



PUPIL PREMIUM STRATEGY STATEMENT

2023/24

CLIFTON COMMUNITY SCHOOL

Middle Lane, Rotherham, S65 2SN

📞 01709 515005 ✉ info@cliftonschoo.org 🌐 cliftonschoo.org

HEADTEACHER: Mrs A Leng



Pupil premium strategy statement – Clifton Community School

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	1083
Proportion (%) of pupil premium eligible pupils	691 (63.80%)
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)	2022-23 to 2024-25
Date this statement was published	December 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Anna Leng
Pupil premium lead	Jamie Skirrow
Governor / Trustee lead	Helen Weatherall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£640,665
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>	£170,844 (funding pooled for trust wide initiatives)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£640,665

Part A: Pupil premium strategy plan

Statement of intent

At Clifton Community School, we aim to send every student into an ever-changing world *able* and *qualified* to play their full part in it.

To ensure that students leave school 'qualified,' our primary approach is a focus on quality first teaching through research driven CPD at whole school and faculty level, as well as through collaboration with our partner schools within the trust. This allows us to develop the right teaching and learning approaches that will help meet the needs of all of our students so that they know more, remember more and are able to do more. To facilitate progress and further improve outcomes for all our students, particularly disadvantaged pupils, and those with SEND, we also adopt layers of targeted interventions to remove barriers to learning and support students to achieve their full academic potential.

For our students to become well rounded individuals, we are also committed to ensuring that students leave school 'able' and equipped with the personal attributes that they need to thrive in society. To achieve this, we offer a comprehensive programme of extra-curricular and enrichment opportunities to broaden students' horizons and encourage wider participation. Through our revised entitlement offer, all of our students are given opportunities to learn a musical instrument, complete First Aid qualifications and enjoy subject specific careers lessons, as well as Financial Education. With the right blend of academic qualifications and character, we believe that our disadvantaged students, and those with SEND, can compete for the most prestigious post-16 courses and the most sought-after positions within the labour market.

We understand that not all 'disadvantaged' students are socially deprived and underachieving, while not all students who are socially and academically disadvantaged are eligible for Pupil Premium funding. For this reason, we have high expectations of all students, and adopt a 'no excuses' approach towards disadvantage. We reserve the right to allocate pupil premium funding to support any child that the school deems as vulnerable and socially disadvantaged. Our PP cohort is over 63.8% of the whole school population, and in excess of the 'tipping point.'

To equip students with the skills, knowledge and attributes that they need to succeed in the next phase of their education and their working life, we have four key intentions:

- Removing of barriers to learning
- Developing skills for learning
- Fostering of personal attributes
- Enriching student experiences and broadening horizons

The contextual information within our catchment area includes:

- East Dene and Eastwood (direct catchment) most deprived 2% of England.
- Average household incomes here are the lowest in Rotherham, just half that of the most affluent villages.
- Over 40 First languages are spoken within the School
- Approximately 60% properties within catchment area are socially rented
- The latest crime figures (Oct 2023) show that the crime rate within the catchment area is more than three times higher than the next highest area of the town. Violent and Sexual Offences are by far the most prevalent type of crime making up 36% of reported crime within the catchment over the past 12 months.
- 63.80% PP in school - significantly above national average of 26.3% (2022-23 – DfE)
- At 37.47%, rates of child poverty within the catchment area is more than twice the national average of 17%

