



Clifton Primary School

Pupil Premium Strategy 2022 – 2023

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	309
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/3
Date this statement was published	November2022
Date on which it will be reviewed	January 2023
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	£171401
Recovery premium funding allocation this academic year	£9135
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	£180,536

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 (and non-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	Attendance of PPG children needs to be constantly monitored
8	Poor home learning environment / Lack of parental engagement results in children making below expected levels of progress.
9	To provide a range of engaging activities, residentials, 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
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>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>Year 1 phonics to meet or be in line with National</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 be in excess of or at least in line with National</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>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>
To improve attendance of PPG children.	<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>
Improved resilience shown by the PPG which improves academic outcomes. Monitored through monitoring of teaching & learning & talking to pupils.	<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: £ 115,000

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>1,3,4,5,6,9</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>Maths Stacker</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>New reading scheme for outside of phonics</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>Edukey to help create SMART IEP's</p> <p>Track it lights to monitor behaviours</p>	<p>1,3,4,5,6,9</p>

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	1,3,4,5,6,9

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

Budgeted cost: £ 136,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker Provides targeted support for families Works across cluster to develop joint attendance policy	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.	2,7
Learning Mentor Developing resilience amongst the PPG. Improve attendance for the PPG. Development of strategies for resilience using Growth mind set approaches Learning Mentor trained in ELKLAN	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)	1-9
DHT Targeted support for year 6 children Targeted support for EYFS Targeted support for PPG children on IEP's Cost included in no1	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.	1,2,3,4,5,6,9

<p>TA's</p> <p>Targeted interventions to improve skill set.</p> <p>TA in each phase trained in speech and language.</p>	<p>TA's have directed areas of focus to work with from the IEP's.</p> <p>Short targeted interventions which ensure that children do not miss the wider curriculum.</p>	<p>1,3,4,5 ,6,9</p>
<p>SALT and EP</p> <p>Extra time bought in for children.</p> <p>Extra time for staff member to work on SEND</p>	<p>Number of successful applications for EHCP funding shows that the work undertaken in this area is supportive of the children.</p> <p>Number of children who make rapid progress or given the right tools to access education.</p>	<p>1,2,3,5</p>
<p>Extra teacher</p> <p>Extra TA</p>	<p>Using the tutor led funding to provide 15 hours to PPG child and those with need.</p> <p>Extra TA in KS1 to help work with specific children with learning needs</p>	<p>4,5,6,9</p>
<p>Forest School leader new to school</p>	<p>To help develop resilience and risk taking with the children in the outdoor setting.</p>	<p>1,2,3,5 ,8,9</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support for parents with trips / school events / uniform / breakfast</p> <p>Attendance is monitored and rewarded</p> <p>House system with winning opportunities</p> <p>Reward system 'Golden Owl' Award for children going above and beyond.</p> <p>Special termly competitions for children to enter</p>	<p>Data from the tracker for behaviour illustrates that behaviour at school is very good.</p> <p>Children enjoy the opportunity for competition and enjoy getting the rewards.</p> <p>A variety of rewards ensures that children can access competition in an area they feel confident in.</p>	<p>2,7,8, 9,</p>
<p>Special uniform for year 6 purchased</p>	<p>Children respond to the blue uniform and incidents of poor 'red card' moments are very low.</p> <p>As is the rate for exclusions.</p>	<p>8,10</p>

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
Pastoral Team Working together to keep children in school, support parents, work with children whose behaviour challenges us. Cost included in no. 1	Parents indicates high levels of satisfaction with the school. Number of children who are kept in school Success of IYFA transfers who remain	2,7,8,9

Total budgeted cost: £115,000 + £136,500 + £15,000 = £266500

Part B: Review of outcomes in the previous academic year 21/22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

	How	Expendi- ture	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 successfully been taught a range of subjects.</p> <p>Progress data at KS2</p> <p>Reading 2.0</p> <p>Writing 1.7</p> <p>Maths 3.2</p> <p>Data from KS1 – above national / LA</p> <p>Phonics – Below National and LA – strategies to improve implemented for 2022.3</p> <p>Outcomes of focus groups with SLT & children indicate that they enjoy coming to school and learning.</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>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>Re- purchase of MNP scheme</p> <p>Jane consadine writing scheme / spelling scheme</p> <p>Kapow</p>		<p>Maths has significantly improved with the installation of this scheme.</p> <p>Plans to utilize maths stacker for 2023 to identify GAPS and target</p>

To provide appropriate resources for the children	Use of the Learning Lenses Fast track phonics in year 3&4		
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 / pupil voice 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. FSM and LM have collected children of parents having to isolate. (risk assessed re insurance and safeguarding.) New policy being written and adopted across the cluster to target families dropping below
Staffing Learning Mentor Developing resilience amongst the PPG. Improved attendance for the PPG.	Different strategies and techniques used and shared e.g. Lego therapy / mindfulness / Diaries Support staff in developing effective pastoral plans	£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.

Development of strategies for resilience using Growth mind set approaches	Lunchtime clubs for targeted individuals		
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. See published daat
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		Training on safeguarding serves to highlight with staff the need to be vigilant and report issues on CPOMs and to the PT. Safeguarding training also reminds staff of the difficulties some of our children have to over come to attend school and renew / reinvigours.
Staffing School ensures that all classes have TA support If children to not have support at home it can be accessed in school			TA's have worked with small groups of children ensuring that gaps are filled where possible without them missing out on the curriculum.
Enrichment & Miscellaneous	Horse riding lessons are paid for by both the school and the	£35000	Many events were not able to go ahead due to covid restrictions

Support for parents with trips / school events / uniform	<p>Emile Faurie Foundation</p> <p>Trips are subsidized</p> <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>Uniform / hoodies were provided</p> <p>End of year 6 celebration went ahead covid safely.</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?	0
What was the impact of that spending on service pupil premium eligible pupils?	0