

Pupil Premium Three Year Strategy Statement



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 filtrate 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.

1. Summary information					
School	Cliftonville Primary and Pre School				
Academic Year	2024-2027	Total PP budget	580,975 2024-2025	Date of most recent PP Review	July 2024
Total number of pupils	838	Number of pupils eligible for PP	413	Date for next internal review of this strategy	July 2025
Pupil Premium Lead	Caroline Spackman			Pupil Premium Governor	
Statement authorised by:	Claire Whichcord (Head Teacher				

Trend attainment		
	Pupils eligible for PP	Pupils not eligible for PP

	2021-2022	2022-2023	2023-2024	2021-2022	2022-2023	2023-2024
GLD	52.4	40.8	52.1	55.4	78.9	73.3
Y1 Phonics	49.2	74.2	68	91.1	80.4	85
% achieving in KS2 reading, writing and maths	46.4	38.7	38.7	55.3	67.4	63.3
% achieving the Expected level in reading	56.9	50	53.2	71.1	74.4	79.6
% achieving the Expected level in writing	50	58.1	50	65.8	69.8	69.4
% achieving the Expected level in maths	60.9	51.6	50	78.9	79.1	77.6

	<i>Pupils eligible for PP</i>			<i>Pupils not eligible for PP school (national average)</i>		
	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>	<i>2021-2022</i>	<i>2022-2023</i>	<i>2023-2024</i>
Attendance Trends (% present)	89.7	90.1	91.62	93.55	94.4	95.13
Persistent Absence	38.9	34.8	28.61	20.3	14.8	11.82

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Attendance Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5 - 10% lower than for non-disadvantaged pupils. 30-35% of disadvantaged pupils have been ‘persistently absent’ compared to 15-20% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.
B.	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. There continues to be a gap at the end of KS2.
C.	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception, in the last 3 years, between 99-100% of our disadvantaged pupils arrive below age-related expectations. There continues to be a gap at the end of KS2.
D.	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

	On entry to Reception, in the last 3 years, between 95 - 100% of our disadvantaged pupils arrive below age-related expectations. There continues to be a gap at the end of KS2.	
E.	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils in Upper Key Stage 2 continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.	
F.	Our discussions with pupils and families indicate parental engagement and family needs – complex family situations (caring for other dependents, parental physical and mental wellbeing, financial vulnerability, food poverty and family trauma). Some home learning environments lack support for communication and literacy skills due to EAL barriers. There is a lack of cultural opportunities to enhance pupil experiences and learning opportunities. There is a large gap in the uptake of clubs and extra curricular activities between disadvantaged and non-disadvantaged pupils despite opportunities being provided.	
3. Intended outcomes		
	Intended outcomes and how they will be measured	Success criteria
A.	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained improved attendance over the next three years demonstrated by: - the overall unauthorised absence rate for all pupils being no more than 1-2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%. - The percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 15% lower than their peers.
B.	Improved oral language skills and vocabulary amongst disadvantaged pupils.	Progress data indicates improvements in language and literacy as pupils progress through their key stage. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other evidence e.g. QA.
C.	Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes over the next three years shows no more than a 10% gap between Pupil Premium and non-Pupil Premium children meeting the expected standard.
D.	Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes over the next three years shows no more than a 10% gap between Pupil Premium and non-Pupil Premium children meeting the expected standard.
E.	A higher percentage of disadvantage gaining the Expected level across the curriculum.	KS2 combined outcomes for disadvantaged pupils is in line with national averages.
F.	Families supported through learning opportunities and access to additional support	Establish and maintain support for those in most need in developing resilience. There will be increased attendance at family support groups and learning opportunities. Evaluations and parent questionnaires show that parents welcome support with their child’s learning.

4. Planned expenditure		
Academic year	2024-25	
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.		
i. Quality of teaching for all		
Activity	Evidence that supports this approach	Challenge addressed
Programme of coaching and mentoring for all teaching staff through regular line management meetings. Additional support provided to teachers who are new or less effective. CPD is focused on research-based pedagogy.	Sutton Trust – the importance of quality first teaching https://www.suttontrust.com Effective CPD for teachers https://www.tes.com/magazine/teaching-learning/general/how-ensure-effective-CPD-schools .	C, D, E
Holding teachers to account for the progress of their pupils – PP children are identified and specifically discussed in pupil progress meetings. Changes are made to quality first teaching.	Sutton Trust – the importance of quality first teaching https://www.suttontrust.com	A, C
Children in booster classes to be a focus in learning walks and book looks to ensure effective scaffolding and support strategies are discussed and collated.	Sutton Trust – the importance of quality first teaching https://www.suttontrust.com	C, D

