Pupil premium strategy statement

This statement details our school's use of pupil premium 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	367
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan	2024/25 to 2027/28
Date this statement was published	September 2024
Date on which it will be reviewed	July, 2027
Statement authorised by	Terri Hadfield
Pupil premium lead	Rachel Harrison
Governor / Trustee lead	Pam Goodfellow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£243350.00
Recovery premium funding allocation this academic year	£0
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	£245647.39

Part A: Pupil premium strategy plan

Statement of intent

Clifton Primary school is located within Kingston upon Hull which remains one of the most deprived Local Authorities nationally. Eligibility for free school meals has increased over recent years. 85% of pupils live in the 20% most deprived households nationally (IDACI 2021).

Our overarching aim is to close the attainment gap between our disadvantaged pupils and others within school and nationally so that every pupil in our school has the same life chances and can be the best they can be.

The causes of disadvantage are complex and entrenched and many lie beyond school. However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a difference.

We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations.

Our aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults.

Our guiding principles for allocating our funding align with those identified in Education Endowment Foundation - Using your Pupil Premium Funding effectively

1. Schools can make a difference in narrowing attainment gaps – this means all staff in our school know who our disadvantaged pupils are and work collaboratively to narrow the gaps.
2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school
3. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers
4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment
5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be 'low-attainers', tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential

Challenges

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

Challenge number	Detail of challenge
1.	Speech, language and communication - baseline entry to FS2 shows that most children are not school ready on entry to Clifton Primary School. Many have no English with 57% of children across school and 85% across the Early Years setting being EAL pupils. Children have limited oral language skills and vocabulary and have had little opportunity to enjoy reading outside of the school environment.
2.	In-school assessments, including discussions with pupils and work scrutiny show that there are gaps in reading, writing, mathematics and phonics between our disadvantaged pupils and others in school. This gap has narrowed over time.
3.	Attendance and punctuality • Attendance in 2025 – 2026 was 96% which is higher than the NA (94.5%), there are disparities between our disadvantaged pupils (94.3%)and their peers: • Overall attendance – Disadvantaged 94.3% - Others 95.8% • Persistent absence – Disadvantaged 18% - Others 12.8%
4.	Capacity of parents to support learning. Many of our parents had poor experiences of education. We have high numbers of one parent families and families receiving external agency support. Access to technology and books is limited in some households. Over the last twelve months, we have had 7 children on a CP Plan; ten children who are CIN; we have made 10 referrals to EHASH and made 7 referrals to Early Help.

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
• Broad and balanced curriculum in place which builds on prior learning and is accessible and engages all learners.	• Quality of teaching is at least good with the majority being outstanding in all classes over time (internally and externally moderated through a range of statutory and non-statutory arrangements). • Assessment, observations, work scrutiny and discussions with pupils demonstrate high levels of engagement amongst all pupils and no significant difference

	between disadvantaged pupils and others in school. • Assessments confirmed by internal and external assessment data and by external monitoring of the school. • Curriculum further refined with all core and foundation intent / progression documents in place for all subjects.
• Improved outcomes in GLD, reading, writing, mathematics and phonics	• Focused observational assessments show significantly improve oral language amongst disadvantaged pupils. This evidence is confirmed via work scrutiny, interviews with pupils and formal internal and external assessments and moderations. • % of disadvantaged pupils achieving GLD is within 5% of national average for all pupils nationally. • % of disadvantaged pupils reaching required standard in Phonics Screening Check is within 5% of NA for all pupils nationally. • At the end of KS1, % of disadvantaged pupils reaching EXS in reading, writing and mathematics is in line with NA for all pupils nationally. • At the end of KS2, % of disadvantaged pupils reaching EXS in reading, writing, mathematics and RWM is in line or above NA for all pupils nationally. On an annual basis we will aspire to: • Reach targets agreed with Trust at EXS and GD at the end of each Key Stage • Move closer to NA for GLD whilst narrowing gap between disadvantaged pupils and others in school • Gap between disadvantaged pupils and others in schools narrows in Phonic Screening Check. • Gap between disadvantaged and other pupils narrows when compared with previous year's outcomes across all measures.
• Well-being, social and emotional development, inclusion	By 2024-25 - high levels of inclusion and well-being is exemplified by: • Qualitative data from pupil voice surveys

	• Qualitative data from range of parental surveys • Reduction in number of behavioural incidents recorded in CPOMS • Analysis of CPOMS data shows positive impact of schools support and signposting to external partner agencies • High levels of engagement in out-of-school clubs and activities by disadvantaged pupils (registers and pupil feedback) • High levels of parental engagement in activities and workshops
• Attendance and punctuality	• The overall absence rate for all pupils is in higher than the national average • The attendance gap between disadvantage pupils and others is in line with national average • The % of all pupils who are persistently absent is in line with national average • The gap between disadvantaged pupils and others in school is in line with NA On an annual basis we will aspire to: • Narrow the absence gap between disadvantaged pupils and others • Narrow the gap between disadvantaged pupils and others in terms of PA • Number of pupils late and late after close of registration reduces

