



Pupil premium Statement 2024-2024

Note that this lies alongside the 3 year strategy plan

School Overview	
Detail	
School name	Cliftonville Primary and Pre-School
Number of pupils in school	845
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Claire Whichcord, Head Teacher
Pupil premium lead	Caroline Spackman, Deputy Head Teacher
Governor / Trustee lead	

Funding Overview	
Detail	Amount
Pupil premium funding allocation this academic year	£577,975
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£577,975

Part A: Pupil premium strategy plan

Statement of intent



Our intention is to provide high quality teaching and learning for all pupils, irrespective of their gender, race, religion, or social background. We aim to support pupils to make good progress and achieve high levels of attainment across the curriculum. Our Pupil Premium strategy aims to provide support for disadvantaged pupils in order for them to achieve to the best of their ability, whilst stretching and challenging pupils. The principles upon which we spend our Pupil Premium allocation are as follows:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding is allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

We understand and support the needs of all pupils, regardless of whether they are disadvantaged or not. We take into consideration the many challenges faced by our vulnerable pupils, including those who are looked after, who are young carers or have a social worker/open to professionals.

High quality teaching and learning is through a broad, balanced and bespoke curriculum which is at the heart of what we do here at Cliftonville Primary School. Through a variety of assessment strategies such as both formative and summative assessments, data analysis, marking and feedback, observations and conversation, we monitor the needs of all pupils including those 'disadvantaged' and aim to accelerate progress moving children to at least age-related expectations; initially this will be in English and mathematics but then this will filter through to the wider curriculum. Pupil Premium resources may also be used to target more able children on FSM to achieve the higher standard/working at greater depth.

School context of children in receipt of Pupil Premium

We are a very large primary school where the majority of our children come from local areas which are some of the poorest in the country. The Index of Multiple Deprivation (IMD) combines a number of indicators, chosen to cover a range of economic, social and housing issues, into a single deprivation score for each small area in England. This allows each area to be ranked relative to one another according to their level of deprivation. The Local Authority can use pupils' postcodes to rank the 453 Kent primary schools in terms of IMD. Cliftonville Primary School continues to be ranked with high IMD meaning being in the most deprived area. **In September 2017 it was ranked 9 out of 456 schools with 1 being the most deprived. Contextual data from Anspear-Pearsons in 2019-2020 indicated that 62% of children lived in the highest IMD band. There is no reason to doubt that this is the same if not worse in 2024).**

We have consistently around 50% of our community identified as 'disadvantaged'. Notably in recent years this is increasing and has been around 52% mid year onwards with some year groups significantly higher. Most recently, we have seen a slight drop to 49% and monitoring shows this is mostly due to vulnerable families being evicted from properties and being moved out of Thanet.

The inward mobility of disadvantaged children remains a challenge to Cliftonville Primary School. For some disadvantaged children, Cliftonville is their fourth or fifth school. This disturbance to their learning has a negative impact on their achievement. Members of the SLT, SEND and office teams strive to ensure that school receives academic/external agencies/SEND information from previous schools as quickly as possible so that there is no barrier to continuity of provision.

It should be noted that some pupils who are allocated Pupil Premium may have Special Educational Needs, have only attended Cliftonville Primary School for a short period of time and/or have made good progress but have no KS 1 data because they were not resident in England at age seven.

Cliftonville Primary School will measure the impact of our pupil premium spending on outcomes and on development of self-confidence. This is done for each pupil at regular pupil progress meetings. Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the interventions they have received. We will also track the support across all disadvantaged children to ensure that appropriate support and impact is in place.

As a school, we have a commitment to spending this Pupil Premium funding in the best way possible - and the impact of this is measured by the tracking of the attainment and progress of these 'Pupil Premium' children. We recognise that this is purely an indicator of the success (or otherwise) of our provision - it is not a complete picture of how well the effects of disadvantage are being redressed.

Percentage of Pupil Premium children cross the school- October 2024	
Year R	25%
Year 1	43%
Year 2	43%
Year 3	58%
Year 4	56%
Year 5	56%
Year 6	60%
Total	51%

Challenges

For a detailed summary of the challenges faced by our Pupil Premium children, see appendix 1. However, the key overall challenges to achievement are identified below among our disadvantaged pupils.