Developing pupil's vocabulary and language skills is a priority	Sutton Trust – the importance of quality first teaching https://www.suttontrust.com	B
Purchase of standardised diagnostic assessments to provide reliable data and help staff to plan next steps assessments are interpreted and administered correctly. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct teaching and additional support through interventions or teacher instructions. Education Endowment Foundation EEF	C, D
Enhancement of our maths teaching and curriculum planning to be in line with DfE and EEF guidance. Support from maths lead to embed key elements of guidance in school and to access White Rose resources and CPD.	Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk) Education Endowment Foundation EEF	D
To deploy Teaching Assistants effectively to meet the needs of all children and deliver high quality, evidence based interventions.	Education Endowment Foundation EEF	B, C, D
Through data analysis and Pupil Progress Meetings, children in years 2-6 to work in ability sets for English and maths.	Education Endowment Foundation EEF	C, D

High quality programme of CPD to ensure the best possible outcomes for the children.		B, C, D, E
Focus throughout the school on the Mainstream Core Standards and high-quality differentiation to support disadvantaged children who may be struggling in making progress.	Education Endowment Foundation EEF	A, B, C, D, E
Targeted academic support (for example, tutoring, one-to-one support structured interventions)		
One to one and small group targeted interventions delivered by experienced and skilled staff (external, support and teaching staff) with a focus on oracy, reading and maths: The Hive Speech and Language Phonics Maths Booster	TA interventions: https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistant-interventions Targeted tuition: https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/one-to-one-tuition Small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition	B, C, D

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Targeted phonics interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics	B
Tutoring sessions	National Tutoring Programme: guidance for schools, 2022 to 2023 - GOV.UK (www.gov.uk)	B
Wider strategies (for example, related to attendance, behaviour, wellbeing)		
Improving attendance through employment of two Attendance Officers	Working together to improve school attendance - GOV.UK (www.gov.uk)	A
Therapeutic support for children: Play therapist ELSA trained member of staff Parent Support Workers ESP programme Dolphins Counsellor	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	A, F

Providing opportunities to broaden and widen cultural experiences trough trips and visitors.

A, F, E

5. Review of expenditure				
Previous Academic Year		2023-2024		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
The gap between Pupil Premium children’s achievements will decrease therefore allowing overall gap to decrease in both key stages Higher achieving disadvantaged children make sustained progress to achieve ‘GDS’ by the end of KS2	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 Whizz Accelerated Reader (Renaissance) Doodle Maths Language Through Colour – training for all staff	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. % of children leaving Year 6 at GDS will continue to increase across three-year plan and will be above national average for disadvantaged children	PP gap across the school remains around the 10% between PP and non PP. Greater understanding of the range of multi barriers that exist for our children and the long term impact of lost learning due to the COVID pandemic on many of our disadvantaged children. Greater levels of QA and moderation needed across the school to ensure children reach expected outcomes. We firmly believe that supporting pupil premium children should be focused on supporting all children through QFT and high quality CPLD	£431,610
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

Support ensures that external barriers to learning can be broken down and	Targeted phonics interventions Teaching assistant training to provide interventions. Precision teaching training Continued phonics training Speech and Language therapist	Pupil surveys, pupil conferencing, assessment screens demonstrate improvement in wellbeing and resilience. Behaviour	Interventions provide a rich supplement to learning for some children- can this be sustained in future climates There have been in the last few years increasing issues with speech and language. Communication	£1,000 £19,380
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Support ensures that external barriers to learning can be broken down and well-being support ensures children are ready to learn Disadvantaged children access all areas of the curriculum and the school's educational offer without restriction	SEAL Attendance officers Speech and Language assistant	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 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.	Continued high level need to support children social and emotionally- from all adults across the school	£39,007 £17,742 £57,106
	All staff training on new restorative approaches to behaviour policy Play therapy Workshops and trip support Playground Development inc markings, games courts		Increasing reliance of working with external agencies to support families- but is this consistent and sustained- are we seeing 'cracks in the social system' that are affecting our families more. Pupil premium tracker was useful in tracking and involving PP children in a range of additional opportunities and experiences. All children need to be in school- sustained drive in attendance across the school is making a difference- need to continue to drive these improvements Social and emotional anxieties to be supported in ensuring high attendance and being able to settle quickly in order to learn	£20,520
				£586,365

6. Additional detail

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