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: **£177544.39**

Activity	Evidence that supports this approach	Challenge number(s) addressed

CPD for all staff:
 	
Access in-house, Trust-wide, and national training with a focus on improving QfT through a shared understanding of effective approaches to teaching (NPQs, TD programme)
 	
Staff release. Ensure that staff are aware of challenges / barriers on individual pupil level through robust pupil progress meetings and phase meetings and CPD around cognitive science research.
 	
All relevant staff (including new and support staff) receive in-house core training to deliver the phonics scheme effectively, with a focus on supporting early career stage teachers.
 	
Whole school CPD and bespoke support for identification of most able and what effective 'challenge' looks like / development of schema.
 	
To support development of high-quality provision - QfT – including accurate assessment, effective feedback, bespoke support, coaching, modelling. Release of DHT and AHT (0.6fte) **£15378.61**
Release of SLT members and in-house experts to provide support and model best practice through coaching/mentoring programme to further improve quality first teaching with a focus on high impact, evidence based approaches* - focus on quality
	Education Endowment Foundation - Diagnostic Assessment - Evidence Insights
	
	Education Endowment Foundation - Gathering and interpreting data (From A school's guide to implementation)
	
	• EEF state that with the information diagnostic assessments provide, teachers may:
	  • decide to adjust the level of challenge of activities
	  • reteach specific concepts or topics
	  • adjust curriculum content in the medium or long term
	  • provide pupils with feedback through which they can address their own areas for improvement
	  • decide which pupils may need additional, targeted academic support
		1,3

interaction with children in EYFS, the teaching of phonics, reading comprehension and writing: 2 x Additional ASA employed to deliver bespoke interventions and support learning for those pupils in receipt of FSM in Y5 and Y6 **£43990.52** ASA employed to provide quality interventions at the point of need to KS2 pupils **£30395.26** Maths/English coaching provided for Y6 pupils. More able pupils attend mastery club Reading Interventions run by teachers and ASA. Incentives provided to encourage daily home reading. Staffing ratio of 1:10 rather than 1:13 in The Early Years Foundation Stage to ensure accurate and timely intervention for those children in receipt of FSM CPD for all staff (including ASAs) to: Ensure that staff are aware of challenges / barriers on individual pupil level SENDCO (0.6) to focus on interventions and intense targeted bespoke provision of pupils in receipt of FSM and that have SEND. **(£29893)** Release of Assistant Head teachers (x2)(**£23514**) to have a focus on: • ERAP – supporting the development of high quality reading provision. Ensuring staff receive training and coaching. Dis-advantaged close the gap to their peers (0.2 fte) (0.1 fte) • Writing – supporting staff with QFT focusing on vocabulary and language acquisition (0.1 fte) Release of SLT (x2) to have a focus on(**£26173**):		

• Curriculum – supporting teachers with further developing their intent documents and reviewing LTPs (0.1 fte) • Maths – (0.1 fte) - QfT –including accurate assessment, bespoke support, coaching, modelling		
Purchase of ongoing materials/training of DfE accredited Systematic Synthetic Phonics Programme (RWI) to secure consistently good phonics teaching Access to training / resources and 100% decodable books (**£7000**)	Very strong evidence base which suggests the positive impact on early reading skills (though not necessarily comprehension), particularly for disadvantaged pupils DfE Reading Framework - Teaching the foundations of literacy Education Endowment Foundation T&L Toolkit - Phonics	1,2,3
Purchase of resources / manipulative at class level for mathematics (**£1200**) to help pupils hone their mathematical thinking skills and connect ideas and integrate their knowledge so that they gain a deep understanding of mathematical concepts.	Education Endowment Foundation - Improving mathematics in the Early Years and Key Stage 1 Education Endowment Foundation - Improving mathematics in Key Stages 2 and 3 EEF state that manipulatives can be powerful tools to help pupils engage with mathematical ideas – however, they are just tools and need to be used purposefully and appropriately to have an impact	1,2,3

