



Pupil premium three-year strategy statement 2020-2023 version 2022 (year 2)

***NB Please note that this is a three year plan**

School Overview	
Detail	
School name	Cliftonville Primary and Pre-School
Number of pupils in school	836
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022-2023, 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Claire Whichcord, Headteacher
Pupil premium lead	Louise Wilson, Deputy Headteacher
Governor / Trustee lead	

Funding Overview	
Detail	Amount
Pupil premium funding allocation this academic year	£542,920
Recovery premium funding allocation this academic year	£60,900
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£603,820

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 by young carers or have a social worker.

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, 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. In addition, provision will not be aimed at children with Education Health Care Plans or on the SEND register

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 5 out of 456 schools with 1 being the most deprived. Contextual data from Anspear- Pearsons in 2019-2020 indicted 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 2022).**

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.

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. The school has developed a robust induction policy to support in-year admission of pupils, but delays in receiving reports (academic/external agencies/SEND information) is a barrier to continuity of provision.

It should be noted that 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 on 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 2022	
Year R	38%
Year 1	50%
Year 2	51%
Year 3	58%
Year 4	61%
Year 5	56%
Year 6	58%
Total	52%

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 is 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 meaning home learning environments, support and engagement for while at school and also during closure therefore access to home learning could be varied
4	Year R, 1 and 2 cohorts with vast range of educational experiences during periods of school and nursery closures at previous settings.
5	Year 3, 4, 5 and 6 cohorts – have only experienced disrupted learning due to school closures during the Covid-19 pandemic – differences in learning are wide.
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: <u>2021-2022:</u> All attendance: 91.39% Non-pupil premium attendance: 93.55% vs Pupil Premium attendance: 89.68%
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 be varied as well as the extent of interaction within the home.
8	Between 2019-2021, continued difficulty in employing a Speech and Language therapist (shared across three schools). The impact has mostly been seen in the slower assessment of children.
9	Family circumstances (including financial issues) affecting engagement or access to learning and participation in extra-curricular activities.

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 evidences 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 continues to increase across three year plan and is 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 evidences disadvantaged children's engagement in all areas of school activities. Clubs and activities are promoted and signposted for disadvantaged children

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.
Social and emotional learning	+4	SEAL units taught by specialist mentor to vulnerable children and through PSHE. Tiered approach to social and emotional support for children. Well-being champions (trained TA's) in each year group available to support children's social and emotional needs within the classroom; well being ambassadors; a play therapists 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.
Small group tuition	+4	PiXL groups taught in Year 5 and 6. Specific interventions taught by teaching assistants.

One to one tuition	+5	Some of PiXL is delivered on 1:1 basis. All children in care received 1:1 tuition. Better Reading Partnership. Precision teaching. Beanstalk. Reading Volunteers. National Tutoring programme
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 amended behaviour ladder 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 only play times and lunchtimes
Early Years Intervention	+5	Employed speech therapist two days a week. Children in pre-school identified and programmes put in place. Parent Support Advisor works with pre-school EAL children and parents. High-quality provision with outstanding leadership by deputy headteacher.
Strategy	Months +	What we have done...
Feedback	+8	Streamlined marking code and feedback with consistent policy for KS1 and KS2. Feedback for impact
Mastery learning	+5	Established mastery in mathematics teaching and learning. Removed sets to support whole class teaching.
Parental involvement	+3	Come and see events and parent workshops were embedded before COVID- these will continue In school parent webinar and voiced ppt to support teaching of phonics 4 *Parent Support Advisor and two Education Attendance Officers. Coffee afternoons run by EAO include topics such as Accelerated Reader, managing behaviour. 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. PTA established July 2021 and starting their work in September 2021
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.

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	1, 2, 4, 5	EEF Teacher Toolkit Structured Phonics: "Phonics is particularly beneficial for younger learners"

children which will result in accelerated progress		• 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 Year Group Leaders to not have a whole class commitment in order to be able to teach a morning English and maths group as well as undertake afternoon interventions		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	277,000	
Targeted academic support Additional Teaching Assistants for afternoon interventions	1, 2, 3,	Supporting the Attainment of Disadvantaged Pupils – DFE Successful strategies: • Additional Teaching Assistants / hours Deploying staff effectively
Targeted academic support Teaching Assistant training	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”
Budgeted cost	100,000	
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.	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”
Budgeted cost	166407	

