and consistent pedagogy (our *STRIVE* model) and delivery, underpinned by continuous staff training, and pro-active recruitment and retention. Our classroom curriculum is built around being sequenced, inclusive and ambitious. Reading and the delivery of 'literacy' is a key part of our curriculum architecture.

2) **As part of our 'Cleeve Character' programme, to provide a personal development *REACH* curriculum,** which emphasises opportunities for students to be ***R***esilient, ***E***nriched, ***A***spirant, ***C***areer-Aware and ***H***ealthy, Safe and Tolerant. At our school, this involves a broad range of extra-curricular and enrichment opportunities, from weekly clubs, to Duke of Edinburgh expeditions, to playing instruments and accessing STEM activities, to participating in trips and hearing guest speakers invited into school within specific EnREACHment Days and weeks, as well as the delivery of our PSHE/ Life Skills provision.

3) **To remove/ off-set barriers** that could interfere and inhibit students from accessing the highest quality academic curriculum and classroom delivery, as well as the personal development opportunities that our full and broad curriculum provides. As referenced above, this includes generating and maintaining a culture of high aspiration for all students and showcasing a broad range of enrichment and extra-curricular opportunities. By off-setting and removing barriers, we are also working to our equality objectives, striving on a daily basis to provide equity of opportunity.

Based on the above, our aim is to ensure that the progress of students who receive pupil premium funding is in line with students who do not receive pupil premium funding, with 'no gaps' in their achievement measures, particularly at the end points of their GCSE and post-16 studies, and also by the end of their Key Stage 3 curriculum. Our Key Stage 3 'school', with its own leadership team, prioritises 'gap closure', via our sequential curriculum design and also via our 'gap closure' assessment model. Our '2030 Vision and Strategy' is built around this step-by-step success over time, which does not leave students behind and which strives for equity in opportunity.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve uninhibited access to the highest quality Teaching & Learning on a consistent and regular basis (25 lessons per week). Disadvantaged students will include a broad spectrum of prior attainers and we see the group as being non-homogenous, who are best served via our highest aspirations and ambitions. As part of our pastoral and wider SEND provision, we also consider the challenges faced by vulnerable pupils, such as those who have a social worker or those who are young carers, who are a part of our diverse disadvantaged cohort who face barriers within their formative years.

As referenced, high-quality teaching is at the heart of our approach, with a focus on the implementation of our Classroom Principles and our *STRIVE*-ing for Excellence pedagogical model. These principles embed meta-cognition strategies and prioritise students being exposed to a 'knowledge-rich' curriculum, so that they learn and progress towards mastery of acquired knowledge (how it can be applied). Consistent, high-quality teaching is proven to have the greatest impact on closing the disadvantage attainment and achievement gaps and at the same time will benefit the non-disadvantaged pupils in our school. It is a 'win-win' strategy. Lower standards of teaching will affect the disadvantaged the most and therefore, on a lesson-by-lesson basis, we strive to enable the best conditions for optimum Teaching & Learning, for every learner. This cannot be based on which classroom a disadvantaged student is in or which curriculum area. Consistency is everything.

A key priority within our strategy for removing barriers is how we secure the highest levels of disadvantage attendance. It is vital that students achieve outstanding levels of being-at-school if they are going to benefit from the high-quality education we provide. Diagnostic assessment has considered that *some* students from disadvantaged backgrounds find attendance to school a challenge (often linked to their learning) and our support plans therefore identify strategies that target support, resilience and removal of 'upstream' barriers to learning, such as 'reading'. Cleeve has continued to invest significantly in our attendance processes, including with an Education Welfare Officer, multiple pastoral roles, as well as in a 'disadvantaged' attendance bus.

