

Pupil premium three year strategy statement

2020-2023 version 2021



*NB Please be aware that this is a three year plan and some of the actions cannot be implemented immediately due to COVID-19 restrictions

1. Summary information					
School	Cliftonville Primary and Pre School				
Academic Year	2020-23	Total PP budget	522,000	Date of most recent PP Review	July 2020
Total number of pupils	860	Number of pupils eligible for PP	52% to be confirmed	Date for next internal review of this strategy	July 2021

2. Current attainment : not available		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths		
% making progress in reading		
% making progress in writing		
% making progress in maths		

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)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Pupil Premium children gap had reduced prior to the COVID pandemic because of the strategies used throughout the school. However due to two years of disruption to learning (COVID-19) and differences in access and support with home learning during closure. The disadvantaged gap has widened, particularly in boys. Numbers of PP children continues to rise. Below data September 2021.							
	Y6 in....							
	2027-2028	54	46	3.3			16	0
	2026-2027	54	46	7.6	44		27%	0
	2025-2026	43%	57%	15%	45%	47%	23%	0.8
	2024-2025	43%	57%	17%	47%	49%	23%	0
	2023-2024	53%	47%	20%	39%	41%	29%	0.86
	2022-2023	55%	45%	24%	34%	47%	30%	0.9
	2021-2022	55%	45%	19%	42%	50%	25%	0
B.	High quality first teaching strategies is an expectation across the school. All children including pupil premium children expected to play an active part in lessons and become more efficient at metacognition and self-regulation but this is inconsistent in places							
C.	Speech and language screeners In house Speech and `language therapist Whole school focus on vocabulary development and reading- see school plan. Vocabulary bank available to the children; increasing exposure to more challenging words							

External barriers (issues which also require action outside school, such as low attendance rates)		
D.	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	
E.	Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons. Covid-19 also means an extensive period of time where the disadvantaged children and families have been in an environment where they feel they belong and are comfortable therefore movement back into school may be compromised	
F.	Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. Covid-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home	
G.	Between 2019-2021, continued difficulty in reemploying a Speech and Language therapist- shared across three schools. Impact is that assessment of children is slower.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both key stages	Strategies to help all children including Pupil Premium children's engagement and achievement in lessons reviewed and staff reminded of them regularly to maintain focus on the Pupil Premium children FFT and internal data used where available to identify children to uplift during PPM meetings Where appropriate, Pupil Premium children will be given priority for 1:1 tuition from the National Tutoring Programme Internal data used to track children's achievements and gaps discussed at PPM meetings Interventions identified for children to ensure receiving appropriate intervention for them during PPM meetings
B.	Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress	Teaching will incorporate mastery techniques, The Talk 4 writing techniques, higher order thinking and skills based learning Lessons will involve modelling and teaching of metacognitive and self-regulative strategies to allow pupils to discover the learning strategies that help them the most Pupil premium children will be fully engaged in all parts of their lessons using their personalised strategies Thinking skills used to help differentiation to 'lift the lid' and help raise expectations from staff and children Monitoring of teaching through QA and SLT monitoring will show an increase in the percentage of good teaching and the consistency of this through the school and within year groups/phases Internal data used to track children's achievements and discussed at PPM meetings shows identified children are making accelerated progress in order to close the attainment gap
C.	High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing. High quality texts also available for access through reading schemes, school library and book clubs. Vocabulary also	See whole school focus and plan for developing vocabulary and reading specifically the link between phonics and early reading- changing books to decodable books to support this. English lead to help identify high quality texts year groups could use for themes QA and deep dives involve reading the text and looking at good vocabulary and meanings Display's of adventurous vocabulary Monitoring to show a greater range of rich vocabulary across the curriculum and specific resources used to develop vocabulary Learning walks allow specific observation for the teaching of vocabulary and specific resources developed to help this Library and reading scheme updated to develop a love for reading to allow greater access to a rich range of vocabulary and through decodable books

	developed through the child's learning journey.	
D.	Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as maintain regular contact with families to communicate progress and expectations	High expectations communicated and explained during parents meetings Homework clubs run for children as year groups especially during time that homework is set online on TEAMS 365 All families including Pupil Premium families (sometimes targeted) are contacted to discuss learning progress; help improve relationships by praise phone calls or postcards home (at least two per week) and invited to workshops and meetings to help them develop skills which will help support learning at home
E.	Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons	Attendance tracked and monitored by the attendance officers- see tracker and data. Support provided to help outside issues that may be hindering attendance using our Parents Support works in the first instance Children with attendance 90-95% targeted through rewards and attendance increases therefore achievements increase as less education missed In extreme cases transport provided to ensure that children can get to school when other transport is not available or acceptable
F.	Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves	Contact made with all families to ascertain their experiences of school closure and access to learning from home. School trips funded All children go on trips organised for their year group, funded by the school where necessary Visitors in school as well as a trip to enrich experiences Sensory Room used to help provide experiences children may have missed out on Examples of aspirational futures provided through visitors, speakers and careers events Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school