Challenges

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

Challenge number	Detail of challenge
1	<p>Slower rates of progress and lower attainment for students. Historically, the attainment of our PP cohort has been low when compared to the National Average.</p>
2	<p>Literacy, Numeracy, Vocabulary and Oracy Students who are below the government’s expected level in Reading and Mathematics at KS2 will require immediate catch-up intervention to close the gap on their peers. Basic literacy and numeracy skills are crucial to understanding across all subject areas, as well as being a fundamental life skill. To access a full broad and balanced curriculum, students need to master strong comprehension skills and the four operations.</p> <p>Research shows that, on average, students who are eligible for the Pupil Premium are more likely to have a vocabulary deficit from an early age which widens by the time that they reach secondary school. This is also linked to the capacity for such students to articulate themselves with confidence, clarity and detail. We know that exposure to high quality talk, explicit vocabulary instruction, reciprocal reading and targeted intervention can help to reduce the impact of these barriers.</p> <p>NGRT Testing of our new Y7 intake for 2023-24 has indicated that 56% of students have a standardised reading score of below 100, and are therefore below the expected standard for reading. The average score for our intake was 94.5, which is significantly below the national average of 105.</p>
3	<p>Higher rates of absence and persistent absence. Historically at Clifton, we have high rates of absence, persistent absence and CME. Attendance rates have only just started to fall back in line with Pre-Covid trends and instances of school refusal due to SEMH is high.</p>
4	<p>Poor levels of social, emotional and mental health, as a legacy of the Covid-19 pandemic. We have an increasing proportion of students who are accessing support for social, emotional and mental health needs. This increased significantly following the Covid 19 pandemic and a significant number of our students continue to require long term interventions to remove barriers to attendance, engagement and learning.</p>
5	<p>Historic low levels of aspiration and cultural capital within the community Clifton Community school is located in an area in which significant economic deprivation exists. Crime is also three times higher here than anywhere else within the borough; violent and sexual offences are prevalent. As a result, many of our students do not benefit from the same opportunities to experience culture and the wider world as their more affluent peers. We are striving to ensure that our disadvantaged students receive the same entitlement offer as those from more privileged backgrounds. Growing up in an area of low social and economic mobility, has meant a culture of low aspirations for many of our students and their families. We are working hard to ensure that students ‘dream big’ and hold aspirations that match their true potential.</p>
6	<p>Large proportion of EAL students Within the school there are in excess of 40 different first languages spoken by pupils. The percentage of students with EAL is 47%, which is up 2% on last year and considerably higher than the national average of 17.2% (as of 2021). As well as being a barrier to learning in school, this can make communication with parents challenging where translation is required or information can be misunderstood.</p>
7	<p>High levels of Mobility – In Year Admissions In our outgoing Y11 in 2022-23 – a cohort of 157 students, 36 (23%) were ‘In Year Admissions.’ This included 13 (8%) students who joined us during KS4. This has a significant impact on our attainment figures. In fact, Progress 8 for students who started at Clifton in Y7 was +0.66 higher on average than for the students who joined us thereafter.</p> <p><u>3-year Trend</u></p> <ul style="list-style-type: none"> ● 2021-22 – 102 in year admissions ● 2022-23 – 104 in year admissions ● 2023-24 – 14 in year admissions (to date – as of 30/11/23) <p>The school has experienced a significant increase in the number students on roll:</p> <ul style="list-style-type: none"> ● Spring census 2021 - 880 students ● Spring census 2022 - 952 students ● Spring census 2023 -1027 students ● Start of 2023-24 Academic year - 1108 students (an increase of 228 students)