As a 'reading school', we are maximising opportunities to embed literacy within the curriculum. As you will see from the above graphic, *'Transformational Literacy'* is a key strategic enabler, directed by a senior member of staff, who is our 'Director of Literacy' and 'director of Key Stage 3'. Our aspiration is that all disadvantaged students, regardless of prior ability, should be able to work towards accessing texts suited to their reading stage. Students who are significantly below age-related expectations will have robust support and intervention in place, which is reviewed and monitored. 'Reading' is a universal offer and therefore Cleeve celebrates and promotes the power of literacy at all points of the school year, including within our daily Cleeve Canon reading programme, which is delivered three times a week.

A further priority is our intention to support students in receipt of pupil premium funding in engaging with opportunities to become involved in the wider school or community. This element sits within our *'Inspiring Aspirations'* key enabler and our *REACH* personal development curriculum. Our ambition is that students are engaged in the broad enrichment programme and that they are able to become involved in a wide range of extra-curricular provision, such as the Duke of Edinburgh Award scheme, with no barriers to these opportunities. This provision will also ensure that disadvantaged students are able to secure a firm post-16 pathways via our extensive careers and guidance programme. Our aspiration-led Excellence Plus programme is a sub-section of this strand and seeks to open opportunities for disadvantaged students to access a range of 'cultural capital' opportunities, from trips and visits to speakers into school.

A final priority within our plan is to ensure that all disadvantaged students have access to extended services supporting health and wellbeing. The pandemic has exposed social and emotional issues such as anxiety, depression and low self-esteem amongst our disadvantaged students. Our intention is to ensure that all students seeking support and help, get the assistance that they need so that they fulfil their potential in school and beyond. At a national level, support services are chronically under-funded and therefore schools are left managing as a front-line service and therefore we will use pupil premium funding to support the most acute cases of need, with an emphasis on early-stage prevention.

Challenges

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

Challenge number	Detail of challenge
1	**Maintaining consistent, high-quality classrooms across all curriculum areas, in the face of recruitment and retention challenges** The primary challenge to achievement for all students is to ensure they are accessing high-quality teaching across all classrooms, immediately from the start of KS3. This includes identification and removal of barriers to learning faced by disadvantaged students. The national recruitment crisis means that schools have to work even harder to recruit, train and retain the best staff. We have invested in extra training time for teachers – as a key lever for enabling and sustaining high-quality classroom delivery. Data obtained from disadvantaged pupils indicates that many start at Cleeve School with prior gaps in their learning. In part, there is a reduction in these gaps as students progress through KS3 and into KS4. The challenge is addressing the gap in progress between disadvantaged and non-disadvantage students that exists in Key Stages 3 and 4 and creating a collaborative plan with a diverse range of primary schools. Equally, maintaining a strong communication channel with all parents with regards to their learning is crucial for all students.
2	**Literacy and Reading Ages** Reading Score Assessments (Sparx Reader) and prior data of students in KS2 and 3, indicate that disadvantaged pupils generally have lower levels of reading comprehension than those who are not in receipt of pupil premium funding. This impacts on their progress in all subjects and their capacity to access exam questions. The research and work of people like Alex Quigley and Marc Rowland, as well as organisations such as the Sutton Trust and EEF, is clear that literacy is crucial to narrowing gaps and enabling access to growing vocabularies and word agility, which sits at the heart of learning. The home-school partnership is also crucial here.
3	**Inspiring the highest aspirations and participation** Whilst not a homogenous group, it is evident that a proportion of disadvantaged students is more likely to have less naturalised