Summary breakdown

Provision	Description	Allocated PP budget £	Allocated Recovery premium budget £
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 Whizz Accelerated Reader (Renaissance) Doodle Maths	277000	9315 4685 4500
Targeted academic support	Targeted phonics interventions Teaching assistant training to provide interventions. Precision teaching training Continued phonics training Speech and Language therapist Tuition (NTP)	10000	41040
Wider strategies	Total	152,590	
	Attendance officers	53,145	
	Speech and Language assistant	10,012	
	EAL and Parents support advisors and Speech TA	89,433	
	All staff training on new restorative approaches to behaviour policy		
	Play therapy	13,817	
	Workshops and trip support		
Contingency fund	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.		1,360
Total		£542,920	£60,900

Part B: Review of the previous academic year

Current attainment: not available		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving the expected standard in reading,		
% making progress in reading		
% making progress in writing		
% making progress in maths		

Trend outcomes					
Pupil premium					
	2017	2018	2019 PP(nat)	2019 PP(nat)	2022 FSM (LA)
% combined expected +	54	36	56.8 (51.2)	72.1 (70.7)	48.4 (40.2)
% reading expected +			61.4(61.9)	79.1 (78)	61.5 (58.8)
% writing expected +			63.6 (67.7)	86.0 (83.0)	53.8 (56.5)
% maths expected +			77.3 (67.2)	81.4 (83.6)	64.1 (51.6)
Average scaled score reading			100.8 (101.9)	104.0 (105.5)	100.7 (101.7)
Average scaled score maths			103.6 (102.5)	105.2 (106.1)	101.1 (100.1)
Progress score in reading	+0.22	-2.57	-1.66	+0.23 (+0.32)	-0.6 (-2.0)
Progress score in writing	+0.82	-4.15	-2.17	+0.08 (+0.26)	-0.1(-1.1)
Progress score in maths	+3.15	+0.33	+0.55	+1.10 (+0.36)	0.4 (-2.3)

Trend attainment								
	Pupils eligible for PP (school)				Pupils not eligible for PP school (national average)			
	2016/2017	2017/2018	2018/2019	2021/2022	2016/2017	2017/2018	2018/2019	2021/2022
% the expected standard in reading, writing and maths	54	36	51.9	Data not available yet	82 (67)	77 (70)	74.3 (70.7)	Data not available yet
% making progress in reading	+0.22	-2.57	-1.66		+3.07 (+0.33)	+0.68 (+0.31)	+0.23 (+0.32)	
% making progress in writing	+0.82	-4.15	-2.17		+0.9 (+0.18)	-0.98 (+0.24)	+0.08 (+0.26)	
% making progress in maths	+3.15	+0.33	+0.55		+2.46 (+0.29)	+1.72 (+0.31)	+1.10 (+0.36)	

Outcomes for disadvantaged pupils

The number of pupils eligible for pupil premium funding has continued to rise with 2021-2022 year 6 being over 60%.

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 check results and our own internal assessments. Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils.

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.*

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations although FSM data was a more positive picture against the local authority picture. Our analysis suggests that the reason for this 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. 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 among disadvantaged pupils was 3.85% points lower than their peers in 2021/22 (although this was a smaller gap on the previous year) and persistent absence higher. 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 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 (national average)	Pupils not eligible for PP (national average)	Gap
% 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 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; use of National Tuition Programme with key children and developing the children's cultural experiences and opportunities.

Externally provided programmes

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

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 demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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. Planning, implementation, and evaluation In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

The last set of statutory results in 2018-2019

The data below indicates an improvement in the performance of disadvantaged pupils and a smaller gap than the Kent gap in the following areas

KS2 % exp+ RWM combined % Exp+ Reading % Exp+ Writing % Exp+ Maths Progress Reading Progress Writing Progress Maths Average scaled score Reading Average scaled score Maths	Phonics % passing Phonics screening check
KS1 % Exp+ Reading % Exp+ Writing % Exp+ Maths	EYFS- GLD % expected standard and achieving GLD
• 3 year trend in diminishing the gap in attendance between all pupils and FSM pupils	

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Comparative gap analysis with Kent data

KS2 2019	2019 School gap All vs FSM ev6	2019 Kent gap All vs FSM ev6
% PP chn in Y6	52.94	
% exp+ RWM combined	7.8	15.9
% Exp+ Reading	8.7	13.6
% Exp+ Writing	11.1	12.2
% Exp+ Maths	2	14.3
Average scaled score Reading	1.6	2.9
Average scaled score Maths	0.8	2.9

