

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	74
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 22-23 23-24 24-25
Date this statement was published	31/12/22
Date on which it will be reviewed	01/12/23 01/12/24 01/12/25
Statement authorised by	N Page
Pupil premium lead	T Coutts/N Brabant
Governor / Trustee lead	Alex Lattin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,515
Recovery premium funding allocation this academic year	£2000
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	£16,515

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy has been written in a way that takes into account challenges and barriers to learning that all children at Clifton may face. In some cohorts this can be very small numbers. These children are identified in a variety of different ways with children being eligible for Pupil Premium being one of them.

Our approach takes into account our context as a rural village and also the context of society at the moment where Coronavirus has significantly impacted on children's access to uninterrupted education.

It has been written to reflect our school vision, values and behaviours so that all our children can flourish. Our strategy of intent has identified areas we need to invest more time, expertise for resources into in order that all children achieve.

The key principles of our strategy are:

- To build strong relationships with all children and parents
- A shared belief that all children can and will achieve
- A focus on delivering the highest quality teaching for all children
- High quality teacher and teaching assistant intervention programme
- Regular evaluation of approaches and interventions informed by data and other evidence acquired from checking and monitoring
- Clear, strategic leadership – setting high aspirations for all pupils and staff and working with staff to develop teaching so that attainment is raised

We are adopting the EEF tired approach investing more time into improving teaching before considering targeted academic support and wider strategies including improving children's emotional well-being. While this will be a three-year plan, some of the specific approaches may be altered based on in- school evaluations, the varying size of cohorts and the current needs of our pupils.

This strategy is underpinned by key research and focusses on five main facets:

- Continuing to develop high quality teaching so that all children have the academic skills, self-belief and attitudes to learning to flourish
- Continuing to develop a knowledge rich, ambitious and memorable curriculum that promotes aspiration and ambition amongst all children; developing both academic rigour and character development through rich experiences and well organised curriculum content
- Continuing to develop and support children's emotional well-being, learning attitudes and behaviour so that they have a readiness to learn
- Monitor children's attendance and ensure any barriers to attending are broken down where ever possible so that **ALL** children attend school regularly.

- Deliver additional focussed intervention to children who require additional learning of basic skills in English and Maths and do this in balance with ensuring they gain a broad and balanced curriculum

Our ultimate objectives are:

- *To ensure individual children from a disadvantaged background attain at least as well as those from a non-disadvantaged background through excellent first wave teaching*
- *To ensure all children flourish in school through access to a broad and balanced curriculum*
- *To ensure no child is affected by poor attendance*
- *To ensure all children are developing skills that support their emotional wellbeing*

Challenges

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

Challenge number	Detail of challenge
1	Numbers of children eligible for pupil premium varies in each cohort and so do their individual needs. The challenge is to ensure all children regardless of disadvantaged background attain well
2	Addressing gaps in learning of all children but in particular those eligible for PP which have become greater through the result of the pandemic
4	Developing early reading for all children with a particular focus on disadvantaged pupils
5	Ensuring PP students have access to wider-curricular opportunities and experience culture capital.
6	Ensure children eligible to PP get a broad and balanced curriculum rich in knowledge, vocabulary and memorable experiences (while also catching up with basic skills)
7	The attendance of the pupil premium students as a group is slightly lower than that of the non-pupil premium cohort.
8	Children have emotional and wellbeing needs that impact on their learning in school

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
All individual children eligible for PP or those that are disadvantaged attain highly and make strong progress	<p>A greater number of children with PP will make “at least” expected progress in Reading, writing and Maths</p> <p>A greater number of children with PP where attainment is behind ARE will make better than expected progress</p> <p>Children with PP receive high quality first wave teaching in all year groups.</p>
Developing early reading for disadvantaged pupils	<p>The phonics and early reading gap between children who are eligible for PP and those that are not, decreases within Reception, Year 1 and Year 2</p> <p>A greater number of children with PP meet ARE in phonics/early reading in Reception, Year 1 and Year 2</p>
Ensuring PP students engage with wider-curricular opportunities and experience culture capital.	<p>Children eligible for PP get opportunities to contribute to the school – e.g. Student Council, Playground leaders</p> <p>All children with PP attend education visits and residential</p> <p>Curriculum reflects aspirational opportunities</p>
Ensure children eligible to PP get a broad and balanced curriculum rich in knowledge, vocabulary and memorable experiences (while also catching up with basic skills)	<p>Children eligible for PP have full access to a broad and balanced curriculum</p> <p>Children eligible for PP widen their subject specific technical vocabulary due to exposure and exploration in full curriculum</p> <p>Children eligible for PP develop high aspirations as a result of experiences and opportunities they have received</p>
The attendance of the pupil premium students as a group and individually is at least in line with other children	<p>The attendance for individual children eligible for PP is above 97% and in line with other children</p>
Ensure there is a shared approach to support children with their well-being and social needs so learning is not inhibited	<p>High quality PSHE will be delivered to all children through the SCARF scheme as part of the curriculum.</p> <p>Clear assembly focus on wellbeing</p> <p>ELSA trained staff member supports individuals</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: £7,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and coaching for Read Write Inc Scheme £3500	Phonics (EEF toolkit +5 months) Reading comprehension strategies (EEF toolkit +6 months)	4
Subject release to review and ensure ambitious curriculum rich in knowledge, skills and vocabulary £3600	EEF- Maximising learning “Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” “Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching”	6
Training and coaching for staff on high quality interactions to develop language and communication skills in the Early Years February 23 – July 23 £1800	Oral language interventions (EEF toolkit +6 months)	3

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

Budgeted cost: £4,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of teacher after school to enable focussed interventions across Year 5 and 6 £1,200	Small group tuition (EEF toolkit +4 months)	1 and 2
Additional teaching assistant in Nursery to free up TAs to deliver additional phonics £3000	Teaching assistant interventions (EEF toolkit +4 months)	1,2 and 4

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

Budgeted cost: £5,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of School to work with most vulnerable children and families where needed £3600	Parental engagement (EEF toolkit +4 months)	1,2 and 7
Interventions to develop SEMH of groups of pupils in Key Stage 2 through ELSA £1,800	Social and emotional learning (EEF toolkit +4 months)	1,2 and 7
Training for staff on self-regulation techniques	Social and emotional learning (EEF toolkit +4 months)	8

Total budgeted cost: £16,700

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 2021 to 2022 academic year.

Academic support	
Buy and embed accelerated reader	This has been purchased, training for staff and implemented across school.
Establish small group reading and spelling interventions	Teaching assistants were used to deliver small group reading and spelling
Purchase reading books (phonics, accelerated reader)	Reading books purchased relating to phonics scheme and accelerated reader
Purchase spelling programme	RWI spelling scheme purchased and in place for KS2
Wider Support	
Offer breakfast and after school clubs	Support offered where required for individual children
Changing lives through horses programme	Reviewed and stopped part way through year as not having a significant impact
Funding for school trips	Educational visits and residential restarted and funding enabled PP children to attend

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

Further information (optional)

Due to a change in leadership, the school's Pupil Premium Strategy has been rewritten for 22-23

The school has small cohorts of children and the number of pupils eligible for PP can vary significantly.

The last 3 years have seen larger numbers of children eligible for PP in year 6 (average 40%). The current year 6 (22-23) has 4 children out of 10 eligible for pupil premium.