	embracement of 'education' as a means of creating and opening doors of opportunity. This also links to cultural connections and opportunities from outside of school. As part of our '*Inspiring Aspirations'* strategy and *REACH/ Cleeve Charter* personal development programme, we believe it is imperative that all students, and particularly those from disadvantaged backgrounds, are exposed to a consistent culture of aspiration and opportunity, with a view that barriers are there to be circumnavigated and 'ceilings' smashed, working side-by-side with parents. Again, this will benefit all students, and particularly the disadvantaged.
4	**Well-being** Well-being continues to present an ongoing barrier to learning in lessons and to accessing wider opportunities, even in cases where absence rates are relatively low, and so has a limiting effect on academic outcomes, health and happiness, and long-term prospects. National services are stretched and so schools must endeavour to a) create a climate of positive well-being and resilience and b) to, where required, engage with multi-agency support and intervention, ideally before a 'crisis' is reached and c) as a secondary school, work closely with primary colleagues to enable an 'all-through' approach to services. Most needs are identifiable long before KS3.
5	**Attendance** Any student who is not attending school is missing out on their curriculum, broader opportunities and are unable to access catch up and support provision. This can be particularly damaging for disadvantaged students and can accentuate learning and opportunity gaps. To ensure that this gap narrows a key part of our generic pupil premium plan focuses on improving attendance for all students, and particularly those who are disadvantaged. There is a national challenge for school attendance and we are applying very significant resources into overcoming this acute hurdle. Clearly, no matter how good the school-based provision, if not attending then there is no impact. Indeed, the longer the absence, the more catastrophic the impact on learning and post-16 readiness. Building strong partnerships with parents is essential here.

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
Improved attainment and achievement among disadvantaged pupils across the curriculum by the end of KS4. *Part of our 'Curriculum for Excellence' strategic enabler.*	By the end of our current strategic plan in 2030 (and before/ based on 'Progress 8' returning): • Progress 8: +0.3+/ top 10% nationally/ overall. • Progress 8: disadvantaged group: '0'+. • 90% Grade 4+ English and Maths. • 90% disadvantaged group Grade 4+ English and Maths. • Secure a negligible gap between our disadvantaged and non-disadvantaged students across English, Maths and Science at end of Key Stage 3 – to provide the Key Stage 4 platform. This entails a particular focus on 'gap closure' within our assessment and curriculum model. • Higher attainment at Grade 7+ by all students will ensure that our disadvantaged students also enjoy this level of success • All disadvantaged students will have careers guidance and a clear post- 16 pathway as evidenced by our destinations data. Increased numbers of disadvantaged students will be applying to our Sixth Form, as evidenced by uptake numbers.
Build a strong platform for success via a strategy for 'gaps closure' across KS3. *Part of our 'Curriculum for Excellence' strategic enabler.*	By the end of our current strategic plan in 2030 (and before): • No significant gaps in knowledge acquisition with targeted early intervention where required. • All lessons will follow the *STRIVE* model, with an enhanced and fully understood connection between the acquisition of Knowledge and the display of Mastery. • A fundamental part of this model involves 'metacognition' and recall. All lessons start with a '5 in 5' short quiz and emphasises strategies to engage all learners, fully, via questioning, mini-whiteboards, and such like and 'Class Charts' knowledge of every learner. • Class visits will indicate that disadvantaged pupils are able to monitor and regulate their own learning. Verbal and written responses will demonstrate. 'Knowledge Goal' booklets are used by teachers to support students' home learning and to scaffold independent learning. • End of topic and interim assessments across KS3 will ensure staff know where knowledge gaps exist and

