

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	883
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025, 2025-2026, 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
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	£634,290.00
Recovery premium funding allocation this academic year	£0 (To be returned.)
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	£634,290.00

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 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 27,338. 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 42% 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, and has a higher BAME population share than the city as a whole. The percentage of those residents who are economically active (51%) is 20% less than those nationally (71%).

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, 144 children joined and 80 left in the 2023-24 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 2023-24 only 19% of Reception pupils were at the expected level for speech and language.

31% of pupils have special educational needs

53% 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, vocabulary, reading and writing.
- Prioritise high quality intervention programmes for individuals and groups of pupils who fall behind in their learning.
- 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 be supported by SLT to identify specific intervention and support for individual and groups of 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 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	An increasing number of children joining Clifton who are newly arrived to the country and speak little or no English.
4	Due to the failure of the authority to provide the correct provision, we have an increasing number of high needs SEND children for which Clifton is not the correct setting.
5	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 the drive on the teaching of oracy across all areas of the curriculum in EYFS and regularly review the impact.	Excellent progress is made in speech and language in EYFS.
Continued CPD to embed the new approach to teaching reading (analytical) which, when well established, will have a positive impact on the standard of both reading and writing.	KS2 Reading SATs results will continue to rise in the forthcoming years.
CPD to teach children how to apply their analysis of authors' intent to their own writing.	Children have a passion for writing, carefully selecting strategies to have the desired impact on the reader.
Continued CPD in the specific teaching of critical oracy skills to apply learned knowledge and vocabulary in the form of 'exploratory talk tasks', particularly in wider curriculum subjects.	Increased standards in children's critical speaking and listening skills. Children speak using a wider range of academic vocabulary. Children are prepared for Children can 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. High quality talk tasks have a positive impact on children's confidence, independence and how they present themselves to others.
A more rigorous programme of teaching and assessing phonics to be embedded as well as a clear programme of ongoing interventions 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.

<p>Employ a Grade 3 Teaching Assistant with the responsibility for providing early EAL interventions across the school.</p> <p>Set up new EAL learning platform and plan a timetable of interventions for children across the school. Regularly review the timetable as new children join the school.</p>	<p>EAL children make good progress in acquiring the English language.</p>
<p>Review and make necessary improvements in individual provision for high need children who have one to one. Provide training.</p> <p>Employ a SEND teacher to provide interventions to individuals as set out in EHCPs and SSPs as well as to monitor the quality of provision for high needs children who have a one to one.</p>	<p>Individual SEND needs are met more effectively, and all children can flourish at Clifton.</p>
<p>Provide a free P.E. top (uniform) to every child.</p> <p>Provide a free branded Clifton jumper / cardigan for all pupil premium children.</p>	<p>Families are supported financially.</p>
<p>Improve attendance rates and reduce persistent absence.</p>	<p>Attendance and persistent absence are in line with or above the national averages.</p>
<p>Provide bagels for all children on arrival at school in the morning.</p>	<p>Families are supported financially.</p>
<p>Provide informal and Early Help support to vulnerable families including food packages, housing and signposting for financial help.</p>	<p>Families are supported financially.</p>
<p>Ensure that our disadvantaged pupils receive pupil premium funding to be able to participate in school trips, events and extra-curricular activities.</p>	<p>Families are supported financially.</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: £317,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Set and monitor clear expectations on the teaching and use of oracy strategies across all provision in EYFS.	EEF (Early Years Toolkit): Communication and language approaches have a very high impact on learning - +7 months. EEF: Collaborative learning has a high impact on learning - +5 months.	1
Maintain an intense programme of phonics teaching and assessment as well as a clear programme of interventions across EYFS and KS1	EEF: Small group tuition has a moderate impact on learning - +4 months EEF: Phonics has a high impact	1,2
Continue the 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 have a very high impact on learning- +7 months. EEF: Reading comprehension strategies have a very high impact on learning- +6 months.	2
Introduce programme of training to improve standards of children's writing through the analysis of the strategies that authors use to have the desired effect on the reader.	EEF: Collaborative learning has a high impact on learning - +5 months. EEF: Metacognition and self-regulation have a very high impact on learning- +7 months. EEF: Reading comprehension strategies have a very high impact on learning- +6 months.	2
A continued programme of whole school training on the specific teaching of critical oracy skills and vocabulary, particularly in wider curriculum subjects as	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.	1 2 3 4

