

CLIFTONVILLE PRIMARY SCHOOL

2021-2022

We are committed to the tackling the negative effects of disadvantage.

What is Pupil Premium funding?

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and diminish the difference between them and their peers.

Funding for 2020-2021: £ 539,349.25

Total funding Received:

	£
PPG Grant	535,949.25
	£
PPG - other Las	1,200.00
	£
PPG - KCC LAC	2,200.00
	£
	539,349.25

Expected funding for 2021-2022

£522,000 although this will increase with the increase in numbers we are experiencing

School context of children in receipt of Pupil Premium

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.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
% PP September 2019	40.34	46.22	48.25	49.56	48.31	55.17	54.55	48.98
% PP January 2020	52.0	56.3	48.7	48.65	54.0	53.3	59.52	52.49
% PP September 2020		47.97	54.85	44.44	46.30	52.63	52.81	41.70
% PP January 2021	45.38	58.33	60.87	53.33	56.48	62.16	61.80	56.00

Index of Multiple Deprivation

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 2021

How we spend our Pupil Premium allocation

Principles

- 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.

Provision

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	<i>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.</i>
Social and emotional learning	+4	<i>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</i>
Reducing class sizes	+3	<i>Employed additional teachers across the school with a particular focus on English and mathematics.</i>
Small group tuition	+4	<i>PiXL groups taught in Year 5 and 6. Specific interventions taught by teaching assistants.</i>
One to one tuition	+5	<i>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.</i>
Meta-cognition and self-regulation	+8	<i>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.</i>
Behaviour interventions	+4	<i>Whole school values at the heart of learning. Clear learning and conduct 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</i>

Early Years Intervention	+5	<i>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.</i>
Strategy	Months +	<i>What we have done...</i>
Feedback	+8	<i>Streamlined marking code and feedback with consistent policy for KS1 and KS2. Feedback for impact</i>
Mastery learning	+5	<i>Established mastery in mathematics teaching and learning. Removed sets to support whole class teaching.</i>
Parental involvement	+3	<i>Come and see events and parent workshops were embedded before COVID- these will continue</i> <i>In school parent webinar and voiced ppt to support teaching of phonics</i> <i>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.</i> <i>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 south East and administering programmes such as Building Blocks that supports families.</i> <i>PTA established July 2021 and starting their work in September 2021</i>
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.

All our work through the pupil premium will be aimed at accelerating 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

Provision will not be aimed at children with Education Health Care Plans or on the SEND register

Summary

Provision	Description	Allocated PP budget
Year group leaders	Providing smaller class sizes and leadership	£382,165
Pastoral support	Pastoral manager Attendance officers Speech and Language assistant EAL and Parents support advisors	£139,323
Targeted provision	Speech and Language therapist	£8,000

	Play therapy	£6,705
Workshops and trip support		£9,612.60

How do we measure the impact and effect of our Pupil Premium spending?

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.

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.



Trend data for disadvantaged children vs all children

2a Trend attainment						
	Pupils eligible for PP (school)			Pupils not eligible for PP school (national average)		
	2016/2017	2017/2018	2018/2019	2016/2017	2017/2018	2018/2019
% achieving in reading, writing and maths	54	36	51.9	82 (67)	77 (70)	74.3 (70.7)
% 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)

2019-2020 or 2020-2021- No data available for these years

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 that

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.*

In school PIRA and PUMA data taken July 2020 suggests that the disadvantaged gap is evident across all year groups, which is consistent with the national picture of disadvantaged children being more impacted by COVID than non-disadvantaged.

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.

PUMA , PIRA and GAPS average standardised scores analysis 2020-2021

Year 1	Reading PIRA SS average	Maths PUMA SS average	GAPS SS average
All	91	89.9	88.6
Pupil premium	86.2	84.8	85.4

Year 2	Reading PIRA SS average	Maths PUMA SS average	GAPS SS average
All	89	95.1	86.6
Pupil premium	84	92.3	82

Year 3	Reading PIRA SS average	Maths PUMA SS average	GAPS SS average
All	95.9	96	94.2
Pupil premium	89.6	91.4	91.1

Year 4	Reading PIRA SS average	Maths PUMA SS average	GAPS SS average
All	96.8	101.9	95.4
Pupil premium	92.6	98.1	90.6

Year 5	Reading PIRA SS average	Maths PUMA SS average	GAPS SS average
All	109.5	101.9	98.9
Pupil premium	96.3	98.1	96.4

Year 6	Reading PIRA SS average	Maths PUMA SS average	GAPS SS average
All	99.1	99.3	99.6
Pupil premium	98.4	97.5	98.8

The last set of statutory results in 2018-2019

The data (see appendix 1) 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
- KS1
 - % Exp+ Reading
 - % Exp+ Writing
 - % Exp+ Maths
- Phonics
 - % passing Phonics screening check
- EYFS- GLD
 - % expected standard and achieving GLD
- 3 year trend in diminishing the gap in attendance between all pupils and FSM pupils

Comparative gap analysis with Kent data

KS2

	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

KS1

	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

Phonics

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

Early Years Foundation Stage

	2019 All vs (FSM ever 6)	2019 Kent gap All vs FSM ev6
GLD %	3.1	17.7

KS2

Gap with all pupils in school closing

	2019		2018		2017	
	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

	2019		2018		2017	
	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

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

Early Years Foundation Stage

	2019		2018		2017	
All	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
GLD %	58.0	53.6	53.8	38	61	

Attendance

	2019		2018		2017	
	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 2022