	strategies will be rapidly deployed to close. Heads of Department will track where strategies have been deployed to tackle gaps in learning following interim and topic-end assessments. This will include further follow-up if gaps are not being closed. Heads of Year/ Learning and Key Stage Assistant Heads track closely.
Improved reading comprehension among disadvantaged pupils across KS3 and into KS4. *Part of our 'Transformative Literacy strategic enabler.*	By the end of our current strategic plan in 2030 (and before): • 90% of students will be at or above their chronological reading age (Y7-10). (Currently, 40% of disadvantaged are below on arrival from primaries). • Students who are significantly below age-related expectations will have individual reading targets which will be monitored and reviewed by the Deputy Head/ Director of Literacy. Students identified as PP/SEND and not already receiving purposeful intervention will benefit from 'Direct Instruction' and/ or HLTA intervention. • Reading ages will be tested three times a year (more regularly with students of concern) via 'Sparx Reader'. Clear progress outcomes will be tracked for disadvantaged students. (These also appear on our weekly 'SLT Dashboard'). • All class teachers will have Reading Ages on Class Charts and will be observed utilising reading strategies in lessons to target disadvantaged students with low reading ages. • Wider 'cultural literacy' will be promoted via the tutor time reading canon. The implementation of this will be seen in our tutor time QA programme. • Reading and Literacy interventions are a regular feature of CPD for all staff as evidenced by our CPD programme. • Closer, collaborative, literacy-focused strategies will be developed with partner primary schools. This could also involve Summer Schools and Reading Festivals as part of our '*Transformative Literacy'* strategic enabler. • The Executive Head also reads with some readers.
Achieve and sustain improved wellbeing for all students, specifically for those who are disadvantaged.	By the end of our current plan in 2030 (and before): • Continued development of our school-based resourcing. For 2025-26 this includes our 'bungalow'/ Re-Start provision, which will provide extra, short-term support for KS3 and 4 students at risk of exclusion and those who are struggling to access full-time schooling.

Part of our 'Behaviour for Excellence' and 'Inspiring Aspirations' strategic enablers.	• Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys. Provisions mapping will also demonstrate. • Via our '*Inspiring Aspirations'* enabler, to increase participation in enrichment activities, including those generated via the 'Cheltenham Educational Partnership', particularly among disadvantaged pupils at KS3, as evidenced through uptake figures. • A clearly followed *REACH* (**R**esilient, **E**nriched, **A**spirational, **C**areer-aware, **H**ealthy, Safe, Tolerant) PSHE/ personal development programme will be embedded in Tutor Time and enrichment days. This will add value to students' welfare and motivation, as evidenced by student voice and attendance. *REACH* sits within our '*Inspiring Ambitions'* strategy, benefitting all and particularly the disadvantaged. • Enrichment Days and our Enrichment Week will maximise opportunities for students to engage in activities beyond the classroom that develop their *REACH* attributes.
Attendance *Part of our 'Behaviour for Excellence' strategic enabler.*	By the end of our current plan in 2030 (and before): • That all gaps in attendance between disadvantaged and non-disadvantaged are significantly narrowed, if not eradicated. • During 2025-26, to increase disadvantaged attendance to at least 90% in each Year Group. • On a year-by-year basis, there will be a reduction in the number of persistent absentees. • Further focus is being applied to how students feel a sense of 'belonging' to their school. • In the face of the national crisis in school attendance, Cleeve is bucking the trend for similar contexts and this has been fed back to us via the 'ABIE' initiative. • There will be a continued improvement in attendance of students with SEND. • Our partnership work with GHES and Abbey View provision will continue to strengthen, ensuring that no student falls into a 'non-attendance' gap. • We can evidence the clear impact on attendance-improving resourcing.

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)

Budgeted cost: £ 21, 260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Champions/ Leadership and tracking progress and leading on intervention identification/ impact	A portion of our budget is allotted to ensuring that strategies are targeted to the needs of each disadvantaged student and Year Group. A significant amount of Senior Leadership time is invested in this. Each Year Group will have a pupil premium champion/ Senior Leader to evaluate data and engage strategies, alongside the Head of Year/ Learning. Staff focus on effective implementation of the strategy and work to increase parental engagement and ensure that students are attending and accessing high-quality Teaching & Learning. This will also contribute to supporting a Tutoring Programme where catch-up is required.	1,2,3,4,5
Improving literacy in all subject areas in line with recommendations in the Improving Literacy guidance. A particular focus on 'upstream' provision within Key Stage 3.	Acquiring baseline literacy skills is key for students as they learn new, more complex concepts in each subject. This is particularly important to address as students transfer to Cleeve and where gaps in learning are evident in KS3. As a result of this we have a Deputy Head KS3/ Director of Literacy who leads on improving strategies for promoting literacy across all classrooms. This will form a key part of ongoing INSET	1, 2, 4, 5

	provision and sits within our '*Transformative Literacy'* key enabler. Improving Literacy in Secondary Schools	