well as the core ones (exploratory talk).		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £158,572.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Facilitate speech and language interventions in Reception.	EEF: Communication and language approaches have a very high impact on learning - +7 months EEF: Small group tuition has a high impact on learning - +4 months EEF: One to one tuition has a high impact on learning - +5	1,2,3
Facilitate phonics interventions in Reception and KS1	EEF: Small group tuition has a high impact on learning - +4 months EEF: One to one tuition has a high impact on learning - +5	1,2,
Continue the Early Talk Boost Programme of interventions in Nursery.	EEF (Early Years Toolkit): Communication and language approaches have a very high impact on learning - +7 months. EEF: Small group work has a moderate impact on learning - +4 months.	1,2,3
Establish high quality individual provision for our high needs SEND children who have a one to one.	EEF: One to one tuition has a high impact on learning - +5 EEF: Oral language interventions have a very high impact on learning - +6 EEF: Social and emotional learning has a moderate impact on learning - +4 months	1, 2, 4
Establish high quality individual provision for our EAL children who are new to the country and speak little or no English.	EEF: One to one tuition has a high impact on learning - +5	3

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

Budgeted cost: £158,572.50

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.	1,2,3,4,5
Provide a free P.E. top (uniform) to every child. Provide a free branded Clifton jumper / cardigan for all pupil premium children.	This is to support our families in the current cost of living crisis as well as the deprivation experienced in the community.	5
Maintain robust procedures to continue to attendance rates and reduce persistent absence.	Improved attendance means that children's progress is not hampered, and they embed their learning well.	1,2,4,
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.	1,2,3,4,5
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.	1,2,3,4,5
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.	5
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.	1,2,3,4,5

Total budgeted cost: £634,290

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 2023 to 2024 academic year.

Standards of Speaking and Listening in EYFS

Listening, Attention and Understanding has risen from 66% - 67% for disadvantaged children and 64% for non disadvantaged children - (Grade 6 and GLD) in previous years to 76% 2024 – 75% for disadvantaged children and 77% for non disadvantaged children.

Speaking has risen from 56% - 56% for disadvantaged children and 56% for disadvantaged children to 73% - 74% for disadvantaged children and 72% for non disadvantaged children.

Children Meeting the Phonics Expected Standard 2023-24

2022			2023			2024		
All	Disad.	Non Disad	All	Disad.	Non Disad	All	Disad.	Non Disad
64%	57%	67%	69%	64%	74%	74%	77%	71%

In the year 2023-24, we closed the attainment gap between our disadvantaged and non disadvantaged children.

End of KS2 Data 2023-24 (unvalidated)

End of KS2 Attainment trends: Expected Standard %	2022			2023			2024		
	All	Disad.	Non Disad.	All	Disad,	Non Disad.	All	Disad,	Non Disad.
Combined	30%	22%	43%	56%	57%	52%	60%	60%	59%
Reading	69%	63%	79%	65%	61%	67%	64%	66%	63%
Writing	33%	27%	43%	61%	63%	58%	65%	64%	65%
Maths	83%	77%	94%	83%	86%	77%	87%	86%	87%
GPS	74%	68%	85%	66%	68%	64%	74%	75%	73%

Over recent years, gaps between our disadvantaged and non disadvantaged children have closed. We are continuing our work to improve standards in reading and writing.

A new pedagogy for the teaching of analytical reading was introduced which included peer observations. Teachers expressed how useful the process was. The process ended with all teachers involved in sharing good practice across year groups and for each, a plan of action was completed, highlighting strengths and areas for further improvement in the teaching of analytical reading identified. This was monitored by Raising Standards Leads. SLT are now carrying out formal observations. Training programmes, this year, have been further improved following recent external training and liaising with higher performing schools.

Writing: Ongoing book monitoring by SLT demonstrated that new teaching initiatives introduced were in place and that standards across the school had improved. Again, training programmes, this year, have been further improved following recent external training and liaising with higher performing schools.

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.

2024-24:

18 Early Help Plans
 51 food parcels
 26 food bank vouchers
 21 financial support for families (Welfare fund)
 21 families housing support
 2 nursery provision places found (under 3)
 Supported 2 parents back into employment

Wider Support 2023-24

All pupil premium eligible children received a 50% subsidy for all external trips and visits; a free P.E top, branded Clifton jumper and to supplement the HAF funded main holiday clubs, we have offered free half term holiday clubs to all our pupil premium eligible children.

Identified children have had access to the Dog Mentor UK programme to provide social and emotional support (pupil premium and non pupil premium).

All children have been entitled to a free bagel on arrival to school.

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.