

# Pupil Premium Strategy Statement 2024 - 2027

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	429
Proportion (%) of pupil premium eligible pupils	31% (133)
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	Laura Corrigan
Pupil premium lead	Baljinder Barum
Governor / Trustee lead	Pauly Otermans

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-2025)	£196,840
Recovery premium funding allocation this academic year (2024-2025)	£9570
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	£206,410

## Part A: Pupil premium strategy plan

### Statement of intent

At Clifton, we endeavour to make the journey of education and lifelong learning our top priority for our disadvantaged pupils, those who are vulnerable and those who have no recourse to public funds. We do this by carefully identifying areas that our children would benefit from tailor provision in and then accordingly research the most effective methods of doing this. We ensure that we place research led interventions at the fore front of all our planning, an example of this is by using the EEF to guide our decisions.

The key principles of our strategy plan's focus are on both academic learning, social and emotional development as well as mental health and well-being. It also aims to expose pupils to experiences beyond their immediate environment particularly as we have many school only learners.

### Challenges

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

Challenge number	Detail of challenge
1	Low academic starting points
2	Multiple vulnerabilities requiring professional involvement; high levels of deprivation, high need SEND, limited English
3	Limited life experiences outside of school
4	Children and adult's poor mental health
5	Poor attendance

## 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
<p>A higher proportion of pupils eligible for the Pupil Premium Grant will achieve the expected standard and greater depth/higher standard at the end Key Stages</p>	<ul style="list-style-type: none"> <li>• End of Key Stage Data will be in line with or better than National Expectations</li> <li>• Gap between PPG and Non-PPG children will be narrowed</li> </ul>
<p>Children and staff will receive specialist support from external professionals. Individual needs will be assessed so that professionals can guide staff on the best strategies for specific pupils. Teachers will use these strategies to target children during QFT. Interventions will be designed using professional advice and will enhance the children's ability to make good progress for them from their starting points.</p>	<ul style="list-style-type: none"> <li>• Progress children make as result of this provision</li> <li>• Pupil voice</li> <li>• Staff knowledge of the strategies</li> <li>• Staff voice</li> <li>• Parent voice</li> </ul>
<p>Children will develop their skills in the following areas: Being Creative, Listening &amp; Understanding, Problem Solving, Presenting, Aiming High, working as a Team, Staying Positive &amp; Leading. Children will visit places of inspiration (Universities) and meet local people who have gone on to achieve aspirational careers. Children will participate in clubs and activities, which they would not have the resources to access outside of school, to increase their life experiences, build self-confidence and promote aspirations for the future.</p>	<ul style="list-style-type: none"> <li>• Children will develop leadership skills</li> <li>• Children will strengthen their confidence skills</li> <li>• Children will develop their perseverance and determination skills</li> <li>• Children will have a high level of self-esteem</li> </ul>
<p>Vulnerable families will have access to our pastoral lead who can support them with parenting and difficulties they are facing such as housing, financial, poor mental health and well being etc Their children will flourish as their families become more confident. Families will be supported by our Medical Coordinator and Admin Attendance officer to ensure that they are accessing their full entitlement to school.</p>	<ul style="list-style-type: none"> <li>• Families supported by school for pastoral issues will report in parent voice that they have been helped/achieved an outcome due to school</li> <li>• Vulnerable children's voice will show that they feel supported in school and have a designated staff member who they can confide in.</li> <li>• 15+ families will be fed weekly</li> <li>• All children will have access to breakfast</li> <li>• Children's attendance will be in line with national</li> </ul>

	<ul style="list-style-type: none"> <li>• Vulnerable children's attendance will increase</li> </ul>
<p>New children to the country will have a designated member of staff assigned to them (New Arrival Pastoral Lead) who will monitor their SEMH and that of their families</p> <p>Mental Health and Well Being Team to continue to plan whole school initiatives and highlight individual pupils and families for bespoke support</p> <p>Bespoke therapy through Chance Arts and Ealing Schools Patronships for the whole school community</p>	<ul style="list-style-type: none"> <li>• Pupil's and families SEMH needs will be recognised and support put in place leading to better outcomes for all</li> <li>• Staff voice to show impact of well-being support for staff</li> <li>• Well-being quality mark achieved</li> <li>• Pupil voice of the MHWB Pupil Leadership Team</li> </ul>

