

CGPS Pupil Premium Strategy Statement (2021-2024)

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2021 to 2023) 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 Green Primary School
Number of pupils in school	371 (+19 in Nursery)
Proportion (%) of pupil premium eligible pupils	123 children (R-Y6) = 33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021 (reviewed December 2024)
Date on which it will be reviewed	December 2024
Statement authorised by	Nicola Adams
Pupil Premium leads	Nicola Adams/Jenny Smith/Caroline Telford
Governor leads	John Kesterton/Kath Wood

Funding overview

Detail	Amount
Pupil premium funding allocation (financial year 2023-2024)	£176,055
Recovery premium funding allocation (financial year 2023-2024)	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£176,055

Part A: Pupil premium strategy plan

Statement of intent

At Clifton Green Primary School we intend on providing the very best experiences, academic attainment and progress and aspirations for all pupils irrespective of their background or the challenges they face. Our school values, 'Striving for Excellence, Creating Opportunities, Nurturing One Another', are at the heart of our school and this Pupil Premium Strategy. We have high expectations for all pupils to make good progress and achieve well across the curriculum and we do this through raising aspirations, providing rich and varied experiences and prioritising social, emotional and mental health needs. We want all of our children, including those who are disadvantaged, to be prepared for their lives after primary school and beyond education so that they can live purposeful, healthy and happy lives.

All children who experience challenges in their lives and demonstrate vulnerability, such as those who have a social worker, are young carers or are new to our locality, are supported by the activity outlined in this statement, regardless of whether they are disadvantaged and therefore qualify for Pupil Premium funding, or not.

Ensuring that all children receive Quality First Teaching is at the centre of our approach to the use of Pupil Premium funding. We use evidence-informed practice to ensure that strategies used in our classroom are proven to have the greatest impact on closing the disadvantage gap but at the same time benefit those who are not deemed to be disadvantaged. In order to achieve our goal of providing high-quality teaching in every classroom, we prioritise and invest in professional development, training and support for early career teachers.

Targeted academic support will also be used to ensure that children who are not making expected progress, or those who have been disproportionately affected by the pandemic, receive intervention and tuition to help narrow the gaps between individuals and their peers. Our Recovery Premium funding will be used to help boost our offer in this area.

Finally, wider strategies will be employed by the school to tackle non-academic challenges to success in school: such as attendance, behaviour and social and emotional support. These are key issues, especially following the impact of the pandemic, and it is vital that children are supported in these areas so that their academic success can follow.

Any response to the challenges children face will be rooted in assessments/evidence which establish children's individual needs rather than general approaches which make assumptions about the impact of disadvantage. We will also act early to intervene as soon as a need is identified and monitor classroom provision to ensure that disadvantaged children are challenged and supported appropriately. Our whole school approach will ensure that all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve.

Challenges

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

	Detail of challenge
1	<p>Too few disadvantaged children are achieving age-related expectations and/or making good progress in core subjects.</p> <ul style="list-style-type: none"> ● 2019 KS2 disadvantaged outcomes: <ul style="list-style-type: none"> ○ Reading = 33.3% EXS+ -2.64 progress score ○ Writing = 51.9% EXS+ -0.15 progress score ○ Maths = 70.4% EXS+ -1.36 progress score ● 2019 KSI disadvantaged outcomes: <ul style="list-style-type: none"> ○ Reading = 56% EXS+ ○ Writing = 50% EXS+ ○ Maths = 25% EXS+ ● 2019 Phonics Data (Y1) = 69.2% EXS ● 2019 EYFS Data = 43% GLD <p>Our assessments and observations in school also indicate that the education of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
2	<p>Many of our disadvantaged children struggle with under-developed language and communication skills. Early Talk for York project baseline data 2021 shows that 70% of disadvantaged children in Reception are working below age-related expectations using the WellComm assessment.</p>
3	<p>The attendance data of disadvantaged children indicates that attendance among disadvantaged pupils was approximately 5% lower than non-disadvantaged pupils last academic year (2020-2021).</p>
4	<p>Our observations and discussions with pupils and families have identified social, emotional and mental health issues for many disadvantaged pupils, particularly during school closures, including a lack of enrichment opportunities, regular routines and resources for education at home. Some behaviour is challenging and children lack positive behaviours for learning.</p>
5	<p>Our observations and discussions with disadvantaged pupils and their families have identified that family engagement and confidence with academic learning/managing behaviour/supporting wellbeing is lower than non-disadvantaged peers.</p>

