Pupil premium strategy statement

School overview

Metric	Data
School name	Clifton Primary School
Pupils in school	841
Proportion of disadvantaged pupils	35.7%
Pupil premium allocation this academic year	£474,160
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	July 2021
Statement authorised by	Nick Lambert
Pupil premium lead	Sarah Allen and Nikki Hemming
Governor lead	Habib Rahman

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-2.3
Writing	-0.9
Maths	0.2

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	53%
Achieving high standard at KS2	0%

Measure	Activity
Priority 1	Ownership of learning behaviour strategies to increase confidence, perseverance and an ethos of learning from each other.
Priority 2	Catch up of key learning and make good progress following the Covid 19 lockdown.
Barriers to learning these priorities address	Ongoing pupil and staff absence due to Covid. Covid restrictions in place (e.g., maintain bubbles and not mixing staff).
Projected spending	£395,316.35

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve expected progress score or above in KS2 (0.0 or above.)	July 2021
Progress in Writing	Achieve expected progress score or above in KS2 (0.0 or above.)	July 2021
Progress in Mathematics	Maintain expected progress score or above in KS2 (1.5 or above.)	July 2021
Phonics	Achieve national average or above	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Training in quality first teaching to focus on embedding learning and developing children's critical oracy skills.
Priority 2	Employ catch up tutors (1 teacher and 1 teaching assistant).
Barriers to learning these priorities address	Possible whole school closure or closure of bubbles / staff isolating due to lockdowns or positive Covid cases.
Projected spending	£76,523.65

Wider strategies for current academic year

Measure	Activity
Priority 1	Providing 220 laptops and 10 routers with wifi to families in the school community for children to engage with remote learning.
Priority 2	To provide informal and Early Help support to vulnerable families including food packages, housing and signposting for financial help.
Barriers to learning these priorities address	Children unable to access wifi or an electronic device to support remote learning/ homework. Parents struggling with specific difficulties (food, housing, finance) that impact on child's learning.
Projected spending	£2320

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure enough time is given over to allow for staff professional development.	Produce overview of INSET training for the year. Organise INET training to take place virtually if necessary. Provide individual mentoring following lesson observations.
Targeted support	Ensure catch up tutors are targeting the right children and the right learning for them.	Rigorous use of children's performance data – teacher assessments and test results - as well as teacher evaluations of children's learning in everyday lessons. Monitor children's progress towards achieving identified key learning objectives for catch up.
Wider strategies	Getting tech out to families that need it. Engaging the families who need the most support.	Sending out questionnaires and canvassing families to identify those who need electronic devices or wifi. Publicising the family support services we offer on our website. Class teachers identifying children where help may be needed.

Review: last year's aims and outcomes

Aim	Outcome
Independent learners who are confident and take ownership of their learning.	Lesson observations demonstrate increased pupil voice and an expectation of children to explain the thoughts and decisions they make in their learning. 76% of lessons observed in February 2020 met the above outcome.
Effective teaching and learning in EYFS and KS1 ensures that children from low starting points are given the best opportunities to catch up.	**Progress Data at the point of lockdown March 2020:** **Reception** Percentage of pupils who made expected plus progress in: Communication and Language 89% Physical Development: 99% Literacy 94% Maths 80% **Year 1** Percentage of pupils who made expected plus progress in: Reading 65% Writing 60% Maths 66% **Year 2**

	Percentage of pupils who made expected plus progress in: Reading 73% Writing 70% Maths 75%
High levels of good quality pupil-to-pupil and pupil-to-teacher talk in lessons.	Lesson observations demonstrate children learning through high quality and purposeful dialogue with peers and adults which has positive impacts on learning. 85% of lessons observed February 2020 met the above outcome.
Family barriers to supporting children's learning are reduced.	Support through COVID for families including financial support and housing, food vouchers and food parcels, Parents signposted to and able to access wider agency support. Successful Early Help plans 22 families on a plan, 9 closed due to achieving targets.