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

Budgeted cost: **£41335**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years communication and oral language intervention Teaching Assistant 0.4 Total - **£13,700**	Education Endowment Foundation Early Years Toolkit - communication and language approaches Communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. It is suggested that the benefits are greater for children from disadvantaged backgrounds Education Endowment Foundation - T&L Toolkit - Oral Language Interventions Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. EEF state that interventions led or supported delivered trained teaching assistants have broadly the same impact as if delivered by a teacher.	2,3
Phonics catch-up / intervention: RWI Gap analysis YR, Y1, Y2 – 1:1 or small group Trained multilingual ASA (0.5) (**£9377**) Teacher (0.5) (**£18258**)	DfE Reading Framework - Teaching the foundations of literacy Education Endowment Foundation - T&L Toolkit - Small Group Tuition Education Endowment Foundation - T&L Toolkit - One to One Tuition Studies comparing one to one tuition with small group tuition show mixed outcomes. The variability could be attributed to the quality of teaching as opposed to group size. Evidence suggests that tuition should be additional to but explicitly linked with normal	2,3

	teaching and that teacher monitoring of progress is beneficial. Where tuition is delivered by volunteers or TAs, the evidence suggests that training and the use of structured programmes is key. EEF state that schools should carefully consider how teaching assistants are used to support learners from disadvantaged backgrounds. There is evidence that when a teaching assistant is used to support specific pupils routinely in the classroom, the teacher may interact less with these pupils, meaning that those who need additional teacher monitoring and support may not receive it. Therefore, additional care should be given to how teachers respond to the deployment of teaching assistants and who they are supporting, particularly for previously low attaining or disadvantaged pupils. However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.	
Pre-loading and small group tutoring Y6 – mathematics	Education Endowment Foundation - Improving mathematics in Key Stages 2 and 3 Education Endowment Foundation - T&L Toolkit - Small Group Tuition EEF state that small group approaches can support pupils to make progress by providing intensive, targeted academic support to those with low prior attainment or at risk of falling behind as it allows for	2,3

	greater levels of interaction and feedback. This helps pupils overcome barriers to learning and increases access to the curriculum. It is important to ensure that tuition is informed by accurate diagnostic assessment and delivered by trained staff.	

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

Budgeted cost: **£26768**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being, social and emotional development, inclusion: Further Develop Safeguarding Team led by DHT (0.1fte) (**£8609**) Child Protection Co-ordinator (Community Safeguarding Officer) (£**16659**) (18.5 hours) with clear job description, role and responsibilities including: • Work with Attendance Team • Support safeguarding • Deliver ELSA intervention Specialised support and partner agency working: • SEMH support – focus on most vulnerable (CLA, CIN, EHASH, those with social worker)	Education Endowment Foundation - T&L Toolkit - Social and Emotional Learning Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored. Education Endowment Foundation - T&L Toolkit - Meta Cognition and Self-Regulation Evidence to suggest that disadvantaged pupils are less likely to use metacognitive	4,5,6

All pupils in school learn to play a musical instrument which is fully funded by the school. We subsidise many trips, visits and visitors, including residential visits so that all pupils have access to a rich and varied curriculum Jigsaw Programme implemented across school and full resource packs available (**£1500**) High quality SEMH resources available throughout school	and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.	
Raising profile of attendance: • Strong attendance ethos led by the Headteacher but within an effective team with clear lines of accountability • Clear policies – technical and legal compliance • Regular monitoring and analysis – use of correct codes • Training for Attendance Team • Robust follow up of absence • Engagement with partner agencies • Good practice sought and shared • Build positive relationships with parents	DfE - School attendance guidance DfE - Improving school attendance - support for schools and local authorities DfE guidance based on cases studies with school with high levels of attendance. Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE) EEF are currently undertaking research which aims to be the basis for a report that provides an overview on the effectiveness of interventions on school attendance behaviours and the characteristics of these interventions. EEF attendance intervention rapid evidence assessment	5

• Intervene and support early Targeted intervention driven by data analysis and which focus on solution not the problem	EEF attendance intervention rapid evidence assessment DfE - School attendance guidance	

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.

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Key Stage 1 statutory outcomes have slightly increased. We are particularly pleased with the outcomes of our disadvantaged pupils in KS1 – which are higher than the national averages and the gap between disadvantaged and others has been decreased in most areas.

Key Stage 2 statutory outcomes have increased in individual subjects but the combined figure is lower compared to last year's outcomes. We are particularly pleased with the outcomes at the expected level, of our disadvantaged pupils, where we see an attainment gap narrower than the national gap.

Early Years Foundation Stage

- 61% of all pupils in Reception achieved GLD compared to 67% nationally
- 54% of disadvantaged pupils in Reception achieved GLD compared to the national average of 52%.
- The gap between disadvantaged and children not known to be eligible for FSMs is -18% which indicates that the school gap is narrower than the national gap of -20%.

