



Clifton Primary School

Pupil Premium Strategy

2021 - 2022

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|-----------------|
| School name | Clifton Primary |
| Number of pupils in school | 297 |
| Proportion (%) of pupil premium eligible pupils | 41% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | January 2022 |
| Statement authorised by | L.M.Jones |
| Pupil premium lead | L.M.Jones |
| Governor / Trustee lead | J.Elliott |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £177,128 |
| Recovery premium funding allocation this academic year | £18,270 |
| 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 | £195,398 |

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

| Challenge number | Detail of challenge |
|-------------------------|--|
| 1 | PPG children with Sp & L and other needs to be identified as early as possible in EYFS |
| 2 | To engage parents of PPG (and Not PPG) in Parental support around behaviour and also Early help identification |
| 3 | Need to focus on EYFS PPG children working in all combined subjects. |
| 4 | Pupil voice and reading records indicate a need for consistency and frequency of reading support for PPG at home. |
| 5 | Assessment in school through Sp & L and writing indicates that PPG children have a vocabulary range below that of Non-PPG |
| 6 | Maintain PPG progress from KS1 outcomes to KS2 outcomes |
| 7 | PPG children have access to home learning – Covid-19 |
| 8 | Attendance of PPG children needs to be constantly monitored |
| 9 | Poor home learning environment / Lack of parental engagement results in children making below expected levels of progress. |
| 10 | To provide a range of engaging activities, trips and visits both during and after the school day to help children develop themselves holistically. |

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 |
|---|--|
| <p>To increase attainment for children receiving the PPG both within each year and by the end of key assessment points. To close the gap.</p> | <p>EYFS: PPG attaining at or above National Average in Prime Areas</p> <p>KS1: R,W,M for PPG to be at or better than non-PPG nationally</p> <p>KS2: R,W,M for PPG to be at or better than non-PPG nationally</p> <p>In school attainment for pupils to meet standards from 2019 SATS or be at least in line with National</p> |
| <p>To increase the rates of progress of PPG pupils towards at all key assessment points compared to Non-PPG children Nationally. To close the gap quicker. Particularly in writing.</p> | <p>EYFS: PPG progress at or above National Average in Prime Areas</p> <p>KS1: Progress in R,W,M for PPG to be at or better than non-PPG nationally</p> <p>KS2: Progress in R,W,M for PPG to be at or better than non-PPG nationally</p> <p>In school progress for PPG to be at 1+ as a minimum</p> |
| <p>To improve attendance of PPG children.</p> | <p>Attendance of PPG children improves in school</p> <p>Attendance of PPG children is in line with National</p> <p>Attendance of PPG is comparable with Non-PPG children in school</p> |
| <p>Improved resilience shown by the PPG which improves academic outcomes. Monitored through monitoring of teaching & learning & talking to pupils.</p> | <p>Monitoring shows improved resilience amongst the PPG and helps achieve outcome A.</p> <p>Number of children excluded is reduced</p> <p>Number of PPG children involved in disciplinary issues is reduced</p> <p>Number of PPG children participating in clubs is increased</p> |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 103,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>School leaders / teaching</p> <p>To improve first wave teaching</p> <p>To improve outcomes for children in RWM and the broader curriculum</p> <p>To embed the effective delivery of the English curriculum</p> | <p>End of summer data indicates that the children need to be supported in making rapid progress in RWM.</p> <p>Quality first teaching will mean children can:</p> <ul style="list-style-type: none"> • access the curriculum at age appropriate level • experience a broad and balanced curriculum which they can articulate about. • make rapid progress with the right support • enjoy learning and coming to school • Develop an appropriate vocabulary. | <p>1,3,4,5,6,7</p> |
| <p>Programmes of learning / schemes</p> <p>To provide staff with the right information to teach to the children</p> <p>To provide appropriate resources for the children</p> <p>To provide a wealth of reading materials to inspire a love of learning.</p> <p>To enable children to develop confidence in speaking and listening.</p> | <p>School has purchased several schemes to support children and teaching including:</p> <p>Maths No problem</p> <p>The Write Stuff</p> <p>Jigsaw</p> <p>P4C</p> <p>Spelling and handwriting schemes</p> <p>Extended the RWInc range to support readers</p> <p>Joined the Salford Library Service</p> <p>Assessments from NFER have been purchased to help identify gaps in knowledge and interventions to support</p> | <p>1,3,4,5,6,9</p> |