	The reason for this growth is the increase in pupil numbers joining the school year on year at the start of Y7 and a huge influx of In Year Admissions. The latter, often prove to be a challenging cohort for a number of reasons including: time spent out of education, being new to country and having a lack of basic English.
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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
<p>To significantly reduce the impact of the four common barriers to learning and progress:</p> <ul style="list-style-type: none"> ● Literacy ● Numeracy ● Oracy ● Vocabulary 	<ul style="list-style-type: none"> ● Consistent quality first teaching ● Meaningful, high quality feedback ● Impactful and effective intervention ● All students access the full curriculum (including EBacc) ● Students make at least expected progress academically ● All pupils have access to reading sessions every day ● Progress made on number based can-do statements and numeracy fluency
<p>To improve the level of progress and GCSE outcomes of all PP students and reduce the attainment gap.</p>	<ul style="list-style-type: none"> ● A broad and balanced curriculum – increased emphasis on EBACC subjects ● Consistent quality first teaching ● Meaningful, high quality feedback ● Good levels of attainment and progress increase from starting points ● Reduce the gap between Progress 8, Attainment 8 and 4+/5+ in English and Maths for PP and non-PP students. ● Improve outcomes for HA PP students – particularly at 7+ ● Students become mini-subject specialists by embodying the Subject Ways
<p>To improve the attendance and punctuality rates of disadvantaged students.</p>	<ul style="list-style-type: none"> ● Sustainable increase in attendance rates for PP over time ● PP PA figures improve and are sustained over time ● Increase in the percentage of PP students achieving above 95% attendance over time
<p>To foster personal attributes so that students are ‘able’ to play their full part in an ever-changing world.</p>	<ul style="list-style-type: none"> ● All students are Post 16 ready ● No NEET students ● Access for all students to specific careers guidance ● All students embrace the values of The Clifton Way in their conduct around school ● All students engage with the Clifton Pledges
<p>To enrich student experiences and broaden horizons so that students are well-rounded, active citizens.</p>	<ul style="list-style-type: none"> ● Entitlement offer in place for all ● A broad & inspiring extra-curricular provision

	<ul style="list-style-type: none"> • Music per lessons for all Y7 and 8 pupils (and Y9 PA option suite) • Outdoor education opportunities for all • First aid training for Y11 students • Fully funded theatre visits offered to all • Students are open-minded and tolerant
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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: £143,349

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To deliver research-driven CPD and ensure it is embedded consistently across school for Quality First Teaching. Our priorities this year are to embed:</p> <ol style="list-style-type: none"> 1. Lesson Adaptation 2. Teaching Sequence 3. Reading & Vocabulary 4. CPI Training 5. Subject Knowledge CPD <p>To quality assure implementation of T&L strategies to ensure this is in line with our curriculum intent to help improve outcomes for PP students.</p>	<p>EEF evidence suggests that “mastery learning” has an impact of 5 month’s progress for students. In addition, metacognition and self-regulation is a high impact strategy and can lead to 7 months progress Using QA findings to drive CPD intervention at all levels to ensure it is useful and effective.</p> <p>Research by Robert Bjork suggests that retrieval practice is focused on recalling learned information from memory with little or no support. Retrieval through low stakes questioning makes the original memory stronger and embeds it in the long term. In turn this will ensure pupils know more, remember more and are able to do more.</p> <p>Consistency in terms of lesson structure within subjects and across school.</p>	1, 2
<p>To sustain and quality assure a timetabled ‘Reading for Pleasure’ curriculum where students receive 20 minutes of structured reading activities every day.</p>	<p>This strategy is particularly pertinent for PP families who may not have access to a wide range of books at home, while for our EAL students, reading is modelled and wider vocabulary acquired. Our ‘Reading for Pleasure’ curriculum is also used to reinforce our trust-wide T&L approaches to Reciprocal Reading and Vocabulary which support comprehension; good practice in this field can lead to up to +6 months progress according to the EEF.</p>	1, 2, 5, 6