KS2 2022	2022 School gap All vs FSM ev6	2022 Kent gap All vs FSM ev6
% PP chn in Y6	60%	
% exp+ RWM combined	0.7	19.2
% Exp+ Reading	0.3	15.1
% Exp+ Writing	2.2	16.2
% Exp+ Maths	2.0	18.2
Average scaled score Reading	0.5	3.0
Average scaled score Maths	0.9	3.4

KS1 2019	2019 All vs (FSM ever 6)	2019 Kent gap All vs FSM ev6
% Exp+ Reading	2.3	17.8
% Exp+ Writing	4.9	18.9
% Exp+ Maths	5.0	16.3

KS1 2022	2022 All vs (FSM ever 6)	2022 Kent gap All vs FSM ev6
% Exp+ Reading	16.0	18.5
% Exp+ Writing	16.2	20.2
% Exp+ Maths	20.2	19

Phonics 2019	2019 All vs (FSM ever 6)	2019 Kent gap All vs FSM ev6
Phonics	10.8	15.9

Phonics 2022	2022 All vs (FSM ever 6)	2022 Kent gap All vs FSM ev6
Phonics	17	17.5

Early Years Foundation Stage 2022	2022 All vs (FSM ever 6)	2022 Kent gap All vs FSM ev6
GLD %	7.6	17.5

KS2	2022		2019		2018		2017	
	All	Disadvantage	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
% PP chn in Y6								
% exp+ RWM combined			64.4	55.6	56.8	36	68	54
% Exp+ Reading			70.1	60	60.2	41	72	59
% Exp+ Writing			74.7	62.2	71.6	62	76	65
% Exp+ Maths			79.3	75.6	71.6	54	84	80
Progress Reading			-0.7	-1.6	-0.8	-2.57	+1.61	+0.2
Progress Writing			-1.1	-2.2	-2.4	-4.15	+0.86	+0.8
Progress Maths			+0.8	+0.6	+1.1	+0.33	+2.81	+3.1
Average scaled score Reading			102.4	100.3	101.5	97.5	103.9	101.5
Average scaled score Maths			104.4	103.1	103	100.1	105.4	104.8

KS1	2022		2019		2018		2017	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
% Exp+ Reading			56.3	51.9	61.3	49	62	60
% Exp+ Writing			58.9	51.9	55.9	43	56	53
% Exp+ Maths			67.0	59.6	66.7	61	75	70

Phonics	2022		2019		2018		2017	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Phonics			78.2	67.4	71.9	68	83	81

Early Years Foundation Stage	2022		2019		2018		2017	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
GLD %			58.0	53.6	53.8	38	61	

Attendance	2022		2019		2018		2017	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
% Attendance			94.6	92.6	94.2	92.1	93.5	90.8
		Year on Year diminishing the difference between all pupils and FSM						

Date of our next review: September 2023

Appendix 1

1. What are the barriers and challenges disadvantaged pupils face within your school?

We are a larger than average primary currently 821 pupils with 52% of pupils classified as disadvantaged.

17% SEND; 27% EAL; 2.6 % Roma; 12.4% Roma/ White Eastern European/ White other- nearly half of our EAL children are either Roma/ Gypsy Roma or White Eastern European

Poverty

Many of our families have continued housing issues. There is a real shortage of housing in Cliftonville and Margate. The impact of changes in child benefit and working tax benefits has been dramatic and has led to many instances of evictions. Sofa surfing is therefore common as is families living in a single room while waiting to be rehoused. These high levels of deprivation along with high instances of DA has impacted on mobility with us losing and gaining children (temporary and permanent) to and from out of areas. Many of our families are struggling to afford food or pay their bills with children going without the basics we all take for granted. Regular conversations are had around making choices between food or a roof over their heads. We have evidence that in the last 3 years the income deprivation of our children has remained constantly high, but more worryingly crime rate has increased affecting 79.7% compared to 46.3% 3 years ago.

These extreme poverty levels are contributing to high level of safeguarding concerns and social services work- early help, CHIN, CP etc.

