

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	836
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023. 2023-2024, 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
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	£569,465 (this is a estimate based on pp numbers from Autumn census.
Recovery premium funding allocation this academic year	£60,465 (Estimated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£629,930

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 2nd out of 69 Birmingham wards and 40th 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, 82 children joined and 54 left in the 2022-23 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 19% for this academic year. In the Nursery only 4% of pupils are age expected for speech and language.

30% of pupils have special educational needs

51% of pupils are eligible for pupil premium

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 writing.
- 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 day to day assessment and 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 help.

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 speaking 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	Whilst strategies are in place to overcome barriers to reading comprehension, the above challenges and the impact of COVID continue to limit the children's ability to communicate ideas effectively through written work.
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
Continue to 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 that the gap continues to close in the percentage between disadvantaged and non-disadvantaged achieving the expected standard.
Continued CPD in teaching and developing good oracy skills and a new programme of CPD in writing impact positively on children's written skills and raise standards across the school.	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 writing shows an upward trend of pupils achieving the expected standard and above in writing. Pupil interviews demonstrate that children understand how they are progressing with their written skills. Regular analysis of children's oracy skills in Reception, demonstrates good progress in speaking and language throughout the year. Regular analysis of children's writing in books demonstrates good progress throughout the year.
The implementation of the RWI programme enables children in EYFS and Year 1 to develop a strong foundation of early reading and writing skills upon which they are easily able to build in the following years.	Internal reading and writing teacher assessments show an upward trend of all pupils being on track to achieve the expected standard and above.
The implementation of Early Talk Boost to run oracy interventions in Nursery.	Regular analysis of children's oracy skills in Nursery, demonstrates good progress in speaking and language throughout the year.
The recovery premium enables identified children to catch up on key learning in writing disrupted due to COVID 19.	These children achieve the learning that has been identified for to meet their needs.

<p>Provide informal and Early Help support to vulnerable families including food packages, housing and signposting for financial help.</p>	<p>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.</p>
<p>Use pupil premium funding to subsidise school trips, events and extra-curricular activities to ensure that our most disadvantaged children can participate fully.</p>	<p>All children can fully participate in extra-curricular activities, visits and trips.</p>

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: £315,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A programme of whole school training and activities to improve children's writing with a specific emphasis on the use of oracy and collaborative learning.	EEF: A focus on oral language has a high impact on learning - +6 months. EEF: Collaborative learning has a high impact on learning - +5 months.	2,3
Training in EYFS on oracy expectations and strategies within all lessons to align with those in Years 1 to 6.	EEF: A focus on oral language has a high impact on learning - +6 months. EEF (Early Years Toolkit): Communication and language approaches have a very high impact on learning - +6 months. EEF: Collaborative learning has a high impact on learning - +5 months.	1,2
Teacher collaboration and development opportunities.		1,2,3
Training, implementation and resourcing of the Read Write Inc programme of learning in EYFS and Year 1.	EEF: Phonics has a high impact on learning - +5 months.	1,2,3
Develop a half termly programme of oracy activities including specific skills to be taught and strategies to use.	EEF (Early Years Toolkit): Communication and language approaches have a very high impact on learning - +6 months. EEF: Collaborative learning has a high impact on learning - +5 months.	1,2

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff recruited to carry out writing interventions in Years 4 and 5.	EEF: 1:1 has a high impact on learning - +5 months. EEF: Small group work has a moderate impact on learning - +4 months.	2,3
Training, implementation and resourcing of the Early Talk Boost programme of interventions in Nursery.	EEF (Early Years Toolkit): Communication and language approaches have a very high impact on learning - +6 months. EEF: Small group work has a moderate impact on learning - +4 months.	1,2

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

Budgeted cost: £164,930

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.	EEF: Participation in the Arts has a moderate impact on learning - +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. EEF: Greater parental engagement has a moderate impact on children's learning - +4 months.	4
Provide holiday club provision on site over and above HAF funding (9-3pm, half terms).	EEF: summer schools have a moderate impact on learning, +3 months. Running a holiday club onsite means that pupils who are homeless, living in hostels or hotels will be fed and have space to play and see their friends in the holidays having a beneficial impact on their mental health and well being.	4
Collaborate with local childcare providers to extend provision until 6pm for children who are homeless.	EEF: extending the school day has a positive impact of +3 months. They suggest that disadvantaged pupils may benefit more from this intervention. Rather than returning home to a hotel room or hostel, our homeless children	4

	will be fed and have activities to do in a warm, safe space. This will have a beneficial impact on wellbeing.	
Implement the 'Dog Mentor UK' programme to provide social and emotional support to identified children.	EEF: social and emotional education has a positive impact of +4 months. Greater impact where the focus is on social interaction between pupils.	4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2022 to 2023 academic year.

End of KS2 Data 2022-23

End of KS2 Progress trends:	2018		2019		2022	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Reading	-0.8	-1.6	-1.3	-2.2	+2.8	+3.3
Writing	+1.1	+1.2	-0.4	-0.9	-3.8	-4.1
Maths	+1.2	+1.0	+1.5	+0.4	+4.4	+4.1

The progress scores for reading and maths are the highest we have ever achieved, and we are well above the local authority averages (+0.7 and +0.6 respectively).

End of KS2 Attainment trends: Expected Standard %	2018		2019		2022	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Combined	53%	43%	63%	54%	30%	22%
Reading	58%	48%	67%	58%	69%	63%
Writing	71%	63%	76%	71%	33%	27%
Maths	69%	62%	76%	68%	83%	77%

The expected standard percentages for reading and maths are the highest we have ever achieved. We are in line with the local authority for reading but well above for maths (73% and 70% respectively).

End of KS2 Attainment trends: Greater Depth Standard %	2018		2019		2022	
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged
Combined	3%	0%	3%	0%	0%	0%
Reading	13%	8%	18%	14%	27%	27%
Writing	4%	2%	5%	0%	0%	0%
Maths	14%	8%	31%	25%	35%	26%

The higher standard percentages for reading and maths are the highest we have ever achieved. We are in line with the local authority for reading and well above for maths (27% and 22% respectively).

The work of our Family Hub team has had a significant impact on our families. They have offered formal support plans through Early Help and more informal drop in advice and support sessions. The improved wellbeing of our families then has a positive impact on our pupils.

2021-22:

Number of Food vouchers given 176
 Informal support 119 families
 Food parcels from a charity – Sewa Day – West Midlands 17
 Housing applications and support for housing 17
 Early Helps completed 9
 Early Helps achieved 8

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)

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