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| To develop resilience when faced with challenges | | |
| Small classes in some year groups maintained to help learning To provide the right learning environment to help the children make accelerated progress | Tuition can be targeted at specific needs | 4,5,6,9 |

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

Budgeted cost: £ 141, 500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Family Support Worker Provides targeted support for families | Many families have been supported by the FSW and progressed for Early Help – which supports with keeping children in school. Engagement with school helps reduce the levels of absence and persistent absence. | 2,8 |
| Learning Mentors Developing resilience amongst the PPG. Improve attendance for the PPG. Development of strategies for resilience using Growth mind set approaches | Both targeted interventions and universal approaches can have positive effects. Learning mentors work with school refusers, children who have lost loved ones, poor parental backgrounds. Pupil voice shows that the impact is good. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 2,8,9,10 |
| DHT Targeted support for year 6 children | Both targeted interventions and universal approaches can have positive effects. DHT works across the SEN range and with school refusers, children who have lost loved ones, poor parental backgrounds. Pupil voice shows that the impact is good. | 4,5,6,9 |
| TA's Targeted interventions to improve skill set. | | 4,5,6,9 |

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| TA in each phase trained in speech and language | | |
| SALT and EP Extra time bought in for children. Extra time for staff member to work on SEND | Number of successful applications for EHCP funding shows that the work undertaken in this area is supportive of the children. Number of children who make rapid progress or given the right tools to access education. | 1,2,3,5 |
| Extra teacher | Using the recovery strategy money and the tutor led funding to provide 15 hours minimum to each PPG child and those with need. | 4,5,6,9 |

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Support for parents with trips / school events / uniform / breakfast Attendance is monitored and rewarded New House system with visits from the Owls from Gauntlet to launch it Reward system 'Golden Owl' Award for children going above and beyond. Special termly competitions for children to enter | Data from the tracker for behaviour illustrates that behaviour at school is very good. Children enjoy the opportunity for competition and enjoy getting the rewards. | 2,8,9, 10 |
| Special uniform for year 6 purchased | Children respond to the blue uniform and incidents of poor 'red card' moments are very low. As is the rate for exclusions. | 8,10 |
| Staff training on ACE's and other CPD for children's well-being | Evidence shows that outcomes for children who have experienced ACE's are less likely to achieve. | 9 |
| Lunchtime clubs Wide range of afterschool clubs offered | Pupil voice indicates that the children value the afterschool and lunchtime clubs. | 10,8 |

Total budgeted cost: £103,000 + £141,500 + £15,000 = £259500

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.

| | How | Expenditure | review |
|--|---|----------------------|---|
| <p>Staffing:</p> <p>School leaders / teaching</p> <p>To improve first wave teaching</p> <p>To improve outcomes for children in RWM and the broader curriculum</p> <p>To embed the effective delivery of the Reading English curriculum</p> | <p>SLT and Phase Leaders support planning of broad and balanced curriculum</p> <p>SLT and CT supporting staff to identify and deliver on key non-negotiables.</p> <p>SLT lead training for staff on developing and delivering an effective curriculum</p> <p>SL given time to develop their subject area</p> <p>Monitoring of books and lessons by SLT and SL</p> <p>School to buy in a SIP to support developments</p> | <p>£85000</p> | <p>Books show that children have been taught a range of subjects.</p> <p>Progress data</p> <p>Outcomes of focus groups with SLT & children indicate that they enjoy coming to school and learning.</p> <p>Attendance data shows, that even in COVID times children want to come to school and attend well.</p> <p>Lenses have been successful in improving reading comprehension. Data attached</p> <p>Children requiring phonics interventions identified and TA tasked with leading this.</p> <p>TA trained on Racing to English and other EAL strategies.</p> <p>smaller groups in some cases have enabled children to grow in confidence when giving answers / showing their work.</p> <p>Data points to progress averaging around 0.0 which means the children have gone far to catch up.</p> |
| <p>Programmes of learning</p> <p>To provide staff with the right information to teach to the children</p> | <p>Purchase of MNP scheme</p> <p>Use of the Learning Lenses</p> <p>Fast track phonics in year 3&4</p> | | |

