

# 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	857
Proportion (%) of pupil premium eligible pupils	50.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024, 2024-2025, 2025-2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Nikki Hemming & Sarah Allen
Pupil premium lead	Nikki Hemming & Sarah Allen
Governor / Trustee lead	Ras Ghani

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£579,090
Recovery premium funding allocation this academic year	£57710
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	£636,800

# 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 the Sparkbrook and Balsall Heath East Ward, 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, 151 children joined and 43 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.

42.6% of pupils have special educational needs

50.4% of pupils are eligible for pupil premium

89.1% 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, vocabulary, reading 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.
- Support all families with the cost of uniform.

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	Whilst strategies are in place to overcome barriers to reading comprehension, the above challenges continue to limit the children's knowledge and understanding of a wide range of vocabulary as well as their ability to communicate ideas effectively through written work.
3	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
Review and improve the use and teaching of oracy across all areas of the curriculum in EYFS.	Excellent progress is made in speech and language in EYFS.
CPD for the new approach to teaching reading (analytical) which, when well established, will begin to have a positive impact on the standard of both reading and writing (CPD for writing in 2024-25).	KS2 Reading SATs results will continue to rise in the forthcoming years.
Continued CPD in the specific teaching of critical oracy skills and vocabulary, particularly in wider curriculum subjects.	Increased standards in children's talk and listening skills using a wider range of vocabulary. Children are able to remember more of their learning which leads to grasping new learning more easily. Increased pupil voice in lessons enables pupils to take a greater lead in their learning.
A more rigorous programme of teaching and assessing phonics to be put in place in order to achieve a result closer to the national average.	The phonic screening check result will continue to improve in forthcoming years, meeting the national average.
The school led tutoring funding and the recovery premium supports identified children to catch up with their peers and pass the phonics screening check in Years 1 and 2.	These children pass the phonics screening check.
The school led tutoring funding and the recovery premium supports identified children to catch up with their peers and pass the phonics screening check in Years 1 and 2.	These children pass the phonics screening check.
Provide a free P.E. top (uniform) to every child. Provide a free branded Clifton jumper / cardigan for all pupil premium children.	Families are supported financially.

Improve attendance rates and reduce persistent absence.	Attendance and persistent absence is in line with the national averages.
Provide bagels for all children on arrival at school in the morning.	Families are supported financially.
Provide informal and Early Help support to vulnerable families including food packages, housing and signposting for financial help.	Families are supported financially.
Ensure that our disadvantaged pupils receive pupil premium funding to be able to participate in school trips, events and extra-curricular activities.	Families are supported financially.

## 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: £318,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish clear expectations on the teaching and use of oracy strategies across all provision in EYFS.	EEF: A focus on oral language has a very 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
Implement an intense programme of phonics teaching and assessment across EYFS and KS1	EEF: Small group tuition has a moderate impact on learning - +4 months EEF: Phonics has a high impact	1,2
A programme of whole school training for the new approach to teaching analytical reading.	EEF: Collaborative learning has a high impact on learning - +5 months. EEF: Metacognition and self-regulation has a very high impact on learning- +7 months. EEF: Reading comprehension strategies have a very high impact on learning- +6 months.	2
Teacher collaboration and development opportunities.		1, 2
A continued programme of whole school training on the specific teaching of critical oracy skills and vocabulary, particularly in wider curriculum subjects as well as the core ones (exploratory talk).	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. EEF: Metacognition and self-regulation has a very high impact on learning- +7 months.	2

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

Budgeted cost: £159,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate speech and language interventions in Reception.	EEF: Small group tuition has a high impact on learning - +4 months  EEF: Teaching Assistant Interventions have a high impact on learning - +4 months	1,2
Facilitate phonics interventions in Reception.	EEF: Small group tuition has a high impact on learning - +4 months  EEF: Teaching Assistant Interventions have a high impact on learning - +4 months	1,2
National Tutoring Programme Funding to facilitate a programme of phonics interventions in Years 1 and 2.	EEF: Small group tuition has a high impact on learning - +4 months  EEF: Teaching Assistant Interventions have a high impact on learning - +4 months	1,2
Embed 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: £159,200

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 extracurricular activities ensures that every child will participate in experiences they may not otherwise be able to access.	1,2,3
Provide a free P.E. top (uniform) to every child. Provide a free branded Clifton jumper /	This is to support our families in the current cost of living crisis as well as the deprivation experienced in the community.	3

cardigan for all pupil premium children.		
Review and improve procedures to increase attendance rates and reduce persistent absence.	Improved attendance means that children's progress is not hampered and they embed their learning well.	1,2
Continue to provide free bagels for children to eat on arrival to school.	This is to ensure that all children have had breakfast and can function well in lessons.	1,2,3
Continue to 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.	3
Continue to provide holiday club provision (Tennis, Cricket and Football) 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.	3
Continue with 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.	1,2,3

**Total budgeted cost: £636,800**

## 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.

#### End of KS2 Data 2023-24

End of KS2 Progress trends:	2018		2019		2022		2023		
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged	All	Not disadvantaged	Disadvantaged
Reading	-0.8	-1.6	-1.3	-2.2	+2.8	+3.3	+1.6	+2.25	+1.03
Writing	+1.1	+1.2	-0.4	-0.9	-3.8	-4.1	+0.1	+0.2	+0.01
Maths	+1.2	+1.0	+1.5	+0.4	+4.4	+4.1	+4.5	+5.0	+4.0

End of KS2 Attainment trends: Expected Standard %	2018		2019		2022		2023		
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged	All	Not disadvantaged	Disadvantaged
Combined	53%	43%	63%	54%	30%	22%	56%	57%	52%
Reading	58%	48%	67%	58%	69%	63%	65%	61%	67%
Writing	71%	63%	76%	71%	33%	27%	61%	63%	58%
Maths	69%	62%	76%	68%	83%	77%	83%	86%	77%

The progress scores for reading and maths are, nationally, above average and well above average respectively. Our disadvantaged scores are well above those for the local authority. Progress scores for all and disadvantaged are generally in line with each other.

The expected standard percentages for reading and maths in 2022 were the highest we have ever achieved. Attainment for all and disadvantaged also remain generally in line with each other.

Gaps between our disadvantaged and not disadvantaged are very small unlike our historical data.

End of KS2 Attainment trends: Greater Depth Standard %	2018		2019		2022		2023		
	All	Disadvantaged	All	Disadvantaged	All	Disadvantaged	All	Not disadvantaged	Disadvantaged
Combined	3%	0%	3%	0%	0%	0%	2%	2%	2%
Reading	13%	8%	18%	14%	27%	27%	25%	26%	22%
Writing	4%	2%	5%	0%	0%	0%	3%	3%	2%
Maths	14%	8%	31%	25%	35%	26%	34%	39%	28%

The higher standard percentages for reading and maths continue to remain high. We are in line with the local authority for reading and well above for maths.

Once again, gaps between our disadvantaged and not disadvantaged are very small unlike our historical data.

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.

**2022-23:**

Number of Food vouchers given 75

Informal support 165 families

Food parcels from a charity – Sewa Day – West Midlands 102

Housing applications and support for housing 19

Early Helps completed 11

## 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
Early Talk Boost	Speech and Language UK

## 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 this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*