Pupil premium strategy statement 2020/21

1. Summary information

School	Clifton Community School				
Academic Year	2020/21	**Total PP budget 2020-2021**	£430,141	**Date of most recent PP Review**	01/21
Total number of pupils	876	**Number of pupils eligible for PP**	544	**Date for next internal review of this strategy**	09/22

2. Strategy Statement

At Clifton Community School, we have high expectations for all students and it is our mission to ensure that students leave us able and qualified to play their full part in all aspects of life beyond Clifton. Our key approach is to focus on quality first teaching for all students - developing teaching and learning strategies for all staff to ensure that our student's needs are met in the classroom and beyond. We are 100% child centred and believe that all children have the right to a quality education, and we encourage, challenge and support every child, regardless of their background, to achieve their personal best. To facilitate progress and further improve outcomes for our PP students in particular, details of our targeted support and other interventions are outlined in this report. These actions define our additional approaches to improve the quality of education for our PP students alongside first class teaching and learning.

The current context of education under COVID restrictions cannot be ignored and these ever-changing circumstances potentially have a greater impact on our PP cohort in comparison to non PP students. In this report, we have endeavoured to cover all eventualities, however the reality is that we cannot truly predict what this academic year will hold. Without a doubt, our priorities remain to remove barriers to learning and improve the quality of teaching and learning. Nevertheless, in response to the implementation of blended and remote learning, increased focus is being placed on ensuring our PP students have IT devices and broadband access. This will ensure that they do not fall behind their peers as they are able to engage with online lessons and complete work set on virtual platforms by teachers. The realities of extra-curricular must also be addressed: school visits, residentials and several sports and arts clubs are currently not being offered in line with guidance from the DfE. Although we have been forced to scale back our extra curricular offer in comparison to previous years, we are constantly adapting the Clifton Xtra programme to ensure pupils still have opportunities to get involved in wider school life. We continue to offer student leadership initiatives, the ambassador programme and involvement with the Clifton Pledges via online platforms.

3. Current attainment

	Pupils eligible for PP	All Pupils
% achieving a grade 5+ English & Maths	**19%**	23%
% achieving a grade 4+ English & Maths	**42%**	45%
Progress 8 score average	**-0.03**	0.18
Attainment 8 score average	**34.71**	37.43

4. Barriers to Learning

Academic barriers

A	Literacy and numeracy 'gap' on entry.
B	Slower rates of progress for high, middle and low attaining PP students.
D	Low levels of independence and resilience in lessons.
F	Poor oracy skills and language barriers due to high percentages of EAL students.
G	Learning deficit as a result of Covid-19

Additional barriers

F	Higher rates of absence and persistent absence (PA)
G	Lower levels of parental engagement with some aspects of school.

H	Low levels of device ownership and access to broadband limiting the capacity to engage with online learning.
I	Large number of new students that are new to school, education and country.
J	Poor levels of social, emotional and mental health for a significant number of students as a result of Covid and social isolation.

5. Intended Outcomes

Intended Outcome	Success criteria
1. To improve the level of progress and GCSE outcomes of all PP students and reduce the attainment gap.	- Levels of attainment and progress increase from starting points from September 2020. - Reduce the gap between Progress 8 and Attainment 8 scores for PP students and non-PP Students. - Reduce the gap between the percentage of pupils achieving 4+/5+ in Maths and English for PP and others nationally by 10%. - Improve the outcomes for High Attaining PP students and increase the proportion of PP students achieving Grade 7+. - All pupils leave Clifton School qualified to succeed in the next stage of their education.
2. To remove barriers to learning and progress by providing targeted intervention at KS3 and KS4 - focusing on literacy and numeracy.	- All pupils have access to weekly reading sessions. - RA data will show an increase in RA in line or above expected increase. - An increase in the number of students achieving number based can do statements and enhanced numerical fluency. - All students access a broad and balanced curriculum with enhanced emphasis on EBACC subjects. - Pupils to develop confidence, competence and independence in relation to oracy and vocabulary use.
3. To Improve attendance and punctuality rates of disadvantaged students.	- Attendance rate improves for PP students from starting points in September 2020. - To continue to improve attendance in line with national rates. - PP/PA figures improve from starting points in half term 1 in 2020. - Improvement in attendance for at risk of PA cohort. - Reduced impact of Covid associated absences by ensuring swift reintegration following periods of isolation.