<p>To implement a common approach to assessment across subjects through 'Can Do' statements at KS3 and regular formative and summative assessment at KS4.</p> <p>To provide timely and effective feedback through our BRAG marking model.</p>	<p>According to the EEF, Feedback remains the most effective tool at our disposal to support students in making progress. As a lost cost, high impact strategy, when delivered effectively, students can expect to make up to +6 months progress on average.</p>	<p>1</p>
<p>To recruit, retain and utilise specialist staff from across the trust to underpin a challenging, broad and balanced curriculum.</p>	<p>The new Ofsted framework puts huge emphasis on the merits of a broad and balanced curriculum: "International evidence indicates that a focus on only a few measurable outcomes has had some negative consequences for curriculum design. As a result, pupils from disadvantaged backgrounds may be discouraged from taking academic subjects." (<i>Ofsted: Education Inspection Framework – Overview of Research, Jan 2019</i>)</p>	<p>1, 5</p>
<p>To develop our 'Entitlement Offer' to ensure all students leave Clifton 'able' as well as 'qualified.' This includes free access to:</p> <ol style="list-style-type: none"> 1. Outdoor Education 2. Peripatetic Music lessons 3. First Aid Training 4. Money Matters Education 5. Subject Specific Careers Lessons <p>To provide fully funded visits to local sites of cultural richness: e.g. Theatre Trips to Sheffield Lyceum (Y10 and Y11) and visits to Sheffield Mosque</p>	<p>Although the EEF has downgraded the impact of 'outdoor education' on academic progress, 'Physical Activity' noted as having a positive impact on learning (+1 month of progress.) We also believe that the benefits to wellbeing and cultural capital earned from such experiences sufficiently justifies our continued provision in this area. This position is echoed by a paper published by the Scottish Government who stated that:</p> <p><i>"Such experiences, from early years to adulthood, will help our children and young people to enter education, employment or training with transferable skills required to meet the opportunities and challenges of a rapidly changing world."</i> https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf</p> <p>Arts Participation meanwhile (i.e. Peri Music Lessons) as a curriculum enhancement is advocated by the EEF with up to +3 months of progress being the outcome when delivered well.</p>	<p>3, 4, 5</p>
<p>To promote the characteristics which are conducive to successful learning through The Clifton Way.</p>	<p>Having a shared set of values which shape the way we learn is, we believe, crucial to underpin our aim to help students leave school 'able and qualified.' These values run through our pastoral, academic curriculum and extra-curricular activities and form a common language between staff, students and parents.</p>	<p>5</p>

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

Budgeted cost: £175,416

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve students literacy and numeracy skills through small group timetabled intervention for KS3 students to remove barriers to learning.</p>	<p>Ensure immediate provision of catch up opportunities so students do not get left behind. EEF evidence that within-class attainment groupings is highly effective, providing an average benefit of 6 months progress.</p> <p>Reading comprehension strategies have an average impact of 6 months progress per student according to the EEF. The EEF have not published any specific guidance on the impact of numeracy interventions. According to OFSTED and Alex Quigley (EEF), reciprocal reading, frequent exposure to a wide range of high-quality academic texts and explicit tier 3 vocabulary instruction are effective tools to close the reading and vocabulary gap.</p> <p>NGRT found a significant correlation between student's reading ability and performance in all GCSE subjects.</p>	<p>1, 2</p>
<p>To implement a programme of comprehensive timetabled GCSE intervention to consolidate understanding and address gaps in knowledge including:</p> <ul style="list-style-type: none"> ● After school 'Period 5' lessons and revision ● Tailored Subject Intervention during Form Tutor Time (40 mins per day for Y11) ● Drop down days (INSET) 	<p>Targeted use of before and after school programme can have an impact of up to three months progress according to the EEF. It will also improve the retrieval and recall of skills and knowledge.</p> <p>Targeted intervention with selected cohorts of Y11 pupils.</p>	<p>1</p>
<p>To ensure that all PP students are equipped with study skills and revision techniques to improve retention and retrieval. To provide equipment and resources to remove barriers</p>	<p>Tailored study skills and careers events embedded in the pastoral curriculum. Provision of Revision Guides in Core subjects and subject specific equipment (EG Art Packs) to ensure students have revision resources at home and can access the curriculum.</p>	<p>1, 2, 4</p>