5. Planned expenditure					
Academic year	2020-2022				
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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both key stages	All data, including FFT where available is reviewed in PPI meetings (returning to all class teachers in attendance) and aspirational targets set TA's (year group/class based in the morning) and deliver intervention in groups based on need not age in the afternoons High quality teaching continues with consistent use of personalised strategies for pupil premium children	PPI meetings encourage increased expectations of all vulnerable groups, particularly PP children. Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations. The identified children will be targeted for discussion at future PPM meetings The impact of TA's is proven to be greater when delivering research based interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps will be identified through data analysis and discussion between class teacher and Inclusion team. Intervention groups will be set up that cover the gaps and can pull children from different stages in the school together and delivered by TA's to help with the limited amount of TA time available for intervention. This will begin to be embedded through the school Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled. Trialling has shown that use of higher order thinking skills to help differentiation has helped lift the limit of pupils achievements in lessons and topic weeks have motivated and enthused children about their learning and provided the knowledge needed to help cross-curricular writing. Again these will be embedded across the school	Impact of intervention measured and records kept PPI meetings discussions to ensure correct intervention provided and adapted as needed Work monitoring QA Learning walks/Lesson study weeks Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones		Termly

Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress whilst developing independent learners through the use of metacognition and self-regulation	CPD – see year plan QA, learning walks and feedback to develop strategies and new approaches QA to develop strategies and new approaches to lessons to allow Pupil Premium children to be fully engaged and progress at an accelerated rate Focus throughout the school on the Mainstream Core Standards and high quality differentiation will support disadvantaged children who maybe struggling, in making progress	High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed. The training delivered will encourage teachers and TA's to use strategies to ensure this is available for the children to access during lessons (TA's in the mornings) to prevent any gaps getting bigger Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled. Trialling has shown that use of higher order thinking skills to help differentiation has helped lift the limit of pupils achievements in lessons and topic weeks have motivated and enthused children about their learning and provided the knowledge needed to help cross-curricular writing. Again these will be embedded across the school EEF reports that using metacognition and self-regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills and helping Pupil Premium children identify the strategies that support them the most during conversations for passports. Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals	PPI meetings discussions to ensure correct intervention provided and adapted as needed Work monitoring QA Learning walks/Lesson study weeks Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones		Termly
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High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing	Staff to identify high quality texts to use for themes where a rich vocabulary is available QA and deep dives for that involve identification and discussion of good vocabulary examples as well as the use of these Vocabulary displayed for children to access when working independently Love for reading developed through the school through stimulating, relaxing and enjoyable reading areas in each classroom that promote relevant and up to date books that expose children to a rich range of vocabulary	Using high quality texts with a rich vocabulary helps the children see examples of what they can achieve and learning journeys provide specific chances, tasks and resources to help develop vocabulary range, an understanding of the vocabulary used and how to implement it themselves Updating the books available in the library and reading scheme help create a 'love for reading' promoting reading and therefore exposure to a rich range of vocabulary which they can include in their own writing Including a greater range of phonically decodable books will support those children who struggle developing early reading stamina Reading areas developed to help create a stimulating, relaxing and enjoyable reading environment in each classroom promoting encouraging all to read and promote a love for reading. This again exposes children to a greater range of rich vocabulary which they can include in their writing. The increased reading will also provide imagination stimulus and a wider base for children to call upon when writing own fiction texts QA and monitoring that involve the use of visual identification, discussion and use of this vocabulary will allow children to access different learning styles and thinking skills helping the children develop a bigger range of rich vocabulary	Book Studies Learning walks/Lesson study weeks Experienced teacher/TA designated to promoting use of library and monitoring use of it Year group to discuss appropriate books Reading scheme and library updated Library timetables for use Reading area a non-negotiable for the classroom Pupil voice for reading challenge		Termly
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Total budgeted cost					£295,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff will have high expectations of Pupil Premium children with regards to attainment which will result in accelerated progress	Targeted interventions (cross year group and stages in afternoon) 1:1 tuition where appropriate using the National Tutoring Programme Small group tuition as required	The impact of TA's is proven to be greater when delivering research based interventions rather than simply supporting the teacher in class. This will begin to be embedded through the school Specific gaps will be identified through data analysis and discussion between class teacher and Inclusion team. Intervention groups will be set up that cover the gaps and can pull children from different stages in the school together and delivered by TA's to help with the limited amount of TA time available for intervention.	Impact of intervention measured and records kept PPI meetings discussions to ensure correct intervention provided and adapted as needed QA and SLT monitoring Data Analysis		Termly

Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress	Pre-teaching as required Teaching and discussion of personalised metacognition and self-regulation strategies	High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed. The training delivered will encourage teachers to use strategies to ensure this is available for the children to access to prevent any gaps getting bigger	PPM meetings discussions to ensure correct intervention provided and adapted as needed Book Studies Learning walks/Lesson study weeks Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones and ensure pre-teaching identified if necessary Mentor meeting notes		Termly
High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing	Daily and three times per week reading completed as necessary Targeted children invited to read Small group discussion as appropriate Pre-teaching as required Support with texts for reading challenge or time to complete as necessary	It is essential that children are exposed to rich vocabulary in different ways to allow them to develop the vocabulary they can use in their own writing. This needs to be identified, discussed, explained and used to allow it to be embedded in the children's vocabulary bank	Book Studies Learning walks/Lesson study weeks Year group book clubs run to discuss appropriate books Pupil voice for reading challenge		Termly

Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as encourage attendance to any workshops or meetings that will help them support their child resulting in a more positive home school relationship with Pupil Premium families	Parents meetings Extra parent/staff discussions as required – initially in the first three weeks of school to discuss home learning and school closure experiences Homework clubs in year groups Strategies developed to encourage attendance to parental workshops and meetings to help develop skills to support learning at home Staff member on the gate every morning to help open communication with parents Staff to ensure Pupil Premium families receive correspondence through elected preference (email, website, text. letter) Praise phone calls and postcards to ensure families are aware of progress and next step Review of communication mediums and associated changes (to Newsletters and website) along with greater parental engagement in workshop/ webinar events will support PP children	Research shows that children look to parents as examples of what they will be when they are older. If the parents have not had a positive experience of school and they did not have high achievements, then they are likely to have lower expectations for their own children too and not get involved with supporting their children easily. Staff will ensure that parents are aware of the potential of their child and the high expectations staff have for them, ensuring what these expectations means in terms of what the children have to do are communicated. To help increase support available at home homework clubs will be offered to put parents at ease of concerns arise. Staff will also ensure that pupil premium parents are actively encouraged to attend meetings and workshops to help develop a support network at home and a more positive relationship between home and school. High expectations and opportunities to help develop experience of positive, high quality learning experiences at an early age are proven to benefit children's learning when starting full time education. Developing these in a friendly, non-threatening environment will improve relationship with parents and therefore reduce any negativity passed onto children about school and making the children's experience at school more positive	Parent voice Baseline on entry to full time school Staff tally for phone calls and postcards		Termly
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Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons	Attendance officer to monitor Pupil premium children's attendance Extreme cases where beneficial transport provided to school Support provided to get all children in school and highlight the importance of being in school.	Well being support provided to help outside issues that may be hindering attendance as children with worries about things outside or within school will either find a way not to come to school or enter school with a mindset that will possible hinder their learning. Well being activities daily or as and when i by trained TA and available at breaktimes in a designated room children are aware of to 'drop in'. Staff will be delivering a 'well-being' curriculum during the first two week school to help with identify where support may need to be introduced Children with attendance 90-95% are often not targeted for attendance as deemed good, however they are missing lessons that could mean key concepts are not understood so attendance encouraged through rewards. This in turn will help attendance increase and therefore achievement increase as less education missed In extreme cases transport provided to ensure that children can get to school and on time when other transport is not available or acceptable so routines are not missed or disrupted and again the correct mind set is developed at the start of the day	Attendance rates PPM meetings discussions to ensure correct intervention provided and adapted as needed Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones and ensure pre-teaching identified if necessary		
Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves	Constant and continued dialogue with parents to support ongoing issues. Management action process in place to ensure that any child having to miss school due to government guidelines around COVID will have work. Well being champions available to all children to support them School trips funded Visitors in school as well as a trip to enrich experiences Sensory Room used to help provide experiences children may have missed out on Examples of aspirational futures provided through visitors, speakers and careers events Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered Social activities arranged for Pupil Premium children including funded breakfast club	Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children A huge amount of 'social' time is at lunch during school This will be especially important during the next few months whilst in bubbles and limited interact Lunchtime supervisors need to ensure a positive relationship is developed and maintain with their bubble and interaction between the children is inclusive and positive EEF have reported that social and emotional learning can allow an extra4 months learning. This is extremely important on the return after closure for COVID-19 as some children will have not interacted with people outside of their household during this time and there will be children who are dealing with emotional effects of the closure. Mentoring has been reported to have little effect by the EEF although individual schools have reported significant success at various network meetings	Pupil voice Book studies – look for use of experiences in relevant work Behaviour in and out of the class at breaks and lunchtimes Mentor meeting notes Young citizen mark audit tool		Termly