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD:</p> <ul style="list-style-type: none"> <li>- Oracy Project</li> <li>- Bottom 20% and Inclusion for All; Neurodiversity</li> <li>- EYFS Team bespoke to the needs of their children</li> <li>- Learning Support Assistants programme</li> </ul>	<p><u>EEF Effective Professional Development guidance</u></p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom</p> <p>EEF: Effective professional Development Hattie’s influences and effect sizes: collective teacher efficacy 1.39, school climate (0.43), classroom management (0.35), teacher clarity (0.75), professional development (0.37) plus other teaching strategies chosen by teachers</p>	<p>1</p> <hr/> <p>1, 2</p>

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

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics Intervention	<p>“Phonemic awareness instruction helps children to learn to read,” (Ehri et al, 2001).                      “The phonics approach is more effective than meaning-based approaches...in improving young children’s reading skills,” (British Council).                      EEF T&amp;L toolkit: - Phonics (+5 impact)</p>	1
<p>SEND interventions (specifically OT, SALT, social skills)</p> <p>EYFS Oracy Programme</p>	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice                      Research report DFE November 2015 ‘Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.’</p> <p>‘Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.’</p> <p>‘Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.’</p> <p>Evidence (above) tells us that children make the most gains when supported by highly skilled adults.</p> <p>EEF T&amp;L toolkit: Individualised instruction (+3 impact) Small group tuition (+4 impact) Teaching assistants (+1 impact) Hattie’s influences and effect sizes: - Small group learning (0.47) EEF T&amp;L toolkit: - Social and emotional learning (+4 impact) - Oral language 4 5 6 9 11 7 intervention (+4 impact)</p>	1
Educational Psychologist Buy In	<p>We have chosen to buy into additional support from our Educational Psychologist as we have a number of children who have complex needs where professional assessments are required. Our Educational Psychologist has worked with us for over 10 years and has built up the trust of our local community and is now recognised as a member of staff rather than an external professional. This is very important to us due to there being some stigma attached to</p>	2,5

	<p>the possibility of children having special educational needs in the community which we serve. Our Educational Psychologist also has a wealth of knowledge in Yoga and is a Mindfulness teacher, this has allowed us to run tailored interventions for our most vulnerable children who would not be able to access this outside of school.</p> <p>EEF special Educational Needs in Mainstream Schools guidance report – March 2020. EEF T&amp;L toolkit: Individualised instruction (+4 impact)</p>	
Speech and Language Therapy Buy In (this year through a private service)	<p>The Speech and Language Therapists assess children on either their language or social communication needs and advises all adults, who are involved in supporting the child, with strategies and resources on how best to support that child's needs.</p> <p>EEF Education Endowment Foundation further provides evidence Oral Language Interventions (+6)</p>	2

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

Budgeted cost: £46,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Felix Project	<p>1.5 million adults in London struggle to afford to eat every day, 400,000 children are at risk of missing the next meal. Meanwhile, our food industry generates almost 2 million tonnes of good, edible surplus food each year.</p> <p>The Felix Project is a London-based food redistribution waste charity set up in 2016 to tackle both issues. School holidays can be a stressful time for families who rely on meals provided at schools as a regular source of food. This is why, during the school holidays, we do everything we can to make sure that the food that would usually go to a school is delivered to somewhere that is holding activities for children, including holiday clubs, community centres and adventure playgrounds.</p>	4,5
Magic Breakfast	<p>Research - The findings demonstrated that habitual breakfast consumption frequency is positively related to academic performance, such that those children that eat breakfast more regularly have better school grades and achievement test scores after controlling for confounders such as socio-economic status (SES)</p> <p>Breakfast consumption in children has been found to:</p> <ul style="list-style-type: none"> <li>• Improve cognitive function, particularly memory, attention, and executive function</li> <li>• Improve academic performance, including school grades and achievement test scores</li> </ul>	4,5

