

Pupil premium strategy statement 2023 - 2024

School overview

Detail	Data
School name	Clifton Primary School
Number of pupils in school	227
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026
Date this statement was published	3/10/2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rachel Legge
Pupil premium lead	Stewart Culley
Governor / Trustee lead	Kevan Waby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,760
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£84,430

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support children's needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils and families indicate under developed speech and language skills and vocabulary gaps among some of the disadvantaged pupils entering EYFS.

	<p>We continue to buy in support from The Language Tree, in order to improve speech and language development in school.</p> <p>Evidence from The Language Tree Speech and Language assessments from EYFS through to KS2.</p>
2	<p>Several children are struggling to regulate their emotions and behaviour. We currently have high numbers of children</p>
3	<p>Two thirds of our disadvantaged pupils are not supported with reading at home and this negatively impacts their development as readers. Therefore, they are daily readers in school.</p>
4	<p>The attendance of some of the pupils requires improvement. Some of the children do not attend school despite home visits, or will arrive late having missed at least one lesson. For those children who have lower than average attendance levels, it is having a detrimental impact on their learning.</p> <p>Evidence from school registers and SIMS.</p>

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 Improved oral language skills and vocabulary for EYFS pupils.	<p>A range of assessment data indicates that there has been a significant improvement in these skills for children moving into Year 1.</p> <p>There is more engagement in lessons and activities within school assessed evident when triangulated with other evidence such as lesson engagement, book scrutiny and ongoing formative and summative assessments.</p> <p>Evidence from The Language Tree assessments and intervention work.</p>
2 For the number of disadvantaged children passing the phonics screening checks in line with or above the national expectations for all groups.	<p>The phonics Screening data shows an upward trend in the percentage of pupils achieving the expected standard at the end of Year 1.</p>
3 For all disadvantaged pupils to be receiving the support they need in school to achieve the expected standard in Reading through timely additional support/intervention. Teaching Assistants will use a baseline to assess where the children are at the beginning of the intervention and again afterwards in order to ensure progress has been made.	<p>For the disadvantaged pupils to have been placed in effective and timely intervention groups for English and Maths, with skilled staff and to be given additional academic support in order to achieve their full potential.</p> <p>This will be assessed through formative and summative assessment.</p>
4 Disadvantaged pupils with additional needs, such as SEND will be given specific interventions to ensure that they have the	<p>Areas of need will be swiftly identified and suitable interventions will be put in place.</p> <p>Outside agencies will be used appropriately to</p>

appropriate support they require to make progress.	<p>support this. Targets will be set and reviewed termly during Pupil Progress Meetings, Keeping in Touch Meetings, IEP meetings and EHCP reviews.</p> <p>Data will show that SEND children eligible for PPG are making progress in reading, writing and maths, according to their individual starting points.</p>
5 Disadvantaged pupils and their families are given social and emotional support from school and other agencies.	By supporting families, school will build healthy relationships with parents and children will gain positive attitudes towards learning.
6 Disadvantaged pupils to attend school punctually and regularly.	To ensure the attendance of the disadvantaged pupils is at least 96%.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to employ a Speech and Language Therapist to screen all children in need of language support and bespoke programmes put in place.	Oral Language Interventions/Toolkit Strand/Education Endowment Foundation/EEF. Some of our disadvantaged children enter school with weak language and communication skills so the targeted use of approaches supports disadvantaged pupils to catch up with their peers, particularly when provided on a one to one basis.	1,2
Training for staff on the use of the Colourful Semantics and new phonics scheme used in support children in school.	Phonics/Toolkit Strand/Education Endowment Foundation/EEF. This training helps to support children in their understanding of the use of language, particularly in their writing. We have seen the improvement of children's writing when using this tool to support them previously.	1,2,3
Staff CPD	The use of effective and high quality staff CPD for Phonics and English to ensure the EEF principles are being followed. Staff attending training must cascade this information to other staff during staff meeting time, both for teachers and Teaching Assistants.	1,2,3
Enhancement of our Maths and English Teaching and Curriculum Planning in line with DfE and EEF Guidance. School will find the release time of these subject leads to work	EEF report indicates that utilising /Mechanisms' such as Building Teacher Knowledge and Developing Teacher Techniques has a positive impact on all pupil outcomes.	1,2,3,4