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
Improved attainment and positive progress for disadvantaged pupils in the core subjects.	Summer 2024 end of Key Stage attainment data shows that an increased percentage of disadvantaged pupils met the expected standard compared to 2019 data and that the average progress score at the end of KS2 for this group is positive.
Improved language and communication skills and vocabulary for disadvantaged pupils throughout school.	Assessments and observations (including WellComm data) indicate significantly improved language and communication skills and vocabulary among disadvantaged pupils at the end of EYFS and beyond. This information is triangulated against other sources of evidence, including engagement in lessons, pupil voice, book scrutiny and ongoing formative assessment.
Improved attendance data for disadvantaged pupils.	Attendance outcomes in 2023-2024 show that the annual attendance of disadvantaged pupils has improved over time and is at least in line with national comparators. The gap between the attendance of disadvantaged pupils and their non-disadvantaged peers has narrowed over time and the percentage of disadvantaged persistent absentees has decreased.
Social, emotional and mental health issues are less prevalent amongst disadvantaged pupils and where they are evident, they are tackled quickly and effectively.	Pupil voice/surveys, parent surveys and teacher observations demonstrate high levels of wellbeing and aspiration for disadvantaged pupils. The number of behaviour incidents/suspensions and internal isolations involving disadvantaged children is reduced. There is a significant increase in participation in enrichment activities for disadvantaged pupils.
Improved family engagement and confidence with academic learning, supporting wellbeing and managing behaviour at home.	Parent voice surveys show that families of disadvantaged children feel well supported by the school and that they have the skills/knowledge to support children in both academic and pastoral development. Family engagement with workshops/support groups in school improves from previous low-levels and limited opportunities.



Activity in this academic year (2023-2024)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Total budgeted cost: £194,035 (2022-2023 allocation)

I. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop explicit, consistent teaching of vocabulary and speech, language and communication throughout school to ensure that children have structured, progressive opportunities to develop language skills. This will include embedding the use of ELKLAN and Wellcomm strategies throughout EYFS/KSI teaching.</p>	<p>There is extensive evidence that 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.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion that explicitly focuses on vocabulary, are inexpensive to implement with high impacts on reading.</p> <p>ELKLAN training: an evidence based and evaluated programme which will upskill the Early Years workforce in identification and early intervention in SLCN.</p>	<p>1 and 2</p>
<p>Purchase a Department for Education (DfE) validated Systematic Synthetic Phonics (SSP) programme and continue to develop a consistent approach to phonics teaching to secure strong outcomes for all pupils throughout school (working closely with the English Hub).</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>	<p>1 and 2</p>



<p>Implement and sustain the use of Reading Plus to develop fluency, word recognition and comprehension skills in KS2.</p>	<p>Evidence base is from the US currently (location of parent company) from Every Student Succeeds Act (ESSA) and Institute of Educational Science (IES). Reading Plus UK are currently waiting for the next round of Education Endowment Fund funding to be advertised to take part in their research.</p>	<p>1 and 2</p>
<p>Enhance the teaching of Maths and the curriculum within this subject by training staff using Maths Hub resources including Teaching for Mastery and Mastering Number projects.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics (NCETM) drawing on evidence-based approaches. The EEF guidance is based on a range of the best available evidence.</p>	<p>1 and 2</p>
<p>Embed teaching and learning guidelines (based on Rosenshine's Principles and Teaching Walkthroughs) throughout school to create consistent and effective learning environments. Train staff appropriately, monitor classroom practice closely and use coaching to support development as needed.</p>	<p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know</p>	<p>1 and 2</p>
<p>Develop and embed a revised marking and feedback policy including the use of live marking, formative assessment and regular feedback.</p>	<p>EEF Teaching and Learning Toolkit - Feedback</p>	<p>1 and 4</p>
<p>Utilise support staff effectively in the classroom to impact positively on academic attainment and pupil progress.</p>	<p>Strategies have been informed by EEF research found below. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 2 and 4</p>
<p>Continue to embed a broad curriculum for all children which enhances their opportunities and cultural capital as well as subject knowledge.</p>	<p>EEF Teaching and Learning Toolkit - Arts Participation and Physical Activity</p>	<p>1 and 2</p>



