



Clifford All Saints Pupil premium strategy statement 2023-2024

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	Clifford All Saints
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	22 children 12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Karen Smith
Pupil premium lead	Hannah Wood
Governor / Trustee lead	Karen Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,010
Recovery premium funding allocation this academic year	£ N/A
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	£32,010



Part A: Pupil premium strategy plan

Statement of intent

At Clifford All Saints we want all pupils to achieve their full potential. We are aspirational for our vulnerable pupils.

This plan identifies the ways in which we aim to support these disadvantaged pupils in their academic and personal development. Educational recovery is essential for all pupils, including those who are disadvantaged.

We know that not all disadvantaged students are eligible for Pupil Premium funding, equally, not all children that receive the grant have the same needs. Our strategy is based on knowledge of our school community and rooted in educational research; funding is allocated based on need, not assumption.

Our curriculum aim is for all children, irrespective of home circumstances, to have the right to a quality curriculum that meets their needs. This is integral to our offer for disadvantaged pupils and educational recovery.

Our aims are:

- To improve the quality of teaching of reading and writing and to increase % of children at ARE and GD- through quality CPD, support and resources.
- To ensure targeted interventions and opportunities in school meet the learning needs of pupil premium pupils.
- To ensure all children having access to a broad and balanced curriculum including all extra-curricular activities. This includes ensuring pupils have access to a range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.
- To ensure all pupils are being supported with SEMH needs including the provision of inclusive pastoral support service for pupils and parents, identified by school as vulnerable or in need.
- To ensure the attendance of all pupils is improving and in line with national expectations therefore narrowing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experiences at Clifford All Saints.

The Key foci of this strategy are:

- Quality first teaching;
- Targeted academic support and;
- Wider approaches to supporting emotional wellbeing, personal development and behaviours.

Challenges

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

Challenge number	Detail of challenge
1	Preventing an attainment gap across Reading, Writing and Maths,
2	Disadvantaged children achieving greater depth in Reading, Writing and Maths
3	Lack of enrichment opportunities during school closure
4	An increase in SEMH needs since the onset of the pandemic
5	Reduced attendance rates following the pandemic.

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
To improve the quality of teaching of reading and to increase % of children at ARE and GD.	Increase in % of children at ARE in reading Increase in % of children at GD in reading Quality of teaching and learning is of a high standard in reading- through lesson visits Feedback from pupil book study work
To improve the quality of teaching of writing and to increase % of children at ARE and GD.	Increase in % of children at ARE in writing Increase in % of children at GD in writing Quality of teaching and learning is of a high standard in writing- through lesson visits Feedback from pupil book study work
To improve the quality of teaching of maths and to increase % of children at ARE and GD.	Increase in % of children at ARE in maths Increase in % of children at GD in maths Quality of teaching and learning is of a high standard in maths- through lesson visits Feedback from pupil book study work
To improve the quality of teaching of phonics and to increase % of children at ARE	Quality first phonic and spelling teaching present in all relevant classes. Phonic scheme used consistently and with fidelity across school. All school staff receive accredited phonics and reading training. Daily interventions for any children who have gaps in their learning. 90% of all pupils achieve phonic screening.