2.6 % Gypsy Roma communities-Cultural and language barriers

Many of our gypsy and roma families have mainly been in the UK for ten years or less and are unfamiliar with using English. Their community displays high levels of distrust- a consequence of the significant discrimination they have endured across Europe. They are reluctant to tell people from outside their community that they are Gypsy or Roma. They do not like being called 'Gypsy' preferring Roma and are recognised as a people without a country.

They suffer from discrimination from the communities they live amongst, low levels of literacy and lack of qualifications. They have high levels of unemployment and poverty and find the UK education system confusing and different from that in the country of origin. They have no idea how to obtain their rights and have no champions. (Improving education outcomes for pupils from the new Roma communities, British Council, 2014.)

A very low point of entry

The 2021-2022 intake into reception had only 0.8% at the expected level combined for literacy and mathematics. This is a trend that we have been seeing over the last few years and one which we predict will continue. This current year is believed to be the same.

Which strategies have you employed to solve these issues and make sustained improvements in the outcomes of your disadvantaged pupils?

To support our families in poverty we have an Inclusion and safeguarding team that meets weekly to discuss and support those children with needs. This team includes the Pastoral care manager, SENco, attendance officers and EAL home support worker and coordinates local community support including the Margate task force a multi-agency team working to improve life in Margate collaboratively; and work with Save the Children delivering a number of programmes that support children and parents.

To support our Roma communities, we look to gain their trust through the EAL home support worker who will be a point of contact, supporting in the community (health visits) and in the school (parent workshops).

To support the low point of entry we raise aspirations and expectations right from the start with our transition (rising 5's) programme and a focus on key skills in literacy and mathematics. We prioritise additional qualified teachers offering smaller class/ group sizes. There is also a focus on early identification of children requiring additional support in EY including nurture groups, speech and language and other learning needs. We have adapted the curriculum with the development of 'outdoor Wednesday' last year, in the forest school area. This had fantastic results and made a huge impact on the progress the children made throughout the reception year so that they were 53% GLD by the end of the year.

To support sustained improvements, we understand that not all disadvantaged pupils face the same level of barriers, so we see each pupil as an individual with individual needs. We:

- Understand being in school counts so we employed two very experienced and highly visible attendance officers who provide a consistent stick and carrot approach with a wide range of strategies to breakdown parental barriers and improve school attendance.
- Have a relentless drive ensuring the highest possible standards of teaching and learning for everyone thinking carefully about the curriculum and pedagogy using an impact approach to our decision making. Supporting this relentless drive through clear structures and processes we;
 - Raise aspirations further we provide free books to our disadvantaged; target them for trips e.g. The Classical Spectacular at the Royal Albert Hall.
 - Have a clear assessment cycle with termly year team meetings and Pupil progress interviews (PPI) discussing progress and targeting additional support; Monitoring of teaching and Learning by the Year Group Leader (YGL) and SLT.
 - A supportive approach to CPLD with a range of planned activities for the year and the Improving Learner Programme (ILP) coaching program, a self-reflective and self-directed programme linked to appraisal policy.
 - Developing our leadership across the school ensuring clear lines of communication, responsibility and accountability by;
 - Developing Middle leadership by recognising staff and giving them opportunities to take responsibility ; developing the Year group leader role supported with a specific SLT link member ; YGL regularly being held to account and reporting back to SLT with any outcomes feeding into the school priorities offering our own bespoke middle leader training programme once a term and supporting NPQML/ SL/H through EKLA

These improvements have been underpinned by the development of a strong school ethos and values. These 7 values have been the foundation upon which the clear structures and processes have framed the highest quality of teaching and learning for all.

2. **What evidence did you use to help you identify and choose these strategies? (Please identify and explain concrete examples and strategies, making reference to disadvantaged pupils across your whole school?)**

We use The Education Endowment Foundation (EEF) and the Sutton Trust research on the cost versus impact of different strategies when deciding how to allocate funding.

Early Years Intervention and the development of early Phonics - Letters and Sounds is taught every day from pre-school to Year 1 in small learning groups based on their specific phase. Careful tracking of regular assessments ensures disadvantaged children are supported, stretched and challenged. We engage with our parents with specific workshops and provide a phonics DVD for every Year R pupil as part of induction pack and their rising 5 transition programme. We employ a speech therapist one day a week to screen in the pre-school and reception to target support. Our Parent Support Advisor who works with pre-school EAL children and parents.