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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilise support staff effectively to deliver interventions to impact positively on academic attainment and pupil progress.	EEF Teaching and Learning Toolkit - TA interventions	1 and 2
Utilise the DfE tutoring grant to provide targeted tuition to improve academic outcomes and pupil progress as appropriate.	DfE National Tutoring Programme Policy Paper Lightning Squad Efficacy Study from the US and Targeted Provision case studies .	1 and 2
The Five Minute Box and The Number Box are used to provide targeted interventions to improve basic skills.	The Five Minute Literacy Box The Five Minute Number Box	1 and 2
Improve the quality of Speech and Language interventions for children below ARE using the WellComm toolkit and screening tool. Professional development and staff training is provided to ensure they have the Elklan foundation training.	WellComm Assessment tool can identify children requiring immediate intervention , as well as those who show potential language difficulties. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion that explicitly focuses on vocabulary, are inexpensive to implement with high impacts on reading.	1 and 2
The Nesy Reading and Spelling programme supports pupils with Dyslexia by developing memory strategies and phonics rules to support learning. Pupils are identified as having Dyslexic traits through GL Dyslexia screener and once assessed they are given access to the Nesy Intervention as appropriate.	Nesy reading and Spelling research . Independent review of Early Reading. Jim Rose (2016) https://dera.ioe.ac.uk/5551/2/report.pdf	1 and 2



<p>Phonics interventions and additional phonics interventions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>	<p>1 and 2</p>
<p>Nurture group used to teach social and emotional skills thereby removing barriers to learning that help to make pupils more “classroom ready”.</p>	<p>Nurture provision supports students with SEMH needs with a measurable and high impact approach. The Boxall Profile is used to assess baseline and impact alongside improved academic outcomes.</p> <p>Also see CGPS Nurture evaluation documents.</p>	<p>1, 2, 3 and 4</p>



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

Budgeted cost: £44,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor attendance regularly and systematically and develop a graduated response to tackling absence in line with CYC resources.	EEF Attendance Assessment	1 and 3
Develop and sustain a Family Tea initiative to promote Food Technology skills, language and family support.	DfE Review of Best Practice in Parental Engagement	1, 2, 3, 4, 5
Continue to work with Matt Messias to provide children with 1:1 coaching, aspiration raising/careers lessons as well as mental health support.	Mental Health First Aider and accredited DfE Mental Health lead trainer.	1, 2, 3, 4, 5
Provide a broad range of rich educational visits and opportunities for outdoor learning and develop the middle leader role of 'Outdoor Learning Lead' (working closely with the North Yorkshire Educational Visits Service).	Council for Learning Outside the Classroom research .	1, 2, 3 and 4
Develop a whole-school approach to mental health and well-being supported by the work of the Wellbeing in Mind Team and the appointment and training of a Pastoral/Mental Health Lead in school.	National Children's bureau research	4 and 5
Continue to use the CoJo programme and RESPECT curriculum to develop pupils' character.	CGPS Review 2020-2021 CoJos own review data .	1, 2, 3 and 4
Engage with York Family Learning to provide direct work with families.	EEF Communicating Effectively with Families DfE Review of Best Practice in Parental Engagement	5
Provide direct financial support (for uniform, breakfast club, technology etc.) and subsidised opportunities to disadvantaged pupils.	Past experiences in school working with disadvantaged pupils and their families.	1, 2, 3 and 4



<p>Targeted well-being breakfast intervention to support pupils that find it challenging to transition smoothly between school and home or are identified through poor attendance. Support strategies are based on the ELSA model.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p>	<p>1, 2, 3 and 4</p>
<p>Embed effective Social and Emotional Learning (SEL) through weekly Jigsaw assemblies, Emotional Literacy Support Assistant (ELSA) interventions, whole-school use of zones of regulation, KS2 Wellbeing app, effective monitoring using CPOMS safeguarding software.</p>		<p>4</p>
<p>Contingency for unforeseen circumstances</p>	<p>Our experience shows a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Part B: Review of outcomes in the previous academic years

Pupil premium strategy outcomes

Impact of our pupil premium activity on pupils in the 2020 to 2021 academic year:

