

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

At North Clifton Primary we are committed to removing barriers to success for all our pupils and close any gaps between their peers, ensuring that every child maximises their potential. We know that the impact of COVID 19 on Pupil Premium pupils is the 'equivalent to undoing a third of the progress made in the last decade on closing the primary gap in primary schools' (DfE, June 2021). With this in mind, it is essential that our school curriculum continues to be designed with equality and equity as a focus. The Pupil Premium Allocation, alongside the Recovery Premium, will be used to overcome challenges faced by our Pupil Premium pupils that are not just academic challenges, but specific factors that are a barrier to learning. We will ensure that the focus continues to be on overcoming these barriers and closing any gaps. We are ambitious for every child in our care and are relentless in our pursuit to enable every child to maximise their potential

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 | North Clifton Primary |
| Number of pupils in school | 22 |
| Proportion (%) of pupil premium eligible pupils | 4.5% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2022-2025 |
| Date this statement was published | January 2025 |
| Date on which it will be reviewed | January 2026 |
| Statement authorised by | Ilona Sanderson |
| Pupil premium lead | Ilona Sanderson |
| Governor / Trustee lead | Karen Grundy |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £2570 |
| 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 | £2570 |

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium is additional funding to help ensure disadvantaged pupils achieve results in line with all pupils nationally and to close any in-school attainment gaps. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident learners. As a school we are held accountable for how we use the additional funding to narrow the gap for these targeted pupils. We are required to publish online how we have used the premium; this is to ensure that parents and other stakeholders are made fully aware of the impact of this additional resourcing on learning and achievement outcomes within our school. Research tells us that, following the COVID 19 pandemic, our disadvantaged pupils have been widely impacted. The DfE findings states; “Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers”. The challenges faced by our pupil premium pupils include vocabulary, creativity, writing and Mathematical fluency, and emotional well-being. These challenges have been identified by using a range of information including research information from the DfE and Education Endowment Fund, in school data, professional conversations with teachers/SENDCO and liaising with pupils and families. The context of the school has guided us in writing our pupil premium strategy with all members of staff and the governing body accepting responsibility for socially disadvantaged pupils and being committed to meeting their pastoral, social and academic needs within our inclusive environment.

Our current strategy places an emphasis on the quality first teaching, building in fluency to enable access for all, to the full curriculum. Rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success. North Clifton provides an inclusive and aspirational environment where learners thrive and build the cultural capital; they need to make positive, informed choices about their own future and overcoming barriers in achieving equity. At North Clifton we believe our strategy should be flexible in accommodating the specific needs of each pupil. Our pupil premium pupils have access to a full curriculum, maximising potential and providing opportunity for them to be just as successful as their peers. As a school, we strive to support and work with our families to increase engagement, so that we can be the champion our Pupil Premium pupils and families deserve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Pupils performing less well in writing in comparison to the other core subjects |
| 2 | Pupils needing to accrue a deep, long-term, secure and adaptable understanding of mathematics, so that success is maximised. |
| 3 | Pupil premium children often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health |

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 |
|---|---|
| Challenge 1 Pupil Premium children have an increased writing stamina and narrowed the gap in regard to writing results | <ul style="list-style-type: none">• Literacy is embedded across the whole curriculum with opportunity for pupils to complete extended writing tasks in all curriculum learning.• Children have developed the foundations of a fast, accurate, and efficient handwriting style.• Embedded handwriting policy that requires the coordination of fine motor skills developed from a sequential granular approach• Teachers carefully pick high quality texts to develop the skills of pupils and make them aware of their writing journey• Writing displays in classrooms show aspirational 'published' work, celebrating literacy.• This approach has resulted in pupils applying their writing skills across the curriculum which is evident beyond writing lessons.• By 2023 PP achievement will match or exceed national and the gap |

| | |
|--|--|
| | between PP and others will be reduced. |
| <p>Challenge 2</p> <p>PP children have accrued a deep, long-term, secure and adaptable understanding of mathematics.</p> | <ul style="list-style-type: none"> • White Rose Maths approach to teaching ensuring all children have the same opportunities to learn and the support they need to fully grasp concepts • Building a deep understanding of themes, helping children become confident mathematicians who embrace mathematical challenges • Encourage fluency, the whole class will progress at a similar pace, closing the attainment gap • Children have required the ambitious knowledge of the taught curriculum. • By 2023 PP achievement will match or exceed national and the gap between PP and others will be reduced. |
| <p>Challenge 3</p> <p>Pupil premium children have developed strategies for maintaining positive mental and physical health</p> | <ul style="list-style-type: none"> • Learning Walks identify pupil premium children demonstrating positive learning behaviours. • ELSA intervention supports the emotional development of children to succeed in learning. • PP children and their families will have an increased awareness of self-regulation strategies to support their mental wellbeing. Physical and mental wellbeing of all pupils is well supported within the school. • A qualified mental health first aider on site to support children with their mental health needs. |