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

Budgeted cost: £ 43, 891

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploying an Emotional Literacy programme via the SEND Team to develop key Emotional Literacy skills and bespoke behaviour interventions Access to our 'Aspire' inclusion facility	Some of our disadvantaged students demonstrate poor social and emotional literacy. To provide training and support to school staff for the Emotional Literacy programme, funding is allocated. A key part of the Emotional Literacy programme is to ensure that students develop their metacognition. Our inclusion facility - 'Aspire' - also provides a 'touch base clinic' and Attachment and Developmental Trauma Assessments. Access to this resource is largely devoted to students in KS3 who are still struggling with emotional regulation, where this has not been embedded at primary level. Meta-cognition and self-regulated learning	1, 3, 4, 5
Abbey View/ Alternative Provision	A small number of our disadvantaged students find our behaviour systems and protocols difficult to follow. Abbey View, our alternative provision, enables a smaller group setting with specialist staff who are trained in specific strategies to support high	1, 2, 3, 4, 5

	behaviour needs to be accessed. Some disadvantaged students access short term provision here. In order to ensure that students still receive an education, and as an alternative to permanent exclusion, longer term placements are sometimes necessary. EEF Behaviour Report	
Homework Club	Pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection. Disadvantaged students sometimes receive less parental support to complete homework and develop effective learning habits. Therefore, funding has been allocated to develop a Homework Club available to all Year Groups. Homework	1, 2, 3, 4, 5
Implementing the 'Direct Instruction Scheme' for literacy skills to bridge gaps in learning Direct Instruction	Oral language interventions that focus on spoken language and verbal interaction, benefit younger students and pupils from disadvantaged backgrounds. The studies in the Toolkit indicate that languages interventions with frequent sessions over a sustained period have a larger impact. Students in Year 7 who have been identified as missing some key components of their learning will benefit from the Direct Instruction Scheme. Development of Oracy and Vocabulary Reading Comprehension	2, 3,

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

Budgeted cost: £ 84, 783

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a counselling intervention for specific pupils who require support with regulating their behaviour and emotions. This involves Gloucestershire Counselling Service and TIC being used as external provision as they are specifically trained staff	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk)	4
Development of Outdoor Learning programs	There is an evidence base that Outdoor Learning may have positive impacts self-efficacy, motivation and teamwork and that it plays an important part of the wider school experience. Outdoor Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. An objective is that all Year 9 students complete the Bronze Duke of Edinburgh Award, including all disadvantaged, with	1,3,4,5

	increasing numbers participating with Silver and Gold. Outdoor Learning	
Financial support for wider trips, visits and extra- curricular access	The impact of wider extra-curricular activities on the social and emotional skills of disadvantaged students sits alongside the DfE's recommendation to all schools that we focus on 'character' development. This allows students from disadvantaged backgrounds to take full advantage of our extra-curricular and enrichment programme. Financial contributions allocated here include support for PGL, wider trips, music lesson access and instrument hire on a case by case basis. This fits within the school's *Inspiring Aspirations* Enabling Plan and is overseen by a Deputy Head. EEF Wider Strategies	1,3,4, 5
Inspiring Aspirations opportunities This includes a significant careers programme	This will specifically target disadvantaged students becoming engaged with opportunities such as a visiting speaker or a STEM or cyber activity, which could be in school hours or outside. This will link into some Cheltenham Educational Partnership opportunities; equally, opportunities that may come from a partnership with the Ogden Trust. As a school, we invest significantly into STEM and Cyber and are a CyberFirst Gold School.	3
Contingency fund, which also includes FSM cost per meal	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified to include support for	1, 3, 4, 5