1. Increased awareness of Pupil Premium within the school community and increased number of children receiving PP funding as eligible. This is due to improved identification and communication with families as well as a direct impact of the COVID-19 pandemic.
2. Revised monitoring and assessment systems (including FFT Aspire training, use of standardised tests and robust moderation/pupil progress meetings) have led to improved staff knowledge and precise assessment. The partial closure of schools and move to remote education during the COVID-19 pandemic has made these systems less effective and gaps in learning are evident.
3. Activities such as the development of the school library, creation of bespoke book spine, author visits/exposure, daily class reading, community book drop, and sponsored read events have had a hugely positive impact on reading for enjoyment and reading progress.
4. Classroom teaching is the most consistent and effective that it has been in at least the last three years and this is shown through in-house monitoring and external validation from the Local Authority. 'Nautilus' software and the use of Google forms has enabled the leadership team, middle leaders and external partners to consistently review all aspects of school life e.g. lessons, learning environments, work scrutiny, pupil/parent/staff voice. There is a growing evidence base in school that shows that teaching and learning is strong at Clifton Green.
5. Some systems have been implemented in school, including training for leaders and specialist TAs, but vocabulary, oracy and speaking and listening is a continued priority which is part of the School Development Plan and latest PP Strategy and will be

led by our English lead. Our children's ability in this area has historically been low and this has been compounded by the COVID-19 pandemic as positive models and interventions have been interrupted.

6. As a result of Rosenshine's Principles CPD for teachers, there is now increased use of scaffolds and models throughout school.
7. An increased pastoral offer and expansion of nurture/wellbeing interventions is a priority moving forward as COVID-19 has further emphasised this need. An increased number of pastoral staff and weekly inclusion meetings, alongside the use of CPOMS to log and monitor concerns has already resulted in improvements in this area of school life. An additional member of staff is completing the ELSA training and this will expand our offer.
8. A review of break times in Autumn 2021 will lead to further developments including revising activities at break times, staffing arrangements and the consistent use of house points to reward.
9. We have developed positive working relationships with the LA to support us in identifying need and appropriate intervention. These children's needs are now met in a more timely manner and relevant professionals are involved. The graduated approach that has been established in school supports identification and targeted provision and a range of CPD activities for staff has improved their professional knowledge in this area.
10. Attendance and punctuality for disadvantaged pupils remains a challenge and is an area that has been somewhat negatively impacted by the COVID-19 pandemic.
11. We have extended our breakfast provision this year to include a targeted, wellbeing breakfast group and will review this offer before widening out our provision any further.
12. Our curriculum has developed significantly over the past three years and children in every year group experience a full range of subjects with enriching activities throughout. Language development remains a priority this year - the use of WellComm/ELKLAN and vocabulary CPD within this plan will enhance provision.
13. CPOMS has been recently introduced to log concerns regarding behaviour, attendance, punctuality, SEND, wellbeing, family life etc. This is to be developed further this year to ensure that children receive appropriate support linked to their barriers, especially through the use of the extended pastoral team.
14. Home learning expectations have been revised and the offer of a homework club remains a consideration moving forward.

During the academic year 2021 to 2022, our pupil premium activity in school continued to have impact as outlined in 2020-21 with additional impact as outlined below:

1. Schools are not required to publish their 2022 Key Stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. Data from tests and assessments suggests that, despite some strong individual performances, the gap between disadvantaged pupils and their peers is not closing in school.
2. The most recent Ofsted inspection (May 2022) recognised strengths in teaching and learning, curriculum, leadership and management and in personal development - overall grade of Good with Outstanding personal development.

3. In Autumn 2021, the Local Authority recognised strengths in teaching and learning as well as middle leadership.
4. The revised teaching and learning guidelines and marking policy are being used consistently across school and showing increasingly that they are having a positive impact on pupil outcomes (as seen during lesson observations).
5. Jenny Smith, Assistant Headteacher for EYFS/KS1 and acting English Leader, has positively developed speech and language and phonics provision in EYFS and throughout school during her first year in school (2021-2022). She has completed Level 3 Ekklan training which now enables in-house staff training across EYFS/KS1 to be carried out. Positive outcomes can already be seen in school data and statutory assessments as a direct result of this work.
6. CGPS accesses York City Council's Holiday Activities and Food funding in order to provide disadvantaged children with a wide range of activities and a hot meal during the school holidays. This provision is growing from strength to strength as more children attend. Positive feedback has been received from pupils, families and HAF organisers.
7. Reading Plus, used across KS2, has been implemented. Data from this shows children are making good progress in both reading speed and comprehension when accessing texts that become progressively more challenging.
8. In-school tutoring, funded by the National Tutoring Programme and targeted at disadvantaged children as well as those in need, has been deployed in order to boost Year 6 progress in core subjects, which contributed to positive KS2 progress scores.
9. Little Wandle Systematic Synthetic Phonics has been implemented in daily teaching in EYFS/KS1 and as an intervention in KS2. Data shows children are making good progress in both reading and comprehension and English Hub support has contributed to a rigorous and consistent approach to teaching Early Reading.
10. Engagement with the Yorkshire Ridings Maths Hub has been extremely positive and has supported our Maths Leader in developing a carefully structured curriculum as well as upskilling leadership and classroom practice. Our Maths Lead has been accepted on Maths Specialist training too which commenced in Autumn 2022.
11. Our recently appointed Outdoor Learning Leader has re-written expectations and protocols for learning outside the classroom and post-pandemic this has stimulated more opportunities for cultural capital development and utilising our wonderful surroundings and local area.
12. Alternative Provision has been accessed strategically to provide targeted support and curriculum opportunities for children who need it most. This is part of a bespoke package for each child and has resulted in less suspensions, improvements in Social and Emotional development and a safer, happier environment for all.
13. In-school family support for Early Years, funded by York Family Learning, implemented in order to develop family relationships and boost children's Communication and Language skills.