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: £570

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Children given the opportunities to receive feedback about their work | Research shows (EEF) 'Teacher Feedback to Improve Pupil Learning 2021' that "Feedback studies tend to show very high effects on learning.... Effective feedback tends to: encourage and support further effort; be given sparingly so that it is meaningful..." with an average impact of additional 8 months. | 1 |
| CPL provided on curriculum planning (LTP, MTP, Daily planning) and ensuring children retain knowledge to long term memory. | Research shows through the guide to support school planning (EEF); "Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential to achieving the best outcomes for pupils. | 1,2,3. |

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

Budgeted cost: £1000 (from general school budget)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------|---|-------------------------------|
| Small group interventions. | Intensive small group tuition is effective for lower attaining groups | 1,2,3 |
| School led tutoring | DFE guidance (School led tutoring September 2021) shows that "Tutoring is one of the most effective tools for recovering lost education". Highly effective when a professional educator provides intensive and individualised academic support to pupils in small | 1,2,3 |

| | | |
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| | group arrangements. Pupils on average receive more feedback, are more engaged and complete work tailored to their specific needs. with an average impact of additional 4 months' | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000 (from general school budget)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------------|---|--------------------------------------|
| ELSA (Emotional Literacy) programme | Research through EEF - Prioritise social and emotional learning to avoid "missed opportunity" to improve children's outcomes. ELSA intervention supports the emotional development of children to succeed in learning. Physical and mental wellbeing of pupils is supported within the school helping them to use self-regulate strategies. | 3 |

Total budgeted cost: £2570

- *Disadvantaged children are making expected or above expected progress relevant to their starting points.*
- *Pupil voice- pupils are becoming increasingly confident and developing a love of mathematics.*

Challenge 3

Pupil premium children have developed strategies for maintaining positive mental and physical health

- *Disadvantaged children accessing the ELSA programme have benefited from a consistent, structured programme to support their emotional well-being;*
- *All the identified children had good attendance;*
- *Pupil voice demonstrates that the children feel secure in their environments.*
- *Academic progress is supported.*

2023/2024

Challenge 1

Pupil Premium children have an increased writing stamina and narrowed the gap in regard to writing results

End of Key Stage data 2023/2024 (unpublished due to cohort size);

Monitoring activities (book scrutinies) demonstrate:

- *Increasing stamina in writing*
- *Pupil Premium children are making expected progress from their starting points*
- *Scaffolding structures supports pupils, particularly the Disadvantaged*
- *Pupil Premium children are applying their knowledge of spelling, punctuation and grammar to their writing*
- *Additional grammar lessons supported children where gaps were identified.*

Challenge 2

PP children have accrued a deep, long-term, secure and adaptable understanding of mathematics.

End of Key Stage data 2023/2024 (unpublished due to cohort size);

Monitoring activities demonstrate:

- *Flashback activities support children with recall of strategies*
- *Starters in lessons are purposeful and offer opportunities to revisit areas of work where a concept has not been understood (Next day Interventions)*
- *Pupils are increasingly accessing further challenge activities throughout the session.*
- *Pupils are identified swiftly for targeted interventions*

- *Disadvantaged children are making expected or above expected progress relevant to their starting points.*
- *Pupil voice- pupils are becoming increasingly confident and developing a love of mathematics.*

Challenge 3

Pupil premium children have developed strategies for maintaining positive mental and physical health

- *The ELSA program and trained specialist continues to support Disadvantaged children with their emotional well-being;*
- *All the identified children had good attendance;*
- *Pupil voice demonstrates that the children feel secure in their environments and know who their trusted adults are in school*
- *Academic progress is supported.*

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 |
|------------------------|----------------------|
| Times Table Rock Stars | Maths Circle Ltd |
| ELSA | ELSA Network Site |
| White Rose Maths | White Rose Education |

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.