	essential uniform, equipment, DT cooking and transport costs. Pupils from disadvantaged households are less likely to be able to afford the high cost of school uniform and consequently college budgets allow for the purchase of blazers or shoes where needed. Uniform	
Embedding principles of good practice set out in DfE's *Working Together to Improve School Attendance advice.*	This DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Funding enables the purchase of the SOL tracker to track and monitor attendance. A proportion of the budget is spent on a mini-bus which collects and returns disadvantaged students who are finding school attendance challenging. Attendance support officers have been appointed to improve attendance and conduct home visits as has an Educational Welfare Officer from September 2024. Each Year Group has a non-teaching support role. Equally, each 'school' – KS3 and KS4/5 – has a non-teaching Student Support Manager. We also run a 'Re-Start Centre' to work with specific disadvantaged students, on-site (separate bungalow), rather than resorting to a suspension as a means of applying a sanction.	1,3,5

Total cost: £ 370,150 (Overspent – therefore extra £26,913 found by school)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. This is structured against the challenges we have identified.

Challenge number	Review of Progress
1	**KS4 outcomes** Our outcomes from 2024-25 show that the performance of students who are subject to disadvantage and barriers continues to improve considerably. The figures below relate to 'attainment' since 'Progress 8' was not available. We are confident that if 'Progress 8' had been available it would have reflected the significant steps forward seen within the attainment scores. 'Class of 2025': 14.4% disadvantaged. Attainment 8: 41.4: 6/33 in county – improved from 8/33. E&M 5+: 37.5%: 3/33 in county – improved from 9/33. E&M 4+: 55%: 4/33 in county – improved from 8/33. Ebacc APS: 3.44: 5/33 in county – improved from 11/33. **2025 County Ranking by Sub-Groups out of 33 secondary comprehensives in Gloucestershire** Based on the above graphic:

- Out of 6 areas pertaining to disadvantaged outcomes in 2025: 5 are in top third in county.

It is reassuring that Cleeve School is achieving the above in the face of on-going fall-out from COVID, including challenges with mental health, attendance and greater anxieties and fissures within society more generally.

However, the challenge to fully 'equalise' outcomes is there – and it is driving our leadership and school development philosophy. As referenced, our seven enablers to reach the '2030 Vision' will support all students and particularly those who face the biggest barriers.

The table below shows the attainment over time (actual grades) for students who are in receipt of Pupil Premium and also the slightly smaller group who are in receipt of Free School Meals. Whilst slightly down from 2024, 'attainment' is more likely to reflect a Year Group's 'ability' on entry whereas a progress measure is more likely to reflect the 'value added' from the point of entry.

Cleeve School was delighted to have been identified (by 'We Are Beta') as '29th' in the country for adding value to our Pupil Premium students on a sustained basis between 2019 and 2024.

All Grades	**Results 2025** **FSM**	**Results 2025%** **DA**	**Results 2024%**	**Results 2023%**	**Results 2022%***	**Results 2019%**
Grade 8+	6.57	5.02	8.62	4.33	6.75	1.53
Grade 7+	14.19	12.37	14.32	14.00	14.25	6.13
Grade 5+	45.33	42.14	43.68	48.00	35.02	31.03
Grade 4+	56.06	54.18	58.33	66.67	51.05	46.74

1 **End of Key Stage 3: gaps in learning (this relates to our 'Class of 2026', who were Year 9 during the 2023-24 academic year and who are now Year 10 for the new academic year.**

	ALL	PP	Non-PP
Platinum %	11.78%	9.44%	15.85%
Gold %	44.13%	39.44%	47.42%
Silver %	31.60%	39.44%	29.94%
Bronze %	9.83%	11.67%	6.80%

The above shows that for students at the end of Key Stage 3 during 2024-2025, there was a 7.8% gap between students *meeting* (Gold) their age-related expectations and a 6.4% gap in those *exceeding* (Platinum), comparing disadvantaged students with non-disadvantaged students.