During the academic year 2022 to 2023, our pupil premium activity in school continued to have impact as outlined above with additional impact as outlined below:

1. Data from both statutory and in-house tests and assessments suggests once again that disadvantaged pupils are not attaining or making the same amount of progress as

their peers throughout school. This reflects the local and national picture and is potentially indicative of the particular impact that the Covid-19 pandemic has had on this group of children, as well as the ongoing economic challenges facing many of our families.

2. Lesson observations and monitoring of books and Tapestry are used alongside pupil, staff and parent/carer voice surveys to show a positive picture of the provision in school. Teaching and learning is strong throughout the school and where teachers have received bespoke support, they have improved their practice. Rosenshine's Principles continue to be at the heart of the school's Teaching and Learning Guidelines to provide a sound evidence base for practice across school and throughout the curriculum.
3. The school's engagement with the Early Talk for York project and ELKLAN/Wellcomm materials continues to be a strength of provision in EYFS and Year 1 in order to develop speech and language skills. The school is engaging with a new City of York initiative, More Talk for York, which aims to expand best practice in this area into lower KS2.
4. There have now been several activity clubs hosted in school during the holidays and funded by York City Council's Holiday Activities and Food programme. This enables disadvantaged children to attend school during the holidays to engage in learning activities and receive a meal for free. The activities continue to be well-attended and are growing from strength-to-strength as partnerships with activity providers develop and staff gain confidence in delivering the provision.
5. Key Stage 2 children continue to access Reading Plus to develop fluency and reading skills. Although time consuming, Reading Plus is having a positive impact on children's skills as well as their enjoyment of reading as their confidence increases. Little Wandle, our chosen phonics programme, continues to be used throughout school (including KS2 interventions) to develop strong early reading skills. The programme is followed with fidelity and the detailed tracking of individual pupils shows the rapid progress they are making, as well as enabling teachers to provide targeted support and intervention.
6. There continues to be some use of the National Tutoring Programme in school through in-house tutoring provided for phonics in Year 1 and core subjects in Year 6. These tutoring sessions are in small groups and are focussed on areas of particular need in order to increase confidence and ability.
7. Clare Pennock is now a certified Maths Specialist for the Yorkshire Ridings Maths Hub and as well as providing in-house CPD and coaching to improve standards of teaching throughout school, she is also developing practitioners through school visits across the region and by hosting Teaching Research Group meetings at our school.
8. In order to develop teaching and learning further, a number of teachers, including the Headteacher and Deputy, have completed (or are currently working towards) National Professional Qualifications.
9. Attendance and punctuality for disadvantaged pupils remains a challenge although there has been a small increase in the overall attendance of disadvantaged pupils from 88.66% in 2021-2022 to 89.24% in 2022-2023. Fortnightly attendance team meetings continue to focus on supporting individual pupils and their families in improving attendance and there are some real success stories throughout the school.
10. The partnership between the school and the NHS funded Wellbeing in Mind Team has gone from strength to strength over recent years as practitioners provide social and em

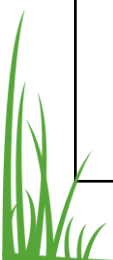
support at every level in school including staff training, whole school assemblies, class workshops, small group interventions and 1:1 support. Our Pastoral Lead has completed the Mental Health Lead training. Wellbeing breakfast and circuits sessions are offered to targeted interventions to aid transition at the start of the school day, improve attendance and increase physical and mental health. Both of these initiatives provide support for a number of pupils and the positive impact is seen in pupil and family voice work as well as increased attendance, punctuality and happiness in school. The benefits translate to the classroom too as children engage better with their learning and also demonstrate positive behaviour for learning.