	<ul style="list-style-type: none"> <li>Increase on-task behaviour in the class <i>Dr Katie Adolphus, Dr Clare Lawton and Professor Louise Dye from the Human Appetite Research Unit at the University of Leeds, School of Psychology, <a href="https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/#:~:text=The%20findings%20demonstrated%20that%20habitual,%2Deconomic%20status%20(SES)">https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/#:~:text=The%20findings%20demonstrated%20that%20habitual,%2Deconomic%20status%20(SES)</a></i></li> </ul> <p>EEF Education Endowment Foundation further provides evidence A new trial, conducted by the Education Endowment Foundation (EEF), introduced breakfast clubs to 86,000 pupils in 106 primary schools with higher than average numbers of disadvantaged pupils. The study found that Year 2 children in schools with a breakfast club made two months' additional progress in reading, writing and maths, compared with a similar group whose schools did not offer breakfast clubs</p>	
Tackling Poor Attendance	<p>EEF Education Endowment Foundation further provides evidence, 'Poor attendance levels have severe consequences on educational outcomes for individual learners. Regular school attendance is crucial for acquiring knowledge, developing skills, and building relationships with peers as well as teachers. Students with high absence rates are at a significant disadvantage, as they miss out on valuable learning opportunities.</p> <p>Academically, poor attendance hampers students' progress and leads to gaps in their knowledge. When students are absent, they miss vital explanations, demonstrations, and collaborative activities that enhance understanding. As a result, their learning suffers, leading to lower academic achievement and reduced confidence in their abilities.'</p> <p>DfE 2016: □ The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 □ Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions □ Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons DfE 2012: □ Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English □ 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C</p>	5
Pupil Leadership Teams	The schools, student and teachers' network have conducted research through their 'Making Pupil Leadership Effective'. The research recognises how pupil leadership can have a positive impact on pupil outcomes.	3
Subsidised Club Provision	<p>'Learning Hives' organisation outlines the positive benefits of clubs on pupils learning. Several researchers have proven that students who participate in after school activities are likely to have improved grades compared to those who did not. Results from similar studies have also highlighted that this can specifically affect disadvantaged students from poorer homes.</p> <p><a href="#">The Nuffield Foundation</a> funded a study undertaken by NatCen Social Research and Newcastle University in 2016, looking at the academic progress of around 6,400 students born between 2000-2001. When comparing the findings of disadvantaged students (defined as those whose family income was below the poverty line of 60% of the average household income) who attended after school programmes, and those from similar backgrounds who did not, it was found that those who did attend the activities made significantly more progress by the age of 11.</p>	3



<p>MHWB Support for the whole school community</p>	<p>'Mental Health Foundation' state that Good mental health helps them develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.</p>	<p>4</p>
<p>Therapy through Chance Arts and Ealing Schools Counselling Project</p>	<p>Chance Arts are an integrative arts charity who provide us with a therapist who offers 1:1 session once a week for a day. The children are referred by school and they engage in a range of therapeutic activities. Children usually have long term therapy depending on their need.</p> <p>The charity have also run group sessions including cookery and singing. The managers will also attend statutory meetings for children involved with external services.</p> <p>We use Ealing Schools Counselling Partnership to offer us a school counsellor and a trainee therapist for one day a week. They provide 1:1 therapeutic support to pupils, staff and parents. They run a lunchtime drop in for children who can access support by putting a slip in a box in their classroom.</p> <p>We attend meetings termly with all the partnership schools and we discuss the report that is produced to analyse the impact of the service.</p>	<p>4</p>

## Part B: Review of Outcomes from Previous Year 2023 – 2024

Reception – Good Level of Development		
Groups	Number of Pupils	% GLD
Reception	55	44%
PPG	9	33%
PPG Non-SEND	6	50%
PPG Non-New Arrival	9	33%
PPG Non-SEND and Non-New Arrival	5	60%

Year 1 Phonics			
Groups	Number of Pupils	% Passed 2024	% Passed National 2024
Year 1	59	81%	
PPG	14	86%	
PPG Non-SEND	9	100%	
PPG Non-New Arrival	13	84%	
PPG Non-SEND and Non-New Arrival	9	100	

Year 2 Phonics			
Groups	Number of Pupils	% Passed 2024	% Passed National 2024
Year 2	59	92%	Estimated 91%
PPG	18	100%	
PPG Non-New Arrival	20	70%	

Year 4 Multiplication Tables Check			
Groups	Number of Pupils	% 25/25 2024	% 25/25 National 2024
Year 4	47	58%	Estimated 34%
PPG	21	52%	
PPG Non-SEND	10	100%	

Year 6											
Groups	Number of Pupils	% Reading EXS+	% Reading HS	% Writing EXS+	% Writing GDS	% Maths EXS+	% Maths HS	% RWM EXS+	% RWM HS/GDS	% GPS EXS+	% GPS HS
Year 6	60	88%	24%	84%	12	94%	28%	78%	3%	90%	38%
PPG	27	89%	22%	85%	11	93%	22%	78%	0%	85%	37%
PPG Non-SEND	21	86%	19%	86%	14%	90%	29%	76%	0%	81%	43%
% National		74%		72%		73%		61%		72%	