to independent learning at home.		
Recruitment of an EAL Team of TESOL teachers to support our students enrolling in the school without adequate English.	Accelerated acquisition of English will lead to enhanced progress for new arrivals to the country and EAL pupils by removing barriers to learning as they are equipped with the language required to access lessons. Reading comprehension strategies have an average impact of 6 months progress per student according to the EEF.	2, 6, 7
<p>To develop effective, bespoke strategies to meet the needs of all learners through the use of the SNAP Assessment (SEND) and Behaviour SNAP tools.</p> <p>Appointment of a Non-Teaching SENCO to add capacity to the SEND Team.</p> <p>Appointment of an additional Non-Teaching Head of Year to oversee the SNAP process for students and families.</p>	With routes for diagnostic testing, such as CAMHS, heavily congested and waiting times high, the SNAP Assessment Tool provides schools with a more forensic approach to identify specific needs and the strategies which are best placed to support while a CAHMs diagnosis is sought.	1, 2, 4

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

Budgeted cost: £319,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
To add capacity to our Pastoral Team through the appointment of: 2 x Assistant Heads of Year 2 x SMSAs	Our rationale here is that by adding capacity to our Pastoral Team, there will be greater visual presence around school and greater opportunity to implement strategies from our graduated response in a timely and effective manner.	4
<p>To provide an inclusive, personalised curriculum for students with profound barriers to learning. This may include:</p> <p>1. Days at AP providers to support with re-engagement and the acquisition of vocational skills and accreditations.</p> <p>2. Relaunch our Wave 4 and 5 provision for students who</p>	<p>EEF research suggests that behaviour interventions can result in an average of up to +4 months of progress, while a focus on social and emotional learning can yield up to +4 months of progress on average.</p> <p>Anecdotally, we also know that such provision can safeguard students from potential permanent exclusion and reduce the chances of them becoming NEET.</p> <p>In turn the above will build relationships and trust between staff and students, support them to</p>	1, 2, 3, 4, 5

<p>are unable to access mainstream lessons.</p> <p>3. Access to KS3 and KS4 Learning Hubs to support students who require catch up.</p>	<p>ensure the school environment is not overwhelming.</p>	
<p>To support the emotional wellbeing of students, where SEMH is a barrier to learning, through our in-house counselling service.</p> <p>To sustain the expansion of our Safeguarding Team to enable us to deal with our large caseloads in a timely manner.</p>	<p>A study conducted by the University of Bedford's School of Education (Jefferies 2008) highlighted the impact of 'consistency and continuity' for students experiencing emotional difficulties and that regular contact through 'drop ins' was the most effective way to put students at ease.</p> <p>Furthermore, as referenced above, the EEF's T&L Toolkit advocates social and emotional learning which can lead to up to +4 months of progress.</p>	2, 4
<p>To ensure that communication with parents is timely, effective and meaningful through:</p> <ul style="list-style-type: none"> ● In person Parents' Evenings ● Data Captures with reports for parents ● Transition Programme ● Innovative and proactive use of the website and social media. ● Days of Culture 	<p>EEF research informs us that strategies to improve parental engagement can have an impact of up to +4 months progress for moderate cost.</p> <p>The community will be fully educated in terms of the importance of good home study, attendance and curriculum opportunities.</p> <p>Successful build-up of parental understanding of reporting and the options processes and equip parents to fully support students with their education.</p>	4, 5
<p>To recognise students' achievements and celebrate success through a culture of rewards including:</p> <ul style="list-style-type: none"> ● 100 Club ● Gold, Silver, Bronze Awards ● Awards Assemblies ● Letters of Commendation ● Positive Postcards ● Prom Points 	<p>Praise and reward is central to what we do and, anecdotally, we know that celebrating success breeds confidence, aspiration and high expectations.</p> <p>Although research conducted by the EEF into increasing pupil motivation via extrinsic initiatives such as financial incentives seemingly has an inconclusive impact on attainment, due to a limited number of studies, we believe in appealing to and developing students' intrinsic motivations. We do this through reinforcement of positive language, celebrating success in a public forum and by linking the impact of rewards to the bigger picture of becoming an employable, well rounded citizen.</p>	3, 4, 5
<p>To relaunch 'The Clifton Pledge' to raise awareness of cultural diversity and tolerance. This includes:</p>	<p>According to The Key, good schools will: 'Provide a wide range of opportunities to nurture, develop and stretch pupil's talents and interests. Prepare students for life in modern Britain, developing</p>	3, 5