Final Review of 4 year strategy against intended outcomes and success criteria (December 2024). Success criteria 'RAG-rated' (Green = positive impact evident, Amber = some positive impact evident, Red = no positive impact evident) and evidence shown in blue.

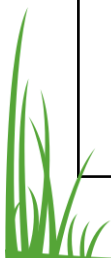
Intended outcome	Success criteria
<p>Improved attainment and positive progress for disadvantaged pupils in the core subjects.</p>	<p>Summer 2024 end of Key Stage attainment data shows that an increased percentage of disadvantaged pupils met the expected standard compared to 2019 data and that the average progress score at the end of KS2 for this group is positive.</p> <p>As seen in the data below, there are fluctuations in attainment outcomes for disadvantaged pupils and the gap vs non-disadvantaged pupils. There is no progress data available in 2024. KS2 outcomes show a sharp decrease in all subjects over recent years with the gap between disadvantaged pupils and their peers widening. The same is true for EYFS Good Level of Development. This reflects the local and national picture and is potentially indicative of the particular impact that the Covid-19 pandemic has had on this group of children, as well as the ongoing economic challenges facing many of our families. A positive trend can be noted however in the Phonics Screening Check with a notable increase in attainment from 2019 to 2024 and disadvantaged pupils outperforming their non-disadvantaged peers.</p> <ul style="list-style-type: none"> ● KS2 disadvantaged data shows (and gap vs non-disadvantaged pupils): <ul style="list-style-type: none"> ○ Reading: <ul style="list-style-type: none"> 2019 = 33.3% EXS+ (gap of -33.4%) Scaled Score = 97.7 2020 and 2021 = n/a 2022 = 62.5% (gap of -19.0%) Scaled Score = 102.6 2023 = 29.6% (gap of -15.9%) Scaled Score = 96.3 2024 = 32.0% (gap of -37%) Scaled Score = 95.6 ○ Writing: <ul style="list-style-type: none"> 2019 = 51.9% (gap of -36.0%) 2020 and 2021 = n/a 2022 = 45.8% (gap of -18.5%) 2023 = 25.9% (gap of -24.1%) 2024 = 12.0% (gap of -60.45)



	<ul style="list-style-type: none"> ○ Maths EXS+: <ul style="list-style-type: none"> 2019 = 70.4% (gap of -23.5%) Scaled Score = 100.31 2020 and 2021 = n/a 2022 = 54.2% (gap of -23.6%) Scaled Score = 101.4 2023 = 48.1% (gap of -6.4%) Scaled Score = 96.7 2024 = 4.0% (gap of -61.5%) Scaled Score = 87.7 ● End of KSI data is no longer published. ● Phonics Screening Check disadvantaged data shows (and gap vs non-disadvantaged pupils) <ul style="list-style-type: none"> 2019 = 69.2% (gap of -12.4%) 2020 and 2021 = n/a 2022 = 84.6% (gap of -15.4%) 2023 = 58.8% (gap of -10.9%) 2024 = 86.7% (gap of +6.7%) ● EYFS GLD disadvantaged data shows (and gap vs non-disadvantaged pupils) <ul style="list-style-type: none"> 2019 = 45.5% (gap of -14.5%) 2020 and 2021 = n/a 2022 = 64.3% (gap of +1.4%) 2023 = 70.0% (gap of +11.3%) 2024 = 41.7% (gap of -27.1%)
<p>Improved language and communication skills and vocabulary for disadvantaged pupils throughout school.</p>	<p>Assessments and observations (including WellComm data) indicate significantly improved language and communication skills and vocabulary among disadvantaged pupils at the end of EYFS and beyond. This information is triangulated against other sources of evidence, including engagement in lessons, pupil voice, book scrutiny and ongoing formative assessment.</p> <ul style="list-style-type: none"> ● The Early Talk for York partnership has supported the school in achieving ELKLAN Early Years Communication Friendly Setting status (2022) which includes training practitioners to Level 4. This has enabled staff to develop their knowledge and skills to create a learning environment which promotes strong communication. This is evidenced in lesson observations, scrutiny of Tapestry and through pupil and staff voice. ● The school is engaging with a new City of York initiative, More Talk for York, which aims to expand best practice in this area across school. ● EYFS Speaking data shows that there has been a small increase in outcomes between 2019 and 2024 (+1.5%) and the gap between disadvantaged and non-disadvantaged peers has narrowed by the same amount. ● Wellcomm data for Reception 2024 shows that 23% of disadvantaged pupils achieved ARE at Baseline compared to 54% at the end of the year. However the gap between disadvantaged pupils and their



	<p>widened throughout the year. This data echoes that of 2022-2023 with +20% of disadvantaged pupils achieving age-related expectations from at the end of the year compared to baseline, however a gap between disadvantaged pupils and their non-disadvantaged peers widened over the year.</p>
<p>Improved attendance data for disadvantaged pupils.</p>	<p>Attendance outcomes in 2023-2024 show that the annual attendance of disadvantaged pupils has improved over time and is at least in line with national comparators. The gap between the attendance of disadvantaged pupils and their non-disadvantaged peers has narrowed over time and the percentage of disadvantaged persistent absentees has decreased.</p> <p>Over the past three years (post-Covid pandemic), attendance for disadvantaged pupils has remained broadly in-line (2021/2022 = 88.6% compared to 2023/2024 = 86.05%) and also broadly in-line with National comparators. The attendance of disadvantaged pupils remains significantly below their non-disadvantaged peers (-6.6%) and has almost doubled over the past three years. Disadvantaged pupils continue to dominate persistent absence figures. This is despite a robust strategy for promoting attendance and tackling absence being implemented in school (including rewards and regular monitoring/analysis of data) and naturally has a negative impact on attainment and progress for pupils as they are not in school receiving the education they require. Disadvantaged attendance challenges in school replicate the local and national picture and continue to be a priority for school improvement.</p>
<p>Social, emotional and mental health issues are less prevalent amongst disadvantaged pupils and where they are evident, they are tackled quickly and effectively.</p>	<p>Pupil voice/surveys, parent surveys and teacher observations demonstrate high levels of wellbeing and aspiration for disadvantaged pupils. The number of behaviour incidents/suspensions and internal isolations involving disadvantaged children is reduced. There is a significant increase in participation in enrichment activities for disadvantaged pupils.</p> <ul style="list-style-type: none"> • The Personal Development provision in school was recognised as 'Outstanding' during the school's most recent Ofsted inspection in 2022. The report states, "Clifton Green Primary School is a large school with a strong sense of community. Leaders' values of 'Better never stops' are at the heart of everyday school life. Parents and carers are overwhelmingly supportive of this inclusive school...Pupils feel safe in school. They say bullying is rare. Inspectors found that, if pupils are worried, they know who to talk to. Pupils trust adults to sort out any concerns. The leadership of personal development, its provision and practice are exceptional. Leaders' focus on developing good character traits is consistently applied. Pupils say they are treated fairly and equally. They respect each other, talk with kindness and compassion and are willing to try their best. Teachers are ambitious for all pupils." • An extremely effective partnership between the NHS Wellbeing in Mind Team (WiMT) and the school has been fostered over the



	<p>three years with a positive impact on all pupils, including those who are disadvantaged. Weekly inclusion meetings ensure that pupils who are in need of support are identified, discussed and plans put in place using the experience and specialisms of staff in school, the multidisciplinary WiMT and external providers e.g. Wellbeing Worker, Educational Psychologist, LA Learning Hub, ERPs etc.</p> <ul style="list-style-type: none"> ● Pupil voice data is positive with 94% of pupils stating that they are keen to do well in school and 92% knowing who they reach out to if something is worrying them. 94% of pupils are proud of their school. 89% feel safe in school and 87% enjoy school on the whole - these are two areas to potentially focus on increasing in the future. The annual pupil voice survey does not identify disadvantaged pupils from their peers so this data can not be analysed at group level or comparisons drawn between groups but this is something the school may look to incorporate into future surveys. ● Learning walks show that calm, productive learning environments are established across school. This was also noted by Ofsted in 2022, "Pupils are polite and respectful. They work hard in their lessons." and many external visitors to school comment on the positive ambience and pupils' attitudes they observe. 95% of parents/carers agree that the school makes sure its pupils are well-behaved. ● Suspension data shows more disadvantaged children continue to be suspended than their non-disadvantaged peers (75% of suspension in 2023-2024 were issued to disadvantaged pupils) however the number of suspensions overall has decreased over the past 3 years (from 27 to 16). ● Holiday clubs are becoming a regular feature of the school calendar and target engagement from disadvantaged pupils offering activities and food at no cost. These sessions have seen strong uptake and high levels of interest. ● The breadth and variety of enrichment activities (extra-curricular provision) has widened over the past few years with more opportunities available to our pupils including choir, football, netball, drawing, crafts, dodgeball and chess.
<p>Improved family engagement and confidence with academic learning, supporting wellbeing and managing behaviour at home.</p>	<p>Parent voice surveys show that families of disadvantaged children feel well supported by the school and that they have the skills/knowledge to support children in both academic and pastoral development. Family engagement with workshops/support groups in school improves from previous low-levels and limited opportunities.</p> <ul style="list-style-type: none"> ● The WiMT and pastoral team in school have provided an increased range of opportunities for families to engage in workshops covering topics such as neurodiversity, behaviour at home, adult and child wellbeing. These sessions have been well-received and uptake is increasing.