Meta-cognition and self-regulation- We focus on disadvantaged children demonstrating greater independence in their learning. At the beginning of the year we hold a Whole-school 'Learning to Learn' day to prepare disadvantaged children for the year. Through marking and feedback, we encourage children to read and respond to their learning and with 'convince me' mantra. Accelerated Reader programme across the school provides more opportunities for pupil reading choice, recording achievement and setting targets. Through monitoring by each year groups AR leader we identify key disadvantaged children who need to be further encouraged as well as celebrating others through our reading raffles.

Social and emotional learning and Behaviour interventions - We focus on the schools values. Reward systems are based around our values and they are revisited during curriculum and assembly time. Each year group will focus on their own value whilst also understanding all seven. The revamped behaviour policy has renewed our approaches to restorative work with children and it is clearly linked to our school values.

We signpost and buy in specialist play therapy support as well as 'Circle of Friends' and other social and emotional group work. SEAL units taught by specialist mentor to vulnerable children. Thrive assessments using the Boxhall profile help to identify areas of support needed and specific programmes put in place. We have developed alongside the Education people our own Emotional Support programme (ESP) which is delivered across the school. Well being hub house and the parents support advisors is developing a self-supporting and more resilient parent community. Parent courses are run.

Parental involvement- 'Come and see....' sessions are embedded where parents come in with their children termly to see work from reading to special one-off days like the Viking day. Each year groups holds induction meetings at the beginning of the year. Parent Support Advisor and Education Attendance Officers hold regular events like coffee afternoons and craft fairs at Christmas. Workshops are run throughout the year on maths, Talk 4 writing, phonics, Kent test, SATS etc. and we offer the facility for games packs to be purchased to support for home. The Parents' forum provides a very effective mechanism for securing partnership working and getting feedback from parents on our provision and practice.

Others include established and embedded the Maths Mastery; invested in key programmes like Maths Whizz and offer small group and 1:1 tuition

3. How have these strategies had an impact on the achievement and wider development of disadvantaged pupils?

Meta-cognition and self-regulation

Driven by our school values our children are excited about learning and whether it is immersing themselves in a book for Talk4Writing to entering termly maths competitions or participating in a Shakespeare play, our children have an absolute desire to learn and be the best that they can be. Our relentless drive to ensure the best quality of opportunity, including taking them to amazing experiences like the Classical Spectacular at the Royal Albert Hall adds to their aspirations and their language development.

There is no doubt that the pandemic did have an affect on the children as previously mentioned and we still have some way to go to get to 2016 levels, however the gap between FSM in school was far better than Kents gap last year which evidences that we are not the right path, just more time is needed.

This is now being evidence by their outcomes- see data earlier

At KS2- Our school disadvantaged children made better progress in reading, writing and maths than national disadvantaged

Early Years Intervention and the development of early Phonics

From a well-below expected starting points children make at least good progress in the EY and into KS1. There was an increase in GLD.

Phonics (both Y1 and Y2 retakes) were in line with national in 2019, dropped last year but a clear focus on phonics and early reading is in place and excellent progress is being made.

Social and emotional learning and Behaviour interventions

Parental involvement

Has been continued focus on attendance – see trend data. More work needs to be done with persistent absence. We are working and leading on a CAT wide programme with specialists from the DfE.

There has been a continued decrease in behaviour incidences for disadvantage children both in the classroom and at play/lunchtimes.... And an uptake in the numbers of children who take 'official roles of leadership' throughout the school ranging from establishing a KS1 School council that runs alongside the KS2 one, to a Sports Council, language ambassadors, peer mediators, wellbeing champions, play leaders at lunchtimes delivering activities to other children both in the KS1 and KS2 playgrounds.

Increase number of parent volunteers around the school ranging from readers to second hand uniform. The PTFA started September 2021 and is fundraising hard for the school.

Positive feedback from parents- A parent wrote, 'We have been very pleased with the progress our children have made and the way they speak about the school is a real credit to the staff. We feel they are given lots of opportunities to be challenged and to evolve personally and in their learning process. It is also obvious that they are being taught about fundamental values and how to respect other pupils, staff and their learning environment.' 'There is excellent communication with parents as to how we can work together to help our children progress.' Another commented, 'I couldn't be happier with this school and feel it is a safe, secure, enjoyable and well-managed school for my child to attend.' Ofsted 2016

See Parent voice July 2021

4. How have you evaluated this impact?

We evaluate the impact of these strategies through:

Regular monitoring of children's progress. We have established an Assessment cycle which ensures a regular cycle of progress analysis, discussion within the year teams about barriers and where to target support and then at the PPI (Pupil progress Meetings) where the year team meet with SLT, the SENco and the Pastoral manager to consider any further interventions. The progress of disadvantaged children forms part of this discussion. Where necessary support programmes are adapted to ensure maximum impact. The year group leader will also attend SLT meetings once a term to discuss the progress of the children including the disadvantage in the year group.