Challenges	
Barriers to future attainment (for pupils eligible for PP, including high ability)	
1	Point of entry data into Year R is particularly low especially for pupil premium children – many of whom are working at the middle and lower end of 0-3years in the prime areas. Children are particularly low in PSED and speech.
2	Barriers to learning due to emotional well-being, poor mental-health and anxiety . This is relevant to both pupils and their families.
3	Parental expectation of children means home learning environments, support and engagement while at school, and also during closures, is varied. Lack of parental engagement affects progress and attainment for some eligible pupils.
4	Year R, 1, 2 and 3 cohorts with a vast range of educational experiences including social, educational and out of school activities. They experienced nursery closures and limited access to pre-school groups and services. This had an impact on their social, emotional and academic developmental. It continues to impact attitude and motivation to learn.
5	Year 3, 4, 5 and 6 cohorts – have experienced disrupted learning due to school closures during the Covid-19 pandemic – differences in learning are wide. There was variable engagement and access to remote learning through periods of school closure resulting in gaps in knowledge and changed attitudes to learning and school.
6	Attendance of pupil premium children is lower . Therefore, children are not at school for the gaps in attainment to close, instead, further increasing. End of year data analysis showed clearly the evidence of persistent absence on learning:
7	Cultural capital for pupil premium children is limited . Children are therefore missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. The Covid-19 pandemic will have enhanced this as integration beyond their home will have been varied as well as the extent of interaction within the home.
8	Family circumstances (including financial issues and the cost-of-living crisis) affect engagement or access to learning and participation in extra-curricular activities. Some parents have explained they are not able to afford the bus fare to school.
9	Lack of resilience . Factors outlined above result in poor resilience for many children which hampers their ability to be confident and successful learners.

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 Outcomes		
	<i>Intended outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both key stages	KS2 SATs results demonstrate diminishing difference in both progress and attainment for disadvantaged children and their peers. In house assessment data evidence that the gap is diminishing across the course of the children's time at Cliftonville.
B.	Support ensures that external barriers to learning can be broken down and well-being support ensures children are ready to learn	Pupil surveys, pupil conferencing, assessment screens demonstrate improvement in wellbeing and resilience. Behaviour records demonstrate improvements in social skills / learning skills and tools used effectively
C.	Higher achieving disadvantaged children make sustained progress to achieve 'GDS' by the end of KS2	% of children leaving Year 6 at GDS will continue to increase across three-year plan and will be above national average for disadvantaged children
D.	Disadvantaged children access all areas of the curriculum and the school's educational offer without restriction	Pupil conferencing and the QA process will evidence disadvantaged children's engagement in all areas of school activities. Clubs and activities are promoted and signposted for disadvantaged children.
E.	Disadvantaged children access all aspects of school day and benefit from the broad and rich wider curriculum that Cliftonville offers	Clubs and activities are promoted and signposted for disadvantaged children – all PP children offered at least one after school club each term PP children's involvement in competitions encouraged.

Using research to inform how we spend the Pupil Premium money

The Education Endowment Foundation (EEF) is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents. We have used their research on the cost versus impact of different strategies when deciding how to allocate funding:

Strategy	Months +	What we have done...
Phonics	+4	Letters and Sounds taught every day. Children are in learning groups based on phase; some learning groups go across year groups. Careful tracking, regular assessments. Parents' workshops All reading books for those children learning phonics are phonetically decodable.
Social and emotional learning	+4	SEAL units and/or the Emotional Support Programme is taught by trained adults to vulnerable children and through PSHE. Tiered approach to social and emotional support for children. Well-being champions (trained TAs) in each year group available to support children's social and emotional needs within the classroom;

