

Pupil premium strategy statement – Clifton All Saints Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	15 %
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended - you must still publish an updated statement each academic year)	2023-2026 2023-2024
Date this statement was published	11.12.2023
Date on which it will be reviewed	July 2024
Statement authorised by	Andrew Saunders
Pupil premium lead	Becky Byrne
Governor / Trustee lead	Andrew Saunders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10, 507
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,610
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 20,307
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£30,242

Part A: Pupil premium strategy plan

Statement of intent

At Clifton All Saints Academy (CASA), the objective for our disadvantaged children is the same for our non-disadvantaged pupils; that all children flourish from their unique starting points. We want all of our children to reach their fullest potentials so that when they leave CASA they have the skills and knowledge ready to succeed in the next stages of their educational journey.

Many of our children who receive pupil premium funding face challenges before they step through the school gates and so a large proportion of our funding is used in supporting the social, emotional and mental health of our children. We recognise that in order for children to be able to access learning they need to feel safe and have their health and wellbeing and emotional needs prioritised. These basic needs need to be met, addressed and nurtured before learning can take place. We recognise by not only accessing a wealth of intervention and professionals for SEMH but entering a school of high expectation and inclusivity that children will be nurtured as a whole child. Taking a holistic approach ensures that our children are able to thrive socially, emotionally, academically and spiritually.

In addition to meeting the SEMH needs of our children, our goal is to ensure that they achieve as well as their non-PP peers. The expectation is that all children reach national standards and the gap between PP and Non-PP children closes and eventually diminishes overtime.

Challenges

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

Challenge number	Detail of challenge
1	Children find it extremely difficult to co-regulate or regulate their emotions due to challenges outside of school
2	Children start school with lower than expected levels of speech and language which impacts their overall academic attainment
3	Children do not attend school regularly or arrive on time. This impacts relationships in school and overall academic attainment.
4	Children receiving PPG do not achieve as well as their peers despite quality first teaching.
5	Children do not come to school equipped with the correct uniform, PE Kits or have access to learning resources at home that enable them to

form good habits for learning. The cost of living crisis means that children cannot access school trips or enrichment opportunities.
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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
Children are able to emotional self-regulate meaning they can access learning time.	As a result of effective SEMH support children make good progress from their unique starting points. More children receiving PPG achieve ARE in reading, writing and maths.
Children's speech is not a barrier to their progress.	Early identification of children's speech ensures that children make good progress in the EYFS and achieve in line and above national. This excellent progress will ensure that children who receive PPG continue to make good progress into KS1 and 2.
Children achieve in line with national standards in national tests and checks from their unique starting points.	There are no gaps between PP pupils and non-PP pupils. Children in receipt of PP receive high quality intervention to 'keep up' rather than 'catch up' to ensure that gaps diminish overtime rather than widen.
Children will attend school regularly and will arrive on time ensuring that they access the maximum number of learning opportunities.	Children feel happy and safe in school and as a result attend regularly. As a result of regular attendance children make good progress and achieve in line/above national.
Teachers and HLTA's receive high quality and evidence based CPD which informs the delivery of interventions and lessons.	Quality first teaching in lessons and interventions ensures that children have access to excellent teaching and make good progress in line/above national.

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: £10,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for teachers focussing on Writing	EEF - Effective professional development for teachers	4
Curriculum resources	EEF - Using Digital Technology to Improve Learning Outcomes	4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost Language Intervention	EEF Oral Language Interventions - teaching and learning toolkit.	2
<i>NELI Group EYFS Language Programme</i>	EEF Oral Language Interventions - teaching and learning toolkit. 3 x 20 minutes groups	2
<i>Ruth Robinson - Private SALT fortnightly sessions</i>	EEF Oral Language Interventions - teaching and learning toolkit.	2
<i>HLTA/Teacher led interventions</i>	EEF teaching and learning toolkit - Teaching assistants can provide a large positive impact on learner outcomes	4
<i>One to One and Small group tuition</i>	EEF teaching and learning toolkit - Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better	4

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

Budgeted cost: £ 10,000

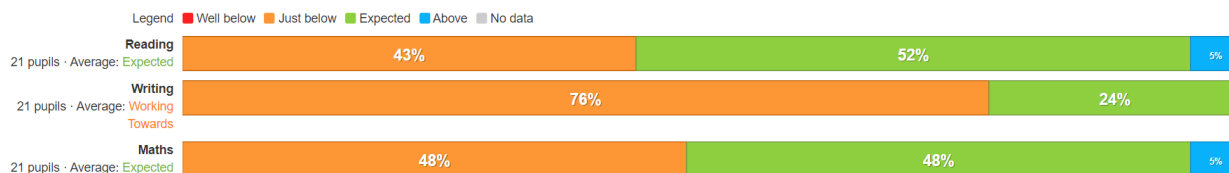
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Two weekly ELSA sessions with qualified ELSA's and termly supervisions with Educational Psychologists</i>	EEF – Social and emotional learning toolkit	1
<i>Weekly sessions with psychotherapeutic counsellor to provide SEMH support.</i>	EEF – Social and emotional learning toolkit	1
<i>Drawing and talking club</i>	EEF – social and emotional learning toolkit	1