Total budgeted cost		£166,000
iii. Other approaches		
Play therapy Speech and language therapist Large team of parents support advisors and work with Save the Children and other external partners Sense of belonging – send home postcards about learning experiences, letters of praise/phone calls/ Facebook		
Total budgeted cost		32,000

6. Review of expenditure				
Previous Academic Year		2020-2021		
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. Due to the COVID pandemic there is no verified data however; In school PIRA and PUMA data taken July 2021 suggests that the disadvantaged gap Children's resilience during the 2020-2021 year and evidence in the way they returned to face to face teaching when allowed throughout the year, suggests that we are developing resilient, confident children who are able to meet challenging circumstances. We know from parent voice that the children and a varied experience of 'home learning' and the impact of this is evident in the gaps which we are seeing and their stamina of learning. This is an ongoing situation and we will continue to ensure that the children have the social and emotional support that they need along with the academic.				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Diminish any gaps with disadvantaged children	High quality first Teaching across the school Small classes achieved through the 5 th group High quality CPLD	See above	We firmly believe that supporting pupil premium children should be focused on supporting all children through QFT and high quality CPLD The recovery curriculum and associated changes supported all children including those PP children.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

Diminish any gaps with disadvantaged children	Targeted interventions- academic, social and emotional	See above	Pre teaching, precision teaching, speech and language screening early on, Phonics screening, reception baseline all providing quick and early data to support and identify gaps National tutoring programme had a positive effect in the short time which it was used during this year. This will be continued.	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Diminish any gaps with disadvantaged children	Ensuring attendance Supporting families Overall well being plan	See above	All children need to be in school Social and emotional anxieties to be supported in ensuring high attendance and being able to settle quickly in order to learn	

7. Review of expenditure				
Previous Academic Year		2019-2020		
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. Due to the COVID pandemic there is no verified data however; In school PIRA and PUMA data taken December 2019 suggests that the disadvantaged gap in reading is a better picture for the whole school with three years groups (6,5 and 2) FSM children having a better PIRA average than non FSM and with Y6 having more FSM children at 100+ than FSM. In Maths, there appears to be a gap across the school between FSM and Non FSM. Children's resilience during the 2019-2020 year and their generally settled return to 'normal' school life in September 2020, suggests that we are developing resilient, confident children who are able to meet challenging circumstances. We know from parent voice that the children and a varied experience of 'home learning' and the impact of this is evident in the gaps which we are seeing and their stamina of learning. This is an ongoing situation and we will continue to ensure that the children have the social and emotional support that they need along with the academic.				
iv. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Diminish any gaps with disadvantaged children	High quality first Teaching across the school Small classes achieved through the 5 th group High quality CPLD	See above	We firmly believe that supporting pupil premium children should be focused on supporting all children through QFT and high quality CPLD The recovery curriculum and associated changes will support all children and particularly the PP children.	
v. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Diminish any gaps with disadvantaged children	Targeted interventions- academic, social and emotional	See above	Pre teaching, precision teaching, speech and language screening early on, Phonics screening, reception baseline all providing quick and early data to support and identify gaps	
vi. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Diminish any gaps with disadvantaged children	Ensuring attendance Supporting families Overall well being plan	See above	All children need to be in school Social and emotional anxieties to be supported in ensuring high attendance and being able to settle quickly in order to learn	
8. Additional detail				