	83% of pupil premium children read age appropriate texts with 90% fluency
To ensure all PP children have equal access to wider opportunities across the curriculum, that they feel part of the school community and have access to resources to improve self esteem and develop new talents	<p>All disadvantaged children attend all school visits.</p> <p>Disadvantaged children have the option to have music lessons</p> <p>Disadvantaged children have the option to attend a residential visit in Year 6.</p> <p>After school opportunities are available.</p> <p>School uniform is provided up to £50 a year</p>
To ensure attendance for all pp children improves and is at or above average attendance for school	<p>Attendance rates at the end of this academic year will be 96% or above.</p> <p>Persistent absenteeism will have been targeted.</p> <p>All staff promote and reward good punctuality and attendance.</p> <p>Pupil's attitudes to attendance and punctuality have improved.</p>
To ensure children's mental health and wellbeing is supported	<p>Targeted support has an impact on pupil mental health and wellbeing</p> <p>PP Pupils with SEMH needs are supported to be able to access learning successfully through early identification and allocation of effective, inclusive provision, so that most make progress in line with ARE, and 100% make progress in line with individual expectations.</p> <p>PP pupils will show increased levels of resilience and self- regulation in the classroom and at unstructured times. This will be evident through behaviour logs and classroom/playtime observations. Pupils will have developed strategies to self-regulate and manage their own emotional dysregulation.</p> <p>Pupil voice demonstrates that pupils are happy in school</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: £12,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the quality of teaching of reading and to increase % of children at ARE and GD.		
Further development of the Reading for pleasure project through the English hub	<p>As a school, we want reading for pleasure to be a high profile so that we develop 'lifelong' readers. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ this identifies the impact wider strategies have on educational attainment.</p> <p>As an initial focus the following were looked at:</p> <p>reading comprehension activities</p>	1,2
Increase the number of high quality texts available		1,2
To improve the quality of teaching of writing and to increase % of children at ARE and GD.		
Time with SLE to support the quality of writing across school	<p>Writing is currently the weakest area of the core curriculum for PP children. This has been further impacted by lockdowns.</p> <p>For struggling writers and pupils with specific learning difficulties or Special Educational Needs (SEND), the approaches below are effective (Mason et al, 2011; Santangelo and Olinghouse,</p>	1,2
Purchase RWInc Spelling scheme		1,2
Improve moderation of assessments of writing		1,2

<p>for end of KS1 and KS2 outcomes - through involvement in locality moderation</p>	<p>2009; Brooks, 2007; Humphrey and Squires, 2011):</p> <p>Use explicit, interactive, scaffolded instruction in planning, composing and revising strategies; Use cognitive strategy instruction; Strategies that involve effective use and monitoring of pupils' data, which can be accessed by a range of stakeholders and can be reviewed by both teachers and parents, having structured conversations with parents and a comprehensive range of interventions have been effective in raising pupils' achievement in English.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ this identifies the impact wider strategies have on educational attainment.</p> <p>As an initial focus the following were looked at:</p> <p>collaborative learning</p> <p>individualised instruction</p> <p>oral language interventions</p>	
<p>To improve the quality of teaching of maths and to increase % of children at ARE and GD.</p>		
<p>Involvement in maths mastery project</p>	<p>Clifford has a systematic approach to teaching maths across school. The EEF review of mastery maths approach outlines the benefit of this approach:</p>	<p>1,2</p>
<p>Purchase resources to support children's concrete understanding of math concepts.</p>	<p>https://www.mathematicsmastery.org/EEF-independent-impact-study</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ this identifies the impact wider strategies have on educational attainment.</p> <p>As an initial focus the following were looked at:</p> <p>Mastery approach</p>	<p>1,2</p>

To improve the quality of teaching of phonics and to increase % of children at ARE		
Release time for staff to attend additional phonics training	Research from the EEF regarding teaching of phonics:	1,2
Resources purchased from Little Wandle Bought into Little Wandle accredited phonics scheme	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ this identifies the impact wider strategies have on educational attainment.</p> <p>As an initial focus the following were looked at:</p> <p>phonics</p>	1,2