		well-being ambassadors; a play therapist to support children requiring more intensive play therapy; delivery of a bespoke emotional support programme; use of zone of regulation
Reducing class sizes	+3	Employed additional teachers across the school with a particular focus on English and mathematics. Booster/basic skills sets with lower pupil to teacher ratio. Percentage of PP in those sets ranges between 60 – 83%. This is above the school average of 51% PP.
Small group tuition	+4	PiXL groups taught in year 5 and 6, Letters and Sounds phonics groups and specific interventions taught across the school by specially trained Teaching Assistants and Year Group Leaders.
One to one tuition	+5	Some of PiXL is delivered on 1:1 basis. All children in care received 1:1 tuition if needed. Better Reading Partnership. Precision teaching. Reading volunteers. The National Tutoring programme was used between 2021 – 2023 with CPS teachers.
Meta-cognition and self-regulation	+8	Focus on children demonstrating greater independence in their learning. Accelerated Reader providing more opportunities for pupil choice, recording achievement, and setting targets. Self-assessment built into learning as is peer marking. Clear success criteria shared so that children can check their own learning.
Behaviour interventions	+4	Whole school values at the heart of learning. Clear learning and conduct from revised behaviour policy explicitly taught. School buys in specialist support where needed; development of understanding around neuroscience- the way the brain works and behaviour. Improved playground environment with sports cage and gym equipment. Staggered year group only play times and lunchtimes.
Early Years Intervention	+5	Employed two speech therapists two days a week. Children as early as Pre-School identified and programmes put in place. Language Link used as a whole class programme. Additional Language Link support for identified pupils. Parent Support Advisor works with Pre-School EAL children and parents. Outstanding provision (OFSTED 2024).
Feedback	+8	Streamlined marking code and feedback with consistent policy for KS1 and KS2. Feedback for impact. High-quality verbal feedback within lessons. Gap analysis of tests to provide feedback and timely intervention. CUPS and ARMS for writing feedback introduced/trialled Sep 2024. Feedback policy to be reviewed in light of this July 2025.
Mastery learning	+5	Established mastery in mathematics teaching and learning. Mastery approach used in wider curriculum areas too: going deeper within the whole-class concepts taught through reasoning-type questions.
Parental involvement	+3	Termly 'Come and See' events in every year group. Workshops for parents around the teaching of phonics, reading with your child, and supporting maths development are all established. 3 Parent Support Advisor and two Education Attendance Officers. Games packs purchased and sent home to support maths and phonics. Parents' forum is embedded; it has provided a very effective mechanism for securing partnership working and getting feedback from parents on our provision and practice. Strong links with Save the Children- their key partner in the southeast and administering programmes such as Building Blocks that supports families. Strong PTFA. Year group blogs updated weekly to ensure parents know exactly what their children have been learning. Termly year group newsletters for parents.
In addition to the provision detailed in the table above we also use funding to:		Curriculum enrichment: subsidised trips, subsidised music lessons, dance lessons. Employ two Education Attendance Officers monitoring attendance, providing support and advice. Extended services: after school clubs, subsidised Breakfast Club, parental support groups and adult education. Employment of Czech/Slovak speaking Parent Support Advisor and 2 other parent support advisors The use of a multi-lingual teacher to support children who have English as an additional language.

	Speech therapist employed for two days a week to overcome the 12+ month delay in assessing a pupil in clinic.
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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:

Activity	Challenge number(s) addressed	Evidence that supports this approach
Teaching Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children, with a focus on whole class inclusive practice, which will result in accelerated progress.	1, 2, 4, 5	• EEF Teacher Toolkit Structured Phonics: "Phonics is particularly beneficial for younger learners" • Reading Comprehension Strategies: "Carefully tailored to pupils' reading capabilities and involve activities and texts that provide effective but not overwhelming challenge" • Small group tuition: "Greater feedback from teacher," "more sustained progress," "work closely matched to learner need" • Supporting the attainment of disadvantaged Pupils – DFE Successful strategies: Deploying Staff effectively Reducing class size
Teaching From Year 2, cohorts of four classes split into five groups taught by trained teachers.	1, 2, 4, 5	• EEF Teacher Toolkit: Reducing class size: "allows teachers to develop new skills and approaches" "increasing the amount of high-quality feedback or 1:1 attention learners receive"
Teaching Year Group Leaders only have a part-time whole class commitment in order to be able to teach a morning English and maths group as well as undertake afternoon interventions.	1, 2, 4,	EEF Teacher Toolkit: • Reducing class size: "allows teachers to develop new skills and approaches," "increasing the amount of high-quality feedback or 1:1 attention learners receive" Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: • Additional Teachers Deploying Staff Effectively, reducing class size
Budgeted cost		
Targeted academic support Teaching Assistant training (e.g. TISS, National College)	1, 2, 3, 5	Kent Pupil Premium Select Committee: • "Ensure that teaching assistants have the necessary training and expertise to make interventions and provide feedback"
Targeted Academic Support Academic mentoring for vulnerable children with SLT and Year 6 teachers to overcome barriers to learning and boost attainment	1, 2, 5, 6,	EEF Teacher Toolkit: • Reducing class size: "allows teachers to develop new skills and approaches," "increasing the amount of high-quality feedback or 1:1 attention learners receive" Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: Additional Teachers Deploying Staff Effectively, reducing class size