Total budgeted cost: £ 10,000

Part B: Review of the previous academic year

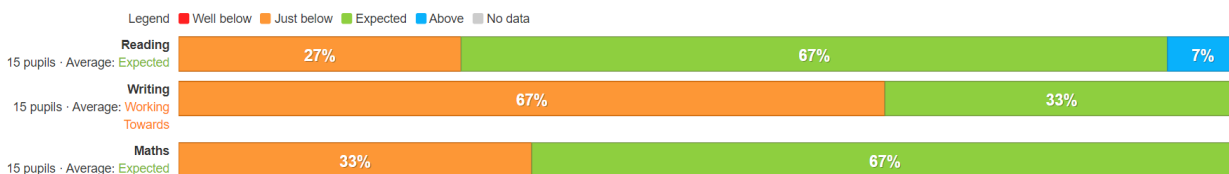
Outcomes for disadvantaged pupils

The below shows the attainment of children in receipt of PP across the school:

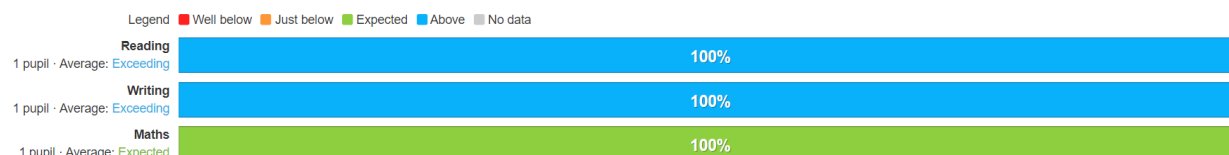


The above data is limited in its reliability due to the underlying context of the children involved. Overall, the gaps for children from disadvantaged backgrounds are wider than their peers and more work needs to be done to begin to diminish the gaps between these children and their peers.

Six of the children in the above data are also on the SEN register, 4 with an EHCP, and two in process. These children have highly adapted personalised curriculum and are not able to access the National Curriculum in the same way as their peers. When their data is removed from the overall figure, the overall attainment for disadvantaged children improves. There are clear signs that the gaps are diminishing in Reading and Maths. Writing still remains an area of priority. And an area of focus for the academic year 2023-2024.



Service Pupils:

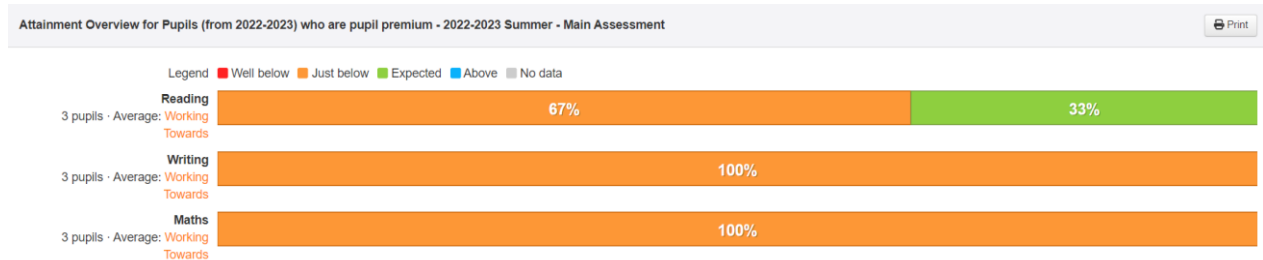


Service pupils achieve well and achieve above age related expectation. This sample of data is in relation to one child and therefore is too small to draw conclusions from.

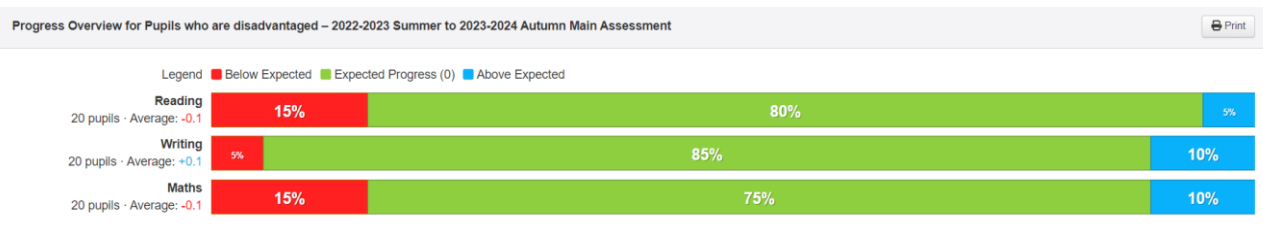
Post -Looked After/Adopted from Care:

There are three children in this group. All of these children have SEND and two have EHCP's. Whilst it is our expectation and ambition for every child to achieve age related expectations, these children are making good small steps progress from their unique

starting points. Two of these children have highly adapted curriculums and personalised weekly plans to enable them to access learning.



In addition to this, it is important to recognise the progress for our children from disadvantaged backgrounds. Children in receipt of Pupil Premium funding are making excellent progress from their unique starting points. Evidence of progress shows that our



current strategy is beginning to have impact in ensuring that our children are closing the gaps between them and their peers.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils