

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Clifton Primary School
Number of pupils in school	868
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022, 2022-2023, 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nick Lambert
Pupil premium lead	Nick Lambert
Governor / Trustee lead	Habib Rahman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£574019.00
Recovery premium funding allocation this academic year	£54086.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£628105.00

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

### Our Context:

Clifton Primary School is situated in Balsall Heath, Birmingham just south of the city centre. The area is ethnically, culturally and linguistically extremely diverse. It is the second most populous ward in the city with a population of 25,211. In terms of the index of deprivation, the ward is 2<sup>nd</sup> out of 69 Birmingham wards and 40<sup>th</sup> out of 7,511 wards nationally.

Balsall Heath lies within the Hall Green constituency in which 50% of children are defined as being in poverty. This is significantly above the UK rate of 25.1%. The constituency is also very ethnically diverse, with 88% of the population being from a BME background, more than double the Birmingham average. The percentage of those residents who are economically active (54%) is 16% less than those nationally (70%). The infant mortality rates are higher than the Birmingham average, with Birmingham being higher than the national average. Low birth weight numbers are also high.

The diversity and deprivation outlined above is reflected in the make-up of the school community. In terms of mobility, 54 children joined and 39 left in the 2020-21 school year.

In recent years the proportion of children in the Early Years with skills well below those typical for their age has increased significantly. In 2018-19 only 27% of Reception pupils were at the expected level for speech and language. This has now fallen to 18% for this academic year. In the Nursery only 4% of pupils are age expected for speech and language.

35% of pupils have special educational needs

52% of pupils are eligible for pupil premium – an increase of 17% on last year

89% of pupils have English as an additional language.

#### Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching with a focus on oracy and embedding learning.
- Provide targeted intervention and support to address identified gaps in learning including the use of small group work and 1:1 tuition.
- Target funding to ensure that all pupils have access to trips and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate support to our vulnerable families.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

#### Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed each half term. Alongside academic support, we will ensure that those pupils from vulnerable families receive appropriate support.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within

	the early years impacts on pupils' ability to develop good communication and reading skills which are essential for everyday learning.
2	Pupils' vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.
3	Children catch up on key learning needed following the disruption of COVID 19.
4	Poverty in families means that pupils lack access to resources and experiences in the wider community and nationally.

## 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 outcome	Success criteria
Reduce the gap between non PP and PP pupils achieving the expected standard and above in Reading, Writing and Maths at the end of KS2.	End of KS2 performance data shows an upward trend of PP pupils achieving the expected standard and above.
New oracy teaching initiatives impact positively on children's' writing skills and ability to solve mathematical problems as well as their learning in general.	Internal writing teacher assessments show an upward trend of all pupils being on track to achieve the expected standard and above. End of KS2 performance data for reading and maths shows an upward trend of pupils achieving the expected standard and above. Pupil interviews demonstrate that children are embedding their learning across the wider curriculum subjects.
The recovery premium enables identified children to catch up on key learning missed due to the disruption of COVID 19.	These children achieve the learning that has been identified for to meet their needs.
Children will embed their learning through improved teaching and learning strategies, strengthening their curriculum knowledge and skills as they progress through the school.	End of KS2 performance data for reading and maths shows an upward trend of pupils achieving the expected standard and above. Pupils of all abilities are able to talk confidently about their learning in all subject areas, demonstrating that they remember a great deal of knowledge.
Provide informal and Early Help support to vulnerable families including food packages, housing and signposting for financial help.	Identified families offered and taking up appropriate support. Number of completed Early Help plans where family targets have been achieved. Record of successful cases where the quality of family life has

	significantly improved due to our intervention.
Use pupil premium funding to subsidise school trips, events and extra-curricular activities to ensure that our most disadvantaged children can participate fully.	All children can fully participate in extra-curricular activities, visits and trips.