4. To embed enrichment opportunities which promote the development of cultural capital. In turn, this will allow PP students to be active participants in wider school life and prepare for their next steps in education.	- Increase participation of PP students in school council and student leadership initiatives. - To increase participation in extracurricular opportunities. - Access for all PP students to specific careers guidance and work experience opportunities. - All PP Students to secure next steps in education/training.
5. To allow our PP students to have the same access to remote and blended learning in response to Covid 19 measures.	- The provision of IT devices and broadband access to all PP students. - PP cohort continue to access lessons, engage with learning and make progress throughout remote and blended learning.

6. Planned expenditure 2020/21

Quality Teaching and Learning for All

1. **To improve the levels of progress and GCSE Outcomes of all PP students and reduce the attainment gap.**

Intended Outcome	Action	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
To improve the attainment of PP students through data analysis.	Accountability for disadvantaged students at all levels: class teacher, faculty and whole school	System will allow prompt identification of under-performing disadvantaged students so	Data & Link meetings between SLT & FL. Class teacher data reports following a data collection.	THA EWE	Ongoing data analysis after every Data Collection and GCSE Results Analysis in Summer 2021.

following each Data Collection Point.		intervention can be put in place at all levels. Gaps in skills and knowledge identified at data collections used to inform department CPD.	Improved attainment & progress 8 for underachieving PP students in Data Collections from starting points.		
To improve the attainment of PP students in English and Maths.	Enhancement in English and Maths	Reduced class sizes in Y10 and Y11. EEF evidence of higher attainment where classes can be reduced to 15-20 pupils.	Data meetings/Link meetings with FL to monitor setting and class sizes. Development opportunities for staff to adapt teaching styles to small classes.	THA EWE	Ongoing data analysis after every Data Collection and GCSE Results Analysis in Summer 2021.
Ensure effective QA and CPD which lends itself to staff development and improved outcomes for pupils.	PP monitoring and evaluation activities to be included in QA calendars for every faculty. Emphasis on Assessment, Recall and Retrieval in CPD. Equip staff with a range of strategies to tackle underachievement of disadvantaged students. Specific training to educate staff on our current PP cohort.	EEF evidence that "mastery learning" and "metacognition" have a great impact on attainment and progress in students. Using QA to drive intervention at all levels.	Link meetings with FL to monitor impact of QA Review of Faculty QA Calendars. Ongoing whole school CPD and Inset sessions with follow up training and activities. Sharing of good practise at Faculty Leader meetings. Learning Walks and work scrutinies with focus in PP students books and engagement with lessons	JMA	Ongoing Faculty QA. Calendars updated every half term. Staff voice and evaluation following CPD.

To create a common approach to learning across Faculties and Departments incorporating feedback and assessment.	To embed "In Every Lesson at Clifton" and "The Subject Way". Improvement of feedback and consistency of marking. Adaptation of assessment methods to suit remote and blended learning.	To ensure consistency regarding lesson structure and teaching and learning within faculties and across school. Feedback is identified by the EEF as a high impact strategy to improve outcomes. To maintain high standards of feedback following assessments completed as part of remote and blended learning so learners can continue to improve.	QA and CPD driven by Faculty/Department Leads and the Leadership team. Collaboration across the Trust led by Subject Directors to drive KS3 Assessment Policy. Whole school training and showcasing of exemplary feedback amongst faculties.	JMA EWE	Ongoing Faculty QA and review of CPD by Faculty Leaders and Subject Directors. Whole school review of feedback and assessment.

Total Budgeted Cost: £110,000

Targeted Support

2. **To remove barriers to learning and progress by providing targeted intervention at KS3 and KS4 - focusing on literacy and numeracy.**

Intended Outcome	Action	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?