with staff to embed key elements of guidance in school.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic intervention by trained staff in school to ensure that these children achieve their full potential in the core subjects.</p> <p>Additional Teaching Assistant support in some classes providing academic, social and emotional support.</p>	<p>Pupils are placed in timely interventions and are monitored carefully to ensure progress is being made and that they are at least in line with their peers nationally.</p> <p>Interventions in every class will take place in the afternoon for 'catch up' groups from the morning English and Maths work for children who may have struggled so that everyone is able to access the work the following day.</p> <p>Daily interventions in each class will ensure children are reaching their full potential in all areas of English and Maths and that they are at least in line with their peers nationally.</p> <p>Small Group Tuition/EEF</p>	1-6
<p>Disadvantaged pupils with additional needs will be given specific targeted programmes to ensure progress.</p>	<p>SEND children need specific and timely support to ensure access to the curriculum is enhanced. This support takes place in all classrooms.</p> <p>Teaching Assistants have been placed in each class and additional in areas of higher need to make use of their expertise so that SEND children make progress.</p> <p>One to One Tuition/Precision teaching/EEF</p>	1-6
<p>Teaching Assistants take children on a one to one basis to support their individual needs.</p>	<p>Teaching Assistants work with children on a one to one basis to ensure the needs of the individual are met.</p> <p>There are varied interventions that take place, including intervention groups for</p>	1,2,3,4,5

	children with social and emotional needs. One to One Tuition/EEF	
Fantastic Book Awards for KS2 disadvantaged pupils and the development of the library resources.	Reading for pleasure has social benefits as well and can make pupils feel more connected to each other by discussing their reading material. Reading increases a person's understanding of their own identity and gives them an insight into the lives of others.	1,2,3

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The provision of a Family Mentor to supports children and families in school.</i>	The Family Mentor to provide advice and practical support to enable families to overcome barriers to school attendance and engagement. To provide emotional in-house support to pupils and facilitate external support where required. EEF Improving Social and Emotional Learning in primary Schools.	5,6
<i>The commissioning of varied support services to support pupil's emotional wellbeing, resilience and counselling.</i>	The employment of a counsellor to work with children and families once a week in school. EEF Improving Social and Emotional Learning in primary Schools.	5.6
<i>Specific Training for staff to further improve behaviour management.</i>	Support and training through District 2 Inclusion Hub for staff development and individualized support plans for specific pupils. EEF Behaviour Interventions.	5
<i>Free subsidised Breakfast and After School Club places</i>	All pupils have a settled start to the day and arrive on time. EEF Improving Social and Emotional Learning in primary Schools.	4,5
<i>School to help provide uniform to the families who need support.</i>	All pupils have the necessary uniform to ensure they are part of the school.	5

	EEF Improving Social and Emotional Learning in primary Schools.	
<i>Attendance and Punctuality Issues</i>	<p>Attendance figures for 63% of our Pupil Premium children are below the satisfactory 96%. There are also lateness issues with some.</p> <p>The Pastoral Lead contacts families when pupils have not arrived at school. The Head and Pastoral Lead conduct Home Visits.</p> <p>There are rewards for good attendance.</p> <p>DfE Improving School Attendance</p>	4,5
<i>Wider Curriculum Opportunities</i>	<p>All pupils have access to a wide range of activities in and out of school within and beyond the curriculum experience ie sports, music</p> <p>DfE Music Education Report 2021</p>	1,2,3,4,5
<i>School Trips and Residential Visits</i>	<p>It is essential that all children are able to attend the School trips and Residential visits over the course of the year for their own wellbeing.</p> <p>EEF Learning About Culture.</p>	1,2,3,4,5

Total budgeted cost: £ 85,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 1 and 2 Performance Data, Phonics Screening Check results and our own internal assessments.

Data suggests that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence and persistent absence among disadvantaged pupils was higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that most pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on some of our disadvantaged pupils has been particularly acute and support is in place for these pupils.

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
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Lexia	
Testbase	
EdShed	Education Shed Ltd
Bug Club	Pearson
Purple Mash	
Toe By Toe	
PIVATs	Lancashire County Council

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral Support and bereavement counselling.
What was the impact of that spending on service pupil premium eligible pupils?	Improved mental health and well-being

Further information (optional)

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