Targeted Academic Support Maths and English catch up group – sessions led by teachers and Teaching Assistants that were present in the lesson.	1, 2, 4, 5, 6,	EEF Toolkit: Small group tuition provides greater feedback from the teacher, more sustained progress and the work is more closely matched to learner need.
Budgeted cost		
Wider strategies All vulnerable children to be offered an after-school club for no charge	2, 3, 4, 5, 6, 7, 8	EEF toolkit: ‘Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and other physical activities outside of school due to the associated financial costs. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available.
Wider strategies Attendance Officer and Parent Support Worker hours and support, liaison with external agencies.	2, 3, 6, 9	EEF guide to the Pupil Premium: • “Interventions.... are likely to be most effective when deployed alongside efforts to improve teaching and attend to wider barriers to learning such as behaviour and attendance”
Wider strategies Financial support – contribution to clubs, trips, residentials, activities where there is a cost to parents (including music lessons, instrument hire, visitors to school)	2, 7, 9	EEF Teacher Toolkit: • “Social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”
Wider strategies Parent workshops, educational resource packs to support learning at home.	2, 3	
Wider strategies Social and emotional support – intervention and social skills support (+resourcing through literature, social stories, visuals, sensory resources, emotional support programme, play therapy)	2, 6, 9	EEF – Teacher Toolkit Behaviour interventions: “Impacts are larger for targeted interventions matched to specific students with particular needs or behaviour issues” “social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”
Wider strategies Parent Support Workers provide support for vulnerable children and their families with a range of needs. They run groups for children and families who are on the autistic spectrum, Young Carers, provide support for bereavement, children who have English as a second Language. They also work closely with outside agencies such as Project Salus, Headstart, Counselling Services, Thanet Inclusion Services and Social Care and Early help.		EEF Toolkit: Social and Emotional learning 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

Wider strategies Alongside our own Emotional Support programme (devised in co-ordination with a Play Therapist), we are engaging with the Nurture UK project to improve social and emotional learning (SEL). SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. SEL approaches are shared with parents and support for vulnerable families provided and signposted.	1, 2, 4, 6, 7	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).
Budgeted cost		

Summary breakdown- example- to be amended

Provision	Description	Allocated PP budget £577,975
Teaching	Year group leaders: Providing smaller class sizes and leadership High quality CPD linked to the School Improvement Plan will continue to ensure teachers are delivering high- quality, effective lessons which close gaps whilst extending the learning of high attainers Maths Intervention (online) Accelerated Reader (Renaissance)	£452,595
Targeted academic support	Targeted phonics interventions Teaching assistant training to provide interventions. Precision teaching training Continued phonics training Speech and Language therapist	£1,000 £15,380
Wider strategies	SEAL/ESP Attendance officers Speech and Language assistant EAL and Parents support advisors All staff training on new restorative approaches to behaviour policy Play therapy Workshops and trip support	£35,500 £15,000 £40,500 £15,000 £3,000
Total		£577,975

Part B: Review of the Pupil Premium achievement v Non-Pupil Premium achievement and progress

KS2	Pupil premium					Not pupil premium				
54% of Y6 pupils were PP	2018	2019	2022	2023	2024	2018	2019	2022	2023	2024
% achieving combined expected +	57.1	53.3	46.4	38.7	38.7	78.6	77.5	55.3	64.6	63.3
% achieving reading expected +	43.9	57.8	56.9	50.9	53.2	74.5	82.5	71.1	70.8	79.6
% achieving writing expected +	92.9	61.7	50	59.6	50	88.1	90	65.8	66.7	69.4
% achieving maths expected +	56.1	71.7	60.1	52.6	50	83	87.5	78.9	77.1	77.6
Average scaled score reading	97.7	97.5	99.7	97.9	97.7	104.5	105.1	104.1	104.8	103.7
Average scaled score maths	100	102.5	99.0	97.3	96.6	105.3	106.3	104.8	104.8	102.9
Progress score in reading	-2.6	-1.8	-0.8	-2.45		+0.7	+0.5	-0.38	+1.28	
Progress score in writing	-4.2	-2.3	+0	-1.95		-1.0	+0.3	-0.7	-0.54	
Progress score in maths	+0.3	+0.3	+0.2	-2.54		+1.7	+1.4	+1	+0.36	