To improve literacy and Numeracy for the PP cohort, focusing on pupils who begin Y7 below expected standard and new arrivals to the country.	Additional lessons in English and Maths at KS3 to increase curriculum time devoted to literacy and numeracy. Creation of small "satellite groups" to provide bespoke intervention for learners with Learning Mentors. Appointment of whole school literacy coordinator.	Ensure immediate provision of catch up opportunities. EEF evidence that within-class attainment groupings is highly effective, providing an average benefit of 3 months progress. 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	Key Stage Coordinators and Literacy lead in Maths and English to oversee the implementation of literacy and numeracy strategies at KS3. Ongoing Assessment of Literacy and Numeracy. Ongoing creation and adaptation of resources and QA of delivery by literacy lead for new starters EAL cohort to ensure consistency.	JMA EWE	Ongoing analysis in Data Meetings of PP cohort progress in Maths and English. Termly QA of literacy and numeracy interventions by Key Stage Coordinators. Four Week Review of in year arrivals.
To increase the reading age of PP students.	Implementation of Accelerated Reader Programme for all Y7/Y8/Y9 low sets.	Accelerated Reader Programme allows effective monitoring of ongoing reading to ensure students are regular readers. Star Reader test allows tracking of reading ages. EEF evidence suggests that reading comprehension strategies are extremely high impact and can deliver an additional 6 months progress when successful.	Class teachers and English Mentors to intervene with students who are not scoring 75%+ in quizzes - providing one-on-one support. Analyse improvements in reading ages as a result of Accelerated Reader Programme.	JMA VAL	Review of Reading ages and the impact of the Accelerated Reader Programme by Literacy coordinator in Term 3.

To improve the attainment of specific PP student cohorts: - Increase Grades 7+ for HAPs across all subjects. - Increase the proportion of Boys achieving grades 4+ in Maths and English.	Academic coaches to track and provide specific intervention for underperforming pupils in targeted cohorts. Organise residential trips and revision workshops for identified cohorts (COVID permitting).	Ensure PP HAPS and boys reach their academic potential. Ensure HAPs and boys are aware of opportunities and career paths post-GCSE.combat the significant Address the need to narrow the gap between PP boys and girls attainment in GCSE performance. To equip boys with effective revision skills and techniques.	QA of intervention for HAPs and boys. Ongoing monitoring of progress following Data Collections. Assessment of boys confidence and engagement levels alongside the acquisition of effective revision techniques. Evaluation of trops and residential programmes.	JMA MSH	Ongoing analysis of cohort progress after each data collectionGCSE Results Analysis in Summer 2020
To support and ensure positive progress for the PP cohort with SEMH needs.	Provide a cohesive programme of support to PP students whose progress is impacted by SEMH needs including workshops and targeted support.	Contribute to a strong focus on wellbeing. Social and emotional learning identified by the EEF as having a valuable impact on attitudes to learning and social relationships coupled with an average impact of four months additional progress on attainment.	Evaluation of the success of support given to SEMH pupils through workshops and intervention Review of Social and Emotional Learning Programmes Half termly analysis of Behaviour Data.	NTU MSH	Support and training for staff specialising in the delivery of SEMH programmes. Ongoing QA and review of programmes by the Leadership team.
To ensure that all PP students are equipped with study skills and revision techniques to improve retention and	Tailored study skills and pathway sessions during FTT and assemblies.	To maintain a focused and high profile for study skills to include assemblies and follow up activities bespoke to year groups	Ongoing QA of study skills programmes by leadership team. Review and Evaluation of pastoral curriculum.	MSH JWE	QA of FTT and Assemblies by Leadership Team. Pupil and Staff voice to review the implementation

retrieval leading to better assessment outcomes.		Create effective resources forFTT Create a programme of learning that facilitates understanding of how to revise and enables pupils to generate a personalised revision programme.			and impact of the pastoral curriculum. Analysis of Assessment and Mock Exam Data by Leadership team to assess impact of revision.