	<ul style="list-style-type: none"> • Termly 'Learning Showcase' and 'Read Together' events have been introduced into the school calendar to provide opportunities for families to engage in learning. There are also year group specific curriculum workshops provided to families. Positive feedback has been received from families and uptake is increasing. • A half-termly 'Learning Newsletter' is shared with families to outline current learning for children and home learning activities. Also a new school newsletter regularly informs families about school news and events as well as promoting school development priorities and contributing to the community focus of our work. The content and frequency of this newsletter was determined in conjunction with parental feedback. • Parent/carer voice data shows that families are extremely positive about the school with 98% agreeing that their child is happy in school and feels safe. 90% believe that the school has high expectations for their child. 98% agree that the school supports their child's wider personal development and 91% believe that their child can take part in clubs and activities. Again, this data is not collected at a level which can analyse pupil groups but this is something the school will explore in 2025. • It is clear that although the school is increasing opportunities for parental engagement and that the number of families attending is increasing, we are still struggling to reach some of the most vulnerable families and this remains a priority area for development.
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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.

2020-2021

Programme	Provider
FFT Lightning Squad Intervention	FFT and the Lightning Squad
Nessy Learning Programme	Nessy
Third Space Maths Intervention	Third Space Learning
Wellbeing Module	Class Charts

2021-2022

Programme	Provider
Nessy Learning Programme	Nessy
Third Space Maths Intervention	Third Space Learning
Wellbeing Module	Class Charts
Little Wandle Letters and Sounds	Little Wandle
Reading Plus	Reading Plus LLC

2022-2023

Programme	Provider
Nessy Learning Programme	Nessy
Wellbeing Module	Class Charts
Little Wandle Letters and Sounds	Little Wandle
Reading Plus	Reading Plus LLC

2023-2024

Programme	Provider
Nessy Learning Programme	Nessy
Little Wandle Letters and Sounds	Little Wandle
Reading Plus	Reading Plus LLC

Further information (optional)

The leadership team has developed a more robust understanding of effective school improvement using the [EEF Implementation Framework](#) and decisions are rooted in context and educational research supports the actions that are taken. This has enabled the school to plan strategically both through this Pupil Premium Statement and the School Development Plan in order to improve outcomes for all children, including those disadvantaged and vulnerable.

Five members of staff (including the Headteacher, Deputy Head and three teachers) have completed National Professional Qualifications utilising DfE funding and five more staff members

(two middle leaders and three teachers) are in the process of completing qualifications. The school will have staff members qualified in the following:

- National Professional Qualification for Headship x1
- National Professional Qualification for Senior Leadership x1
- National Professional Qualification for Leading Behaviour and Culture x1
- National Professional Qualification for Leading Teaching x2
- National Professional Qualification for Leading Literacy x2
- National Professional Qualification for Leading Maths x1
- National Professional Qualification for SENCo x2
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This will enhance the professional development of those undertaking the courses and will also improve the provision and leadership throughout school which will have a positive impact on the experiences of all pupils, including those disadvantaged.

Furthermore, the school's Pastoral Lead has undertaken the Senior Mental Health Lead training, again utilising DfE funding to access an accredited provider. This role ensures that children's Social, Emotional and Mental Health needs are met through either in-house intervention or external support. A focus on staff mental health and wellbeing is an essential part of this role, as well as the leadership team's work, to ensure that all staff are supported and can thrive in the workplace.