2	Reading Ages During the 2024-2025 academic year, our disadvantaged students made gains with their Reading Ages between September and July. The information below highlights the progress made against their Chronological Reading Age (CRA). In Year 7: there was a rise in disadvantaged students' reading abilities: 16.1% increase in those reading above their CRA and 5.7% increase in those reading at their CRA. In Year 8: there was a rise in disadvantaged students' reading abilities: there was a 4% rise in the number of students reading at or above their CRA. In Year 9: there was a decline in the progress being made in disadvantaged students' reading abilities. Whilst their skills and abilities did not decline, they did not keep up with their CRA increase over the time. 2% of disadvantaged students fell into this category. In Year 10: there has been a 5.5% increase in the number of students reading at or above their CRA.

4	**Well-being** Assessments of our wellbeing survey, discussions with pupils and families have identified issues such as anxiety, depression and low self-esteem. Additional common concerns have been about catching up on lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils and reflect national challenges. A key challenge continues to be waiting times for students to have access to the correct mental health provision. We continue to investigate ways of measuring the impacts and scale of mental health and well-being on the school cohorts and in particular disadvantaged students. To note that our investment into 'Teens in Crisis' support has moved from 4 hours per week to 6 hours per week. In terms of our GCC Counsellor, we have increased from one day to two days p/w. We are also a trailblazer school for Young Minds Matter. Within this offer, we have assemblies/attendance at wellbeing fayres/ enrichment days, as well as specific individual case support. Regardless of whether a child is seen as 'disadvantaged' or not, we see any child who is facing health/ mental health barriers as being at a disadvantage, therefore our bought-in counselling hours are funded by our Pupil Premium. Cleeve School is pursuing 'Mental Health Champion School' award and will be submitting its application in January. We are investing heavily into this provision and would like to further develop links with primaries. Cleeve School works very closely with GHLL – Gloucestershire Healthy Living & Learning and are deemed a progressive and path-finding school.

5 **Participation** (trips and extra-curricular)

During 2024-25, 17.17% of trip places were taken by PP students, with a demographic of 18.54% (983 attendances recorded).18.71% of extra-curricular attendances were PP, above the demographic of 18.54% (2012 attendances recorded).

6 **Attendance**

Against national figures, our attendance figures are relatively strong. This comes from a significant investment in our resourcing. However, there are clear gaps between the attendance of disadvantaged students compared with non-disadvantaged students. The table below shows the attendance figures for the whole of the academic year 2023-24.

Cleeve School places a huge emphasis on the quality of Teaching & Learning between Monday Period 1 and Friday Period 5. Therefore, those with the lowest attendance will be missing the number one lever for a quality education.

Year	Overall Attendance	Disadvantaged	Non-Disadvantaged	2023-24 Gap
7	94.70	92.69	95.41	2.72
8	92.30	85.03	94.73	9.7
9	89.88	84.98	92.11	7.13
10	92.01	83.58	93.63	10.05
11	90.59	82.12	92.42	10.3

The table below compares Cleeve to national attendance data for 2023-24 and then into the Autumn Term 2024.

National attendance data comparisons				
	23-24	25.10.24	10.11.24	24.11.24
Cleeve School (7-11)	92.78%	94.11%	94.09%	93.81%
Cleeve School (7-11) PP	88.11%	90.33%	90.18%	90%
Cleeve School (7-11) Non-PP	93.97%	95.08%	95.09%	94.79%
Cleeve School (7-13)	92.24%	94.09%	94.09%	93.81%

Cleeve School (7-13) PP	87.90%	90.65%	90.46%	90.21%	
Cleeve School (7-13) Non-PP	93.15%	94.83%	94.86%	94.58%	
Gloucestershire (secondary)	90.90%	92.80%	92.80%		
National Data (secondary)	90.90%	92.70%	92.70%		
Gloucestershire Non FSM (secondary)	92.60%				
Gloucestershire FSM (secondary)	83.60%				
National FSM (secondary)	85.40%				
National Non FSM (secondary)	92.90%				

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

Programme	Provider
Various counselling services	YMMs; GCC traded service; Young Glos; TIC