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|---|--|--------------------|---|
| To provide appropriate resources for the children | TA training to support learners with EAL | | |
| Small classes in some year groups maintained to help learning To provide the right learning environment to help the children make accelerated progress | All classes have TA support Children are identified as needing a smaller environment 5 teachers in year 5 /6 are maintained as well as three TA's and the HLTA 3 teachers and 4 3 TA's in year 3/4 3 teachers and 3 TA's maintained in KS1 | | |
| | How | Expenditure | review |
| Staffing Family Support Worker Provides targeted support for families | Supports children struggling in school Supports struggling families Promotes attendance Celebrates improved attendance 96% and over for attendance | £35000 | Attendance data shows that children want to come to school. Data re safeguarding from FSW illustrates the support given at Clifton. Children targeted by FSW have now attended school regularly. Covid has impacted on attendance as some isolate and others find it difficult to get testing done. FSW and LM have visited children, delivering PCR and food parcels. FSM and LM have collected children of parents having to isolate. (risk assessed re insurance and safeguarding.) |
| Staffing Learning Mentor Developing resilience amongst the PPG. Improved attendance for the PPG. Development of strategies for resilience using | Different strategies and techniques used and shared e.g. Lego therapy / mindfulness / Diaries Support staff in developing effective pastoral plans Lunchtime clubs for targeted individuals | £28000 | Learning Mentor identifies children at risk of non-engagement and works with them. Exclusion data attached shows only 4 children have been subject to exclusions and all staff work closely with the family to provide support. |

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|--|--|---|---|
| Growth mind set approaches | | | |
| DHT Targeted support for children in year 6 and in year 3.4 | Supporting children in the accessing SATS | Already calculated No.1 | DHT has lead the 3.4 team and supported the year 6 both in SATs and in transition work to high school. Data attached |
| Pastoral Team To maintain an overview of the children | Offer support to parents / children and staff | Already included in no.1 | Pastoral team worked very effectively throughout the year and offered much support to the families who were shielding / isolating / struggling. Regular checks were made, packs dropped and food delivered in support. IN school PT works regularly with families ensuring that no-one falls through the net. See table attached |
| TA's Supporting children in interventions | Small group work to help plug gaps | 20% of all TA's time £46,000 | data from assessments |
| | How | Expenditure | review |
| Staff training Staff training on ACE's | Training session on ACE's in the lives of children | | |
| Staffing School ensures that all classes have TA support If children to not have support at home it can be accessed in school | | | |
| Enrichment & Miscellaneous Support for parents with trips / school events / uniform | Horse riding lessons are paid for by both the school and the Emile Faurie Foundation Trips are subsidized | £35000 | Many events were not able to go ahead due to covid restrictions Uniform / hoodies were provided End of year 6 celebration went ahead covid safely. |

| | | | |
|---------|---|--|---|
| | <p>School buys uniform for all year 6 children and supports other families who are struggling to cope</p> <p>School funds a mini-bus to take children to different activities and sporting events – especially where parents cannot take them.</p> <p>Improved environment for all.</p> | | <p>Some trips occurred at the end of the school year and were subsidized by school.</p> <p>Visitors for school were brought in rather than going out. Plans in place for the visits to take place in the Aut 21 term.</p> |
| £229000 | | | |

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 |
|-------------------|----------|
| RESPECT programme | |
| | |

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? | |
| What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.