<ul style="list-style-type: none"> ● Active Citizenship ● British Values ● Life Skills 	<p>their understanding of the fundamental British value of democracy, rule of law, individual liberty, tolerance and respect. Provide pupils with meaningful opportunities to understand how to be responsible, respectful and active citizens who contribute positively to society.’</p> <p>https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/how-ofsted-inspect-personal-development/</p>	
<p>To sustain a comprehensive Careers programme which includes:</p> <ol style="list-style-type: none"> 1. Level 6 Careers Advice and Guidance on a one to one basis 2. Careers Interviews with local employers and admissions tutors 3. Work experience 4. Careers content embedded into the school curriculum from Y7 5. Visits to local and regional Post 16 providers linked to aspirations and interests. 	<p>This will ensure that students are able to make informed choices about their next steps in education and training and continue to keep NEET figures low.</p> <p>Whilst there is insufficient evidence at this time to gauge the exact impact of aspiration interventions, the EEF states that raising aspirations is believed to incentivise improved attainment by exposing students to new opportunities and develop self-esteem, motivation and self-efficacy.</p>	4, 5
<p>To sustain added capacity to the Attendance Team to continue improvement in reducing PA.</p> <p>To ensure students arrive on time each day, ready to learn:</p> <ol style="list-style-type: none"> 1. Breakfast Club. 2. Community Minibus to collect targeted students 3. Forensic analysis of attendance data, 4. Attendance mentoring cohorts - GOPA and NPA 5. Proactive use of home visits 6. Systematic use of FPN system 	<p>With greater capacity, we can utilise a wider pool of staff to work with attendance intervention groups and support with parental engagement.</p> <p>These strategies will also support parents to ensure students are punctual and support students who have low attendance due to personal/SEMH reasons. It will also reduce the impact of hunger as a barrier to learning. Research conducted by Magic Breakfast, on behalf of the National School Breakfast Programme, notes correlation between pupils who eat breakfast and improved attainment. In addition, it will reduce the number of students whose poor attendance escalates into PA and CME cases. These approaches will encourage students to take responsibility for their own attendance, preparing them for life after Clifton.</p> <p>Occasions where the mini bus has not been in operation have detrimentally impacted on our attendance at Clifton.</p>	1, 2, 4, 5

Total budgeted cost: £638,541

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Student Outcomes

EBacc Entry

At Clifton, we have high expectations for all of our students regardless of their level of deprivation and this is highlighted by our increasing number of our students who are entered for EBacc. To fulfil our belief in a broad, balanced and ambitious curriculum, we entered 37.76% of students eligible for Pupil Premium funding for the full EBacc from our outgoing Y11 cohort in 2023. This was in excess of the 35.85% of Non-PP students that were entered, and well above the national average for disadvantaged students of 27.7% (and almost in line with the overall total of 39.3% nationally), demonstrating that socio-economic background is not a barrier to accessing a full suite of ambitious GCSE subjects. However, with our current Y11, due to sit exams in 2024, we look set to exceed this national figure with 47.54% of our students eligible for PP studying the EBacc in preparation for entry in the summer.

Progress 8

Nationally, the gap in Progress 8 score between PP (-0.57) and Non-PP (0.17) is 0.74. Although at Clifton, the gap between PP and Non-PP Mid Ability Pupils (MAPs) was significant, the gap between PP vs Non-PP High Ability Pupils (HAPs) and PP vs Non-PP Low Ability Pupils (LAPs) - based on KS2 APS, was much more favourable. Their Progress 8 figure of -0.18 was considerably above the national average for PP of -0.57. There was a similar story for our LAPs – our best performing cohort amongst PP students, who achieved a positive Progress 8 of +0.18. Not only was this significantly above the national average for PP, this cohort also out-performed the Non-PP national average of 0.17.