## 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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £357632.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching of oracy (critical speaking and listening).	The EEF suggests that a focus on oral language increases progress by +6 months.	1, 2, 3
Improved teaching and learning strategies to embed learning.	This involves immediate whole class and individual feedback and intervention teaching (EEF suggests an increase in progress by +6 months); mastery learning (increase in progress by +5 months) and collaborative learning approaches (increase in progress by +5 months).	2 and 3
Teaching of specific strategies to solve mathematical problems.	Based on the improvement of children's learning based on the specific teaching of strategies to answer different types of reading comprehension, we have decided follow the same process to improve mathematical problem solving.	1 and 3.
Specific speech and language intervention teaching for all children in EYFS.	The EEF suggests that oral language interventions increases progress by +6 months.	1 and 2.
Continue daily whole class reading sessions to teach specific strategies for successful reading comprehension.	The EEF suggests that teaching specific reading comprehension strategies increases progress by +6 months.	1, 2 and 3.
A training programme for Raising Standards Leads to enable them to focus on improving outcomes for all children in their year group.	Middle leaders are described as 'the engine room of the school, sitting at the heart of school improvement'. “(They) drive consistent teacher quality through curriculum leadership, enable better data analysis to identify pupil under-performance, improve lesson observations, and better capability in holding staff to account and developing them.” Ambition Institute 2018.	1, 2 and 3.

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £157510.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS, KS1 and Year 3 Phonic interventions.	The EEF suggests that explicit phonics teaching will increase progress by +4 months.	1, 2 and 3.
English and Maths intervention programme for year 6 pupils.	The EEF suggests that small group tuition increases progress by +4 months.	1, 2 and 3.
Year 6 Easter school.	This has proved successful in raising children's attainment in previous years. The EEF suggests that such schools increase progress by +3 months.	1, 2 and 3.

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £112963.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pupil premium funding to enable disadvantaged children to participate in school trips, events and extra-curricular activities.	The EEF suggests that participation in the Arts increases progress by +3 months. Funding trips, events and extra curricular activities ensures that every child will participate in experiences they may not otherwise be able to access.	4
Provide informal and Early Help support to vulnerable families including food packages, housing and signposting for financial help.	The family hub team facilitates greater parental engagement. The EEF suggests that greater parental engagement increases progress by +4 months.	4

**Total budgeted cost: £628105.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year alongside the disruption of COVID 19.

Internal End of KS2 Data 2020-21 (Statutory assessments cancelled due to COVID)							
	All			Pupil Premium			
Reading EXS+	67%			70%			
Maths EXS+	53%			47%			
Writing EXS+	45%			41%			
Combined EXS+	44%			41%			

240 laptops distributed to disadvantaged families and 8 wi-fi routers. Additional phone data applied for 10 families.

Percentage of pupils participating in remote learning during school closures:

Yr Gp	Rec	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
% of pupils	85%	83%	86%	83%	94%	92%	94%

40 food parcels given out weekly during lockdowns and partial closures.

96% of lesson observations demonstrated high quality teaching in reading and comprehension.

Information on Vulnerable Families

Pupils eligible for Free School Meals (FSM)	41.18%
Pupils eligible for Pupil Premium Funding– Disadvantaged group	45.82%
Safeguarding Concerns -Individual Pupils	27
MASH Referrals -Individual Pupils	0
Family Support Worker	21 families – Clifton FWC (10 Early Help are included and 21 families drop-in session, each family may have a few drop in sessions) 4 families – Outside agencies (56 individual children)
Social Worker (allocated)	6 families/11 individual children



Early Help Assessment (families)	9
Looked After Children	0
Child Protection Plan	3
Child in Need	0
Special Educational Needs	346 (40%)
Educational Health Care Plan	9 (included in above)

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
TT Rockstars	Maths Circle
Soundswell	Soundswell Speech and Language Therapy Solutions.
Music Tuition	Services for Education

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

Use of Sports Premium funding to provide a broader experience of a range of sports and activities to our pupils.

Use of Sports Premium to increase participation in competitive sport.