End of Key Stage 2: Reading/Writing/Maths combined

- 72% of all pupils in year 6 achieved EXS+ compared to 59% nationally
- 71% of disadvantaged pupils in year 6 achieved EXS+ in R/W/M combined compared to 66% of other pupils nationally.
- The gap between disadvantaged and others nationally is -2% which indicates an improvement in the attainment of our disadvantaged pupils compared to the gap in 2019.
- 4% of all pupils in year 6 achieved the higher score which is slightly lower than the national standard of 7%.

Attainment and progress in Reading
Early reading and phonics

End of Key Stage 1 Reading
- 78% of all pupils in year 2 achieved EXS+ in Reading compared to 68% nationally.
- 64% of disadvantaged pupils in year 2 achieved EXS+ in Reading compared to 54% of others nationally.
- 24% of all pupils in year 2 achieved GDS in reading compared to 19% nationally.

Phonics screening check Year 1
- 81% of all children in year 1 met the required standard in the phonics screening compared to the national average of 79%.
- 85% of disadvantaged pupils reached the required standard compared to 83% of others Nationally.

• The gap between our disadvantaged pupils and others nationally is +2% showing that the gap has eradicated.

Phonics screening check Year 2

• 92% of all children in year 2 met the required standard in the phonics screening compared to the national average of 89%

• 88% of disadvantaged pupils reached the required standard compared to 81% of others Nationally

End of Key Stage 2 Reading

• 78% of all pupils in year 6 achieved EXS+ compared to 73% nationally

• 71% of disadvantaged pupils in year 6 achieved EXS+ in Reading combined compared to 78% of other pupils nationally.

• The gap between disadvantaged and others nationally at expected is -7%.

Attainment and progress in writing

End of Key Stage 1

• 69% of all pupils in year 2 achieved EXS+ in Writing compared to 60% nationally.

• 60% of disadvantaged pupils in year 2 achieved EXS+ in Writing compared to 65% of others nationally.

• The gap between disadvantaged and others nationally is -5%.

End of Key Stage 2 Writing

• 82% of all pupils in year 6 achieved EXS+ compared to 71% nationally

• 75% of disadvantaged pupils in year 6 achieved EXS+ in Writing compared to 77% of other pupils nationally.

• The gap between disadvantaged and others nationally at expected is -2%

Attainment and progress in mathematics

End of Key Stage 1 Maths

• 75% of all pupils in year 2 achieved EXS+ in Mathematics compared to 70% nationally.

• 64% of disadvantaged pupils in year 2 achieved EXS+ in Mathematics compared to 75% of others nationally.

End of Key Stage 2 Maths

• 90% of all pupils in year 6 achieved EXS+ compared to 73% nationally

• 82% of disadvantaged pupils in year 6 achieved EXS+ in Mathematics compared to 79% of other pupils nationally.

• The gap between disadvantaged and others nationally at expected is +3%.

nationally which was 0.5.

Attendance

Securing good attendance of some children and families has remained a key priority for the school during 2023-24.

For the school year of 2023-4 the gap between disadvantaged and others in school was -1.22%.

Overall attendance for the year for non-disadvantaged 92.65% and for disadvantaged 91.43% The gap between disadvantaged and others in school is lower than the gap for

England which is 12.7%.

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
None	

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)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Engagement with English Hub and access to funding to support the effective implementation of a synthetic systematic phonics programme
- Developing reading comprehension strategies focusing on the understanding of written text. This will form part of whole class teaching and then practiced in small groups / pairs.
- Extending the range of extra-curricular provision to support the well-being, behaviour and attendance of our most vulnerable pupils. This will supplement the more formal support identified within our spending plan with the aim of further developing resilience and self-confidence. Disadvantaged pupils will be prioritised for access to these activities.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we ensured that we followed the guidance provided by the Education Endowment Foundation. We also commissioned the support of an accredited Pupil Premium Reviewer.

We took evidence from the outcomes of a range of monitoring including the analysis of internal data, lesson observations, pupil and staff interviews and work scrutiny. The views of parents and carers were also sought and considered. As a school in a large trust we were able to benchmark ourselves against schools within HET and also looked outside to schools which are contextually similar to Clifton and whose disadvantaged pupils perform well. This reinforced that careful attention is given to the implementation stage. Education Endowment Foundation - Putting evidence to work: A school's guide to implementation

We looked at external evidence around the impact of school closures due to Covid-19 and it is clear that the attainment gap has grown. Education Endowment Foundation - summary of research on impact of Covid-19 on the attainment gap The economic impact of lockdown has resulted in more pupils becoming eligible for the Pupil Premium and the importance of understanding barriers to learning and adopting a 'less is more' focused approach cannot be over emphasised.

Within school and across the Trust we have robust evaluation procedures and these will help us identify successes and make amendments to our plans, if needed to secure the best possible outcomes for our disadvantaged pupils.