KS1	Pupil premium				Not pupil premium			
41% Y1 pupils were PP	2021	2022	2023	2024	2021	2022	2023	2024
% passing Y1 phonics check	45.5	49.2	74.2	67.9	81.3	91.1	80.4	85.7

EYFS	Pupil premium					Not pupil premium				
35% of YR pupils were PP	2019	2021	2022	2023	2024	2019	2021	2022	2023	2024
% achieving GLD	52.5	28.3	52.4	40.8	52.1	64.4	48.4	55.4	78.9	78.3

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023-2024 academic year using Key Stage 2 performance data, phonics check results, GLD data and our own internal assessments. The data demonstrated that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 23/24 was below our expectations.

Key Stage 2 SATS

- Compared to 22-23, combined for non-PP pupils dropped, but maintained for PP pupils.
- The percentage of PP pupils achieving expected + in reading in 23-24 improved on 22-23.
- In other areas, the performance of PP pupils was not as strong as non PP pupils and the gap is not closing year on year.

Y1 Phonics Check

- The disadvantage gap has closed considerably when comparing the data for the last 2 years to the previous 2 years.

GLD

- The disadvantage gap closed 23-24 compared to 22-23.

- The size of the disadvantage gap for five-year-olds over the last two years demonstrates the challenges the school faces in striving to raise standards and close the gap.

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

There is a correct assumption that the impact of schools being closed as been more significant on disadvantaged children. The EEF published a document in June 2020 (Impact of school closures on the attainment gap) citing :

School closures are likely to reverse progress made to narrow the gap in the last decade

The projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The median estimate indicates that the gap would widen by 36%. However, the estimated rate of gap widening varied substantially between studies, meaning that there is a high level of uncertainty around this average. Plausible “good” and “bad” estimates range from the gap widening from 11% to 75%.

Supporting effective remote learning will mitigate the extent to which the gap widens

Sustained support will be needed to help disadvantaged pupils catch up *It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures. There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils.*

	2019 FSM (LA)	2022 FSM (LA)	2023 FSM (LA)	2024 FSM (LA)
KS2				
% achieving combined expected +	56.8 (52.1)	48.4 (40.2)	39.3 (39.1)	39.0 (42.5)
% achieving reading expected +	61.4 (62.4)	61.5 (58.8)	50.0 (56.9)	55.9 (61.0)
% achieving writing expected +	63.6 (69.8)	53.8 (56.5)	58.9 (56.4)	47.5 (57.5)
% achieving maths expected +	77.3 (64.7)	64.1 (51.6)	53.6 (51.8)	49.2 (54.2)
Average scaled score reading	100.8 (102.1)	100.7 (101.7)	100.0 (102.0)	99.8 (102.9)
Average scaled score maths	103.6 (102.1)	101.1 (100.1)	99.2 (100.0)	100.1 (100.8)
Progress score in reading	-1.6 (-0.8)	-0.6 (-2.0)	-2.8 (-1.8)	
Progress score in writing	-2.2 (-0.5)	-0.1(-1.1)	-2.2 (-1.0)	
Progress score in maths	0.6 (-1.5)	0.4 (-2.3)	-2.7 (-2.6)	
KS1				
% passing Y1 phonics check	67.4 (65.8)	51.9 ((56.7)	70.7 (59.4)	66.7 (63.2)
EYFS				
% achieving GLD	54.9 (56.4)	45.8 (46.5)	42.9 (51.9)	56.4 (48.7)

% EXS Literacy Goals	54.9 (58.6)	47.9 (49.2)	45.2 (54.8)	56.4 (51.1)
% EXS Mathematics Goals	58.8 (66.7)	58.3 (60.3)	54.8 (65.1)	71.8 (62.2)