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

Budgeted cost: £ 12,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rising Stars assessments at the end of each term to provide	Diagnostic assessment is a tool of high quality teaching and learning- https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/	1,2

analysis of individuals attainment.	g.uk/the-tiered-model/1-high-quality-teaching/	
Phonics training for support for bottom 20% through little wandle resource and support through the English Hub	There is a need for a consistent approach to interventions used in school. By using resources that have been moderated across the country over time there is a link with continuous practice over time. Intervention and teaching activities to target academic support must be sustained and coherent- e.g. by using an accredited approach like Little Wandle Letters and sounds.	1,2
Use of directed teaching assistant time	<p>Even when teachers share experiences of professional development, activities need to be sustained, continuous or embedded over time to have impact beyond individuals. If activities lack a coherent focus, there is little sustained impact on practice (Bubb & Earley, 2009).</p> <p>In a review of targeted interventions (https://onlinelibrary.wiley.com/doi/full/10.1002/cl2.1081) the impact of short term interventions was minimal. Where there was a long term, consistent approach, pupil progress was positively impacted.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ this identifies the impact wider strategies have on educational attainment.</p> <p>As an initial focus the following were looked at:</p> <p>One to one tuition</p> <p>small group tuition</p> <p>individualised instructions</p>	1,2, 4

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

Budgeted cost: £6700

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all PP children have equal access to wider opportunities across the curriculum, that they feel part of the school community and have access to resources to improve self esteem and develop new talents		
Music lessons provided for PP children	<p>Wider strategies have been chosen using support from the EEF Teaching and Learning toolkit: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ this identifies the impact wider strategies have on educational attainment.</p> <p>As an initial focus the following were looked at:</p> <ul style="list-style-type: none"> Arts participation Extending school time Parental Engagement Sports participation Outdoor adventure learning 	3
Reduced/ no cost for trips, visits and residential		3,4,5
Reduced price for after school club and breakfast club		3,5
£50 allocation of uniform costs for each pp child if needed		4
Children's mental health and wellbeing is supported		
Mighty minds intervention approach-training and additional time for TA to deliver sessions	<p>Public Health England – promotion of schools supporting the mental health and well-being of pupils.</p> <p>EEF research states that Self-regulation and metacognition had a very high impact for very low cost based on extensive evidence – EEF – Metacognition and Self-Regulation Learning.</p>	4
Resources for sensory space		4
Resources to support PSHE lessons regarding mental health and wellbeing		4

Total budgeted cost: £32,010

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.

There were 5 Y6 Pupil Premium children in the End of Year Key Stage 2 2023 assessments. Out of the 5 children here is the data.

Disadvantaged pupil performance overview (ARE) for last academic year

Measure	Percentage	Whole school %	National %
Reading	4 out of 5 - 80%	91%	73%
Writing	4 out of 5 - 80%	75%	71%
Maths	4 out of 5 - 80%	81%	73%

Disadvantaged pupil performance overview (GD) for last academic year

Measure	Percentage
Reading	1 out of 5 - 20%
Writing	0
Maths	1 out of 5 - 20%

Y2 SATS: At the end of Y2, there were 3 children and Reading 2 of the 3 were EXS across all areas.

Y1 Phonics: Of the 2 children in Y1 both achieve 32+.

The current low percentage of children who are in receipt of pupil premium in each class has a significant impact on outcomes related to age related standard and those at greater depth within the expected standard. We recognise that in many year groups, disadvantaged children are achieving well and in line with their peers at the standard that is related to their age. However, low levels of our disadvantaged children are currently achieving greater depth within the expected standard. However, this is in relation to low numbers within each year group.

One of the reasons for these outcomes points primarily to the ongoing Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to

benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Children have benefitted from financial support to ensure they are able to access music tuition. We feel that it is incredibly important to increase all children's cultural capital and reflect that this is a great way to do this. All disadvantaged children were able to access all trips and visits last year. Providing funding for these vital experiences has a significant impact on learning and wellbeing.

School will continue to contribute money towards school uniform costs for disadvantaged pupils. We recognise that this enables them to feel part of the school community and no disparity between disadvantaged pupils and others will be felt in regards to uniform.

In order to ensure all children are given the opportunity to be at the age related standard and to ensure a greater number of children are at greater depth within the expected standard, targeted CPD and resources must focus on the quality of teaching. This will continue to be part of our ongoing school improvement work.

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
N/A	
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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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