English & Maths

This year 21.43% of PP students achieved Grade 5-9 in both English and Maths (up by 3.57% on 2021-22), albeit slightly below the national average for PP of 25%. However, when accounting for the significant number of In Year Admissions to the school, this figure changes drastically. Using the same performance measure, the PP cohort of students educated in the school for the full five years since Y7 is 26.39% - 1.39% above the national average for disadvantaged students.

Meanwhile at 36.73%, the proportion of PP students achieving English and Maths at Grades 4-9 was almost in line with last year's 37.40% and still significantly above the 26.70% of 2019 – the previous last set of results unaffected by the pandemic. However, there is strong evidence to demonstrate that a full 5-year education at Clifton adds substantial value academically; 44.44% of the PP students who were with us since Y7 achieved Grades 4-9 in both English and Maths. Again, this reinforces the impact that our high number of In Year Admissions has on overall outcomes – particularly for our PP cohort.

Attendance

Context

Attendance rates across the country declined dramatically following the Covid-19 pandemic and this impact has been felt too at Clifton - particularly for our Pupil Premium students. An added challenge at Clifton is the number of students who join us as 'In Year Admissions' - many of whom are new to country or have been out of education for a significant period of time and need a great deal of support with their attendance. The proportion of students attending Clifton from the Roma community is also higher than the national average. Nationally, students identifying as being Roma are one of the lowest attending pupil groups with average attendance of around 72%.

Persistent Absenteeism

At its peak, persistent absenteeism for disadvantaged students was 55.60% in 2021-22 during the immediate aftermath of the pandemic. However, the picture here is improving year on year with PA for this cohort reducing to 50.85% in 2022-23 and, more significantly, down to 42.64% by the end of Term 1 in 2023-24. This marks an 8.21% improvement on last year, thus far, and a 12.96% improvement on two years ago. More encouragingly, this figure is also now 0.96% lower than the most up to date average national figure for PA among disadvantaged students at the time of writing.

One key strategy we use to improve attendance at Clifton is working with specific cohorts of students that we feel we are able to have impact with. This may begin with PA as a whole but then be split into micro groups which are distributed across the team for intervention. In the table below, the number and percentage of students who managed to be removed from PA is displayed. Although this outlines our full cohort, the demographic of our school, with almost 2 in 3 students being eligible for the Pupil Premium, of course means that this intervention will have impacted a significant number of disadvantaged students.

<u>Cohort</u>	<u>Students identified for PA intervention</u>	<u>Withdrawn by HT1 (22-23)</u>	<u>Withdrawn by HT2 (22-23)</u>	<u>Withdrawn by HT3 (22-23)</u>	<u>Withdrawn by May Census</u>	<u>Total</u>
No. / % of students	454	62 (13.66%)	28 (6.17%)	17 (3.74%)	14 (3.08%)	121 (26.65%)

95%+ Attendance

While persistent absenteeism remains higher than we would like, despite the clear improving picture, a significant proportion of our Pupil Premium students do attend school regularly in order to fulfil their academic potential. As shown in the table above, we are so far on track to exceed last year's percentage of PP students attending 95% of the time or more. We continue to reward every student who achieves 100% attendance each half term with the recognition of being part of the '100 Club' and work hard with parents to raise awareness about the impact of attendance on learning and life chances.

<u>Cohort</u>	<u>2022-23</u>	<u>2023-24 (Term 1)</u>
No. and % of PP students achieving attendance of 95%+ attendance	201 / 639 students (31.46%)	271 / 691 students (39.22%)

We recognise there is still work to be done on raising attendance, which is why we have continued to invest in our attendance and pastoral teams to add greater capacity to support our disadvantaged families, as outlined in this report. As a further intervention, we continue to provide transport each morning for a cohort of around 70 students from some of our most hard to reach families to help ensure that they arrive at school consistently and on time. To supplement this, we are working closely with the local authority to issue FPNs where it is appropriate to take further action.