	2019		2023		2024	
	School gap All vs FSM ev6	Kent gap All vs FSM ev6	School gap All vs FSM ev6	Kent gap All vs FSM ev6	School gap All vs FSM ev6	Kent gap All vs FSM ev6
KS2						
% achieving combined expected +	7.8	15.9	9.9	19.9	10.5	18.3
% achieving reading expected +	8.7	13.6	9.2	16.1	9.9	14.2
% achieving writing expected +	11.1	12.2	4.1	17.6	11.1	15.8
% achieving maths expected +	2	14.3	10.4	18.2	13	16.9
Average scaled score reading	1.6	2.9	3	3	1.6	2.7
Average scaled score maths	0.8	2.9	2.8	4	1.4	3.3
KS1						
% passing Y1 phonics check	10.8	15.9	6.2	17.6	10.6	15.4
EYFS						
% achieving GLD	3.1	17.7	21.3	16.4	7.5	19.1
% EXS Literacy Goals			20.6	16	7.5	19.1
% EXS Mathematics Goals			21	14.1	0.4	15.7

KS2

- The disadvantage gap is smaller for the school in comparison to the Kent disadvantage gap. This trend continues from pre-pandemic.
- In 22-23 the school's FSM achievements were higher in 5 areas: combined, reading GDS, writing EXS, GPS EXS and maths EXS.
- In 23-24 the school only fared better than the Local Authority in maths GDS and the maths scaled score average was only 0.7 lower than that of Kent.

KS1

- The disadvantage gap is smaller for the school in comparison to the Kent disadvantage gap. This trend continues from pre-pandemic.
- In both 22-23 and 23-24 the school's FSM pupils have outperformed those across Kent.
- The number of FSM pupils passing the Y2 phonics screen retake rose by 20.6 % and was 25.3% higher than the Kent average.

GLD

- In 23-24 the GLD for school FSM pupils was higher than the Kent average (including the percentage achieving the expected standard in the literacy and mathematics goals). This was a significant improvement on 22-23.

In EYFS and KS1, FSM pupils at Cliftonville are performing well compared to FSM pupils across Kent. This demonstrates the efficacy of our Pupil Premium Strategy where it has not been hindered by school closures. In KS2, although the disadvantage gap is smaller compared to that of the Local Authority, achievement of FSM pupils is lower compared to Kent averages.

Our analysis suggests that the reason for this, as well as the disadvantage gap within school which has widened slightly at KS2, is primarily the ongoing impact of COVID-19. Although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated and this is still being worked on.

Absence among disadvantaged pupils was 3.5% lower than their peers in 23-24: the smallest gap in 4 years. The persistent absence of PP children for 23-24 was 28.6%, down from 34.7% in 22 – 23. Persistent absence for non-PP pupils in 23 – 24 was 11.6%. However, the gap between persistent absence of PP pupils and non-PP pupils dropped from 24.7% in 22-23 to 17% in 23-24. We recognise that the problem of persistent absence for pupil premium children is being tackled as part of the whole school plan. The improvements in attendance of PP pupils last year will have an impact on achievement as they will be accessing the support within the Pupil Premium Strategy more consistently. Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

	Pupils eligible for PP	Pupils not eligible for PP	Gap
% Attendance 2023-2024	91.6	95.1	3.5
% Attendance 2022-2023	90.1	94.8	4.7
% Attendance 2021-2022	89.7	93.55	3.85
% Attendance 2020-2021	90.94	95.93	4.99
% Attendance 2019-2020	89.60	91.77	2.17
% Attendance 2018-2019	94.10	95.24	1.15
% Attendance 2017-2018	93.30	94.87	1.57

These results mean that we have still a great deal of work to do in order to achieve our targets by 2024/25, as stated in the 'Intended Outcomes' section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity in This Academic Year' section above. The 'Further Information' section below provides more details about our planning, implementation, and evaluation processes.

At the time of writing, we do have a clear picture of the impact of two years of Covid on all children but particularly disadvantaged children. As a school with over 50% disadvantaged children, our plan involves high quality first teaching; focused gap analysis with appropriate interventions; smaller class sizes for English and maths; and developing the children's cultural experiences and opportunities.

Externally provided programmes

- Letters and Sounds
- Maths Whizz
- Accelerated Reader-Renaissance
- PIXL

Service pupil premium funding: Used where appropriate

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits. This year the focus is on feedback during and after the writing process.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

In planning, implementing, and evaluating our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