As part of this termly analysis **the leadership team will analyse across the whole school and will also be looking at the progress and attainment of key groups.** From here we can also appropriately target support for key groups including disadvantaged. The

summary of need is also monitored across the school which looks at the range of barriers that the children have, specifically the range of barriers that the disadvantaged have in each year group. This allows us to ensure that the right level of support is given to each year group.

Three times a year the YGL monitor the teaching and learning (QA) within their year group. Taking evidence from a range of sources including lessons, book looks, pupil voice and parent voice, the year group leaders will formulate a judgement based on the current Ofsted framework. This is then verified by the SLT link and submitted to form part of the whole school quality assurance report. Part of this monitoring will include how well the TA has deployed by the class teacher and where the most impact is being had as well as the impact of other interventions particularly in the afternoon.

Each term the **SENCo will analyse the impact of the TA's** through the evidence they produce along with speech and language referrals and programmes, Motor control programmes and the impact of our specialist TA's deployed in key areas. This regular monitoring informs her wider strategy and through liaising with the YGL ensures the children's need, including the disadvantaged are met. The impact of all the early intervention work in the Early Years can be evidenced through the number of speech and language referrals and the increased % of SEN identified in reception.

We have a highly successful parent forum that meet termly and provide a link between all parents in the playground and the school. Parent voice from this group and from whole school surveys helps the school highlights the impact of the variety of strategies used and has supported the development of the school values, the design of the KS2 playground, improving communication between home and school amongst other things.

5. What have been the strengths and weaknesses of these methods?

The strengths of these methods are that;

- We can track all children. The nature of our disadvantaged children in terms of the range of barriers (from a social/emotional issue to those with up to 6 different serious barriers including child protection, counselling, etc.); in year mobility and the on and off nature of social services input, means that the overall picture can change each term. This attention to detail ensures that no child is forgotten.
- YGL and their teams have a crucial role in evaluating the progress and outcomes of disadvantaged children and targeting support. They are responsible for and are held to account through the leadership line management of the school, consequently they have an invested interest in ensuring maximum impact.
- The SENCo termly analysis provides another layer of evaluation to support the impact and ensure that there are targeted interventions.
- The parent forum provides a regular opportunity for communication and feedback with our parents. With clear agenda items and actions and minutes arising from the meetings, they are professional opportunities for getting clear messages across and the ability to show that the school listens to and actions some of their recommendations. This improves trust we parents taking ownership of the school.

The weaknesses of these methods are that;

We don't automatically target disadvantaged specifically for interventions- unless there is a need, and we don't target our parent voice those of disadvantaged. As a consequence, we do not have the evidence to show the impact of a specific intervention on the disadvantaged nor detailed feedback from our disadvantaged parents. The impact of this maybe that we are missing a generic barrier that could be approached differently. We do however track PP interventions to indicate the support that is given.

The analysis and PPI's organisation means that it can be more labour intensive and more costly as we are dealing with more children. Involving all teachers, SLT, SENCo and Pastoral Manager at PPI's as well as holding them in the morning also incurs great cost through providing cover for these classes, however it also placed an important emphasis on progress of all children.

The make-up of the parent's forum does not reflect the make-up of the school and it is an on-going debate as to how to it can be more reflective. However the consequence is that we are not getting the representative views of the disadvantaged children or their parents.

6. On what evidence have you based these conclusions?

Following our recent OUTSTANDING Ofsted inspection (November 2016) the inspectors noted that;

- Pupil premium funding is used very effectively to identify and support the individual needs of disadvantaged children so that differences in achievement between disadvantaged pupils and other pupils nationally are diminishing quickly.....(making) strong progress from their starting points.
- In 2016, disadvantaged pupils made above-average progress compared to others nationally in mathematics. In reading and writing, progress matched that of others nationally. The (current) progress of disadvantaged pupils is improving

rapidly because barriers to learning are reduced by a successful range of strategies. For example, additional support for individuals and small groups has a positive impact on their learning needs as well as their well-being, social and emotional needs where appropriate.

- Leaders' approach to tracking pupils' progress is rigorous...(enabling) leaders to swiftly target support, interventions or extra challenge where necessary to bring about rapid improvement in outcomes. Leaders ensure that no pupils are left behind and the most able pupils are doing as well as they should.

We are a very reflective organisation and continually analyse the impact of the work we do. In the first instance the continued upward trends of progress and outcomes seen throughout the school indicates that the strategies, processes and structural organisation of the school is having an impact of the progress and outcomes of our disadvantage -we are doing something right!

However, we continually review all practice annually to ensure that they continue to be fit for purpose these have included an analysis of the assessment cycle and QA. An outcome of these reviews was to change and adapt the QA cycle as YGL were unable to collate enough evidence over a two-week period. The change was to extend the QA period to a term and this allowed more in-depth analysis of the impact or the quality of teaching and learning of key groups of children including the disadvantaged-an example of this has been attached.

The summary of need analysis identifies the range of barriers that disadvantage have and was highlighted at a recent Pupil Premium conference as 'being good practice'. Its strength is that it enables the strategic targeting of support, identifying key areas of need, for example in year 3 have the most disadvantage with the most complex needs. Consequently more resources have been placed in that year group to support those disadvantaged children.

Each term there are timetabled formal meetings which offer excellent opportunities for structured feedback on a range of issues, including assessment, trips, raising aspirations of all out children. These include;

- YGL and SLT- a combination of organisational aspects of the day to day at school and each year group, assessment, teaching and learning, SEN and pastoral needs.
- Parent's forum - a range of issues ranging from behaviour and assessment to developing communication between home and school, drop off and pick up time organisation. They have discussed the make-up of the group and have actively tried to target key parents but at the moment have been unsuccessful.

8. Can you provide evidence of using research, and/or working in collaboration with other partners, in order to develop the most effective strategies to improve outcomes for disadvantaged pupils?

The first example would be working with Save the Children and becoming a lead school in the south east on a range of programmes. Save the Children's education programmes are based on the premise that in the UK," children's lives are shaped by their education. The poorest children do less well at school than their wealthier classmates and low literacy is linked to low pay and unemployment. This has to change. We're determined to ensure that every child, everywhere in the world, gets a high quality education and the chance to write their own futures."

- The first programme called Take Care is a European wide programme aiming to develop the resilience of children to risk and disasters and support better collaboration between disaster responders, children and the wider community in response. From a schools objective we have targeted key children including disadvantaged and we are looking through this programme to build their resilience, self-confidence and self-esteem and their personal, social and emotional development.
- The second programme is ESLP ' Eat Sleep learn and play programme. This is a crisis grants programme for disadvantaged families with children of reception age. We have the ability to assess need of our key vulnerable families and support them with 'goods'- white goods, toys etc. This has helped enormously some of our most vulnerable disadvantaged families.
- The third programme is Families Connect which provides guidance to parents and carers and supports them to create a home environment that enhances and promotes learning. The programme provides a series of activities, techniques and games parents and carers can practise with their children, whilst in the home environment and during the course of their regular day. The programme recognises the role parents play in the education of their children and the value in creating a home environment that is conducive to learning. Families Connect is unique in that it focuses on three key areas:
 - Social and emotional development
 - Literacy and language development
 - Numeracy and mathematics

The intended long term effects of Families Connect are that our disadvantaged children will have a greater chance of achieving their potential and doing better at school as their parents will do more in the home to support their education.

- Each of the eight workshops uses play as the vehicle for learning and interaction with parents and between parents and their children. We have targeted key families who meet these criteria and will be starting this programme in April.
- With all these programmes, we have worked with our partners in Save the Children to make sure they meet both the needs of programme and the needs of our children and families. Our planning and adaptations are now being used as best practice in other schools.

9. Please give any additional information that you wish to be considered as part of your application:

Acronyms used

YGL- Year group leader

SLT- Senior leadership team

PPI- Pupil progress Interviews

QA- Quality assurance

EH- Early help

CHIN- Children in need

CP- Child Protection

TA- Teaching assistant

EY- Early Years

EAL- English as an additional language

SEN- Special Educational Needs

CPLD- Continuing Professional Learning Development

ILP- Improving Learner Programme

NPQML/ SL/H through EKLA