Behaviour & Attitudes

We have continued to observe a sustained trend of increasing positive behaviour points for our students. When comparing HT1 across the previous four years, the number of CFPs (Cause for Praise) achieved by our PP students has more than doubled, demonstrating that students are increasingly displaying positive behaviours that teachers wish to reward.

	<u>2020-21 (HT1)</u>	<u>2021-22 (HT1)</u>	<u>2022-23 (HT1)</u>	<u>2023-24 (HT1)</u>
Total CFPs (PP)	5,189	6,830	9,686	14,081
Average CFPs per Student (PP)	8.41	11.20	14.68	19.74

CFP = Cause for Praise CFC = Cause for Concern

Positive Behaviour Points

In 22/23, throughout Term 1, the Non-PP cohort of CCS had 86.6% of students with positive behaviour points. This is a measure of the number of positive behaviour points logged (CFPs) minus the negative behaviour points recorded (CFCs.) The Pupil Premium cohort of students at CCS consisted of 82.68% of students with positive behaviour points during the same period, a gap of 3.91%. During the equivalent time frame in 23/24, the Non-PP cohort was made up of 90.73% of students with positive behaviour points. 88.22% of Pupil Premium students meanwhile had positive behaviour points. Not only has the margin between PP and Non-PP cohorts here been narrowed from -3.91% to -2.51%, there has also been an increase in PP students achieving this milestone of 5.54%.

Suspensions (FPE)

<u>Cohort</u>	<u>2022-23 (Term 1)</u>	<u>2023-24 (Term 1)</u>
Non-PP suspensions % of students	4.96%	2.30%
PP suspensions % of students	14.37%	6.83%
Total	10.77%	5.28%

As displayed above, we have worked hard to develop alternative approaches to tackle poor behaviour and this has resulted in a reduction in suspensions across the board. At the beginning for 2022-23, 9.41% more PP students were suspended compared to their Non-PP peers. However when compared to the same time frame at the

beginning of 2023-24, not only has the % suspended PP students reduced by 7.54% but also has the gap between PP and Non-PP, which now sits at 4.53%, compared to 9.41% the previous year.

Personal Development

NEETs

<u>Cohort</u>	<u>2022</u>	<u>2023</u>
NEETs - PP only	3 of 84 (3.57%)	1 of 107 (0.93%)
NEETs - Total	5 of 149 (3.36%)	5 of 157 (3.18%)

Of our Y11 leavers in 2022-23, there were 5 NEETs (3.18%) from a cohort of 157 students. Of these, just 1 student (0.93%) from our PP cohort of 107 students was unable to secure a place in education, employment or training. Although the total figure of NEETs is the same (albeit a marginal 0.18% reduction due to a larger cohort in 2023), we are pleased to have reduced down to one the number of PP students not in education, employment or training. When comparing PP (1) with Non-PP (4) for the last academic year, we can also evidence that as a school we have worked hard to remove barriers for our PP students to access the right course for them Post 16.

Post 16 Destinations

<u>Post 16 Destinations for 2023</u>	<u>Sixth Form College</u>	<u>Vocational Training College</u>	<u>Full Time Training Provision</u>	<u>Apprenticeship or Employment with Training</u>	<u>Other</u>
Number and % of PP students	34 (32.07%)	53 (50%)	12 (11.32%)	4 (3.77%)	3 (2.83%)

As illustrated in the table above, our students accessed a range of different providers, taking advantage of the breadth and depth of knowledge they've been exposed to over time through monthly careers lessons, embedded into the curriculum from Y7, as well as via their one to one careers guidance interviews from a Level 6 qualified Careers Advisor. Students have also had the opportunity to visit local Post 16 providers, in line with their interests and aspirations and, spend a week participating in work experience in Y10 and experience Careers Day events including mock interviews from real local employers and local Post 16 admissions staff.