Total Budgeted Cost: £222,000

Other Approaches

3. **To improve attendance and punctuality rates of disadvantaged students.**
4. **To embed enrichment opportunities which promote the development of cultural capital. In turn, this will allow PP students to be active participants in wider school life and prepare for their next steps in education.**
5. **To allow our PP students to have the same access to remote and blended learning in response to Covid 19 measures.**

Intended Outcome	Action	What is the evidence and rationale for this choice?	How will you make sure it is implemented well?	Staff lead	When will you review this?
Ensure pupils arrive at school on time each day, ready to learn.	Deployment of minibus to collect PA disadvantaged students to ensure they attend on a daily basis.	To support pupils who find it difficult to arrive at school on time without transport. Clear record of increased attendance and improved punctuality when Minibuses are	Close monitoring by minibus drivers, attendance team and SLT lead.	SEY	Daily analysis of attendance and punctuality. Half termly attendance and punctuality report and

		deployed to collect pupils in the morning.			agreed actions in Leadership Meetings.
Ensure pupils are provided with tailored support and are encouraged to improve their attendance.	Development of restorative reintegration packages and return to school meetings for pupils returning from Exclusion and PA. In addition, provision of guidance and support for students (and their families) with attendance below 95%	Build relationships with key staff to develop trust between school and pupil. Support students and ensure returning to school is not overwhelming. Reduce the number of PP students being excluded and prevent poor attendance escalating to PA and CME cases.	Successful meetings for all pupils who have been absent for extended periods of time. Reporting and analysis of repeat exclusion data.	SEY MSH	Ongoing quality assurance of re-integration package. Half termly exclusion data report and agreed actions in Leadership Meetings.
Ensure pupils comprehend the direct link between attendance and attainment. Reward pupils for good attendance.	Implementation of Attendance incentive schemes for all pupils and forms (EDIS) and emphasis on the importance of attendance embedded into the pastoral curriculum.	To ensure pupils are fully informed of the direct impact their attendance has on their attainment and outcomes and encourage them to take responsibility for this Use the power of praise to create a rewards culture directly linked to attendance.	Close monitoring of attendance data by the Pastoral team and swift intervention for pupils with poor attendance.	JWE	Ongoing quality assurance of the pastoral curriculum by Leadership and scheduled Year Team MERs. Review of EDIS in Term 3 and ongoing evaluation of adaptation due to Remote and Blended Learning.

Reduce the impact of hunger as a barrier to attending school.	Encourage pupils to attend Breakfast Club regularly.	Students receive free breakfasts to ensure they have a healthy, positive start to the day. Research conducted by Magic breakfast club noting correlation between pupils who eat breakfast and improved attainment.	Ongoing monitoring of attendance to breakfast club.	SEY	Termly review of numbers of pupils attending breakfast club and it's impact on effort and attainment.
To raise aspirations of PP students and increase the number of students accessing higher education.	University visits (COVID permitting) and online workshops.	Increase awareness and knowledge of higher education and University life.	Ongoing tracking of engagement with workshops and visits, Analysis of "Moving On" Data.	JWE	Analysis or trip attendance data and review of higher education awareness programme by Leadership.
To increase the awareness of and engagement with post-16 opportunities.	Organise drop down careers events. Purchase and implement an online package to facilitate careers education and access to work experience.	Ensure students are able to make informed choices about their next steps in education and training.	Analysis of NEETS Data. Ensure high engagement levels and quality work reflecting learning from the Reeds Virtual WEX programme. Tracking of careers programme against GATSBY benchmarks	JWE	Analysis of NEETS Data by Leadership team. Ongoing review and evaluation of virtual work experience programme. Student and Parent voice to evaluate impact.

To increase cultural capital of PP students and enable opportunities for students to grow their cultural literacy.	Embedding of the Clifton Pledge into the Pastoral Curriculum. Development of cultural capital visit programme to increase access to museums, theatres and other activities (COVID permitting)	Provide a framework which encourages personal development and the achievement of Gold, Silver and Bronze Pledge awards. To enable disadvantaged students to broaden their awareness of cultural opportunities available.	Internal tracking of PP students who have achieved the Bronze, Silver and Gold Pledge awards. Redesign of subject's Curriculum Map to show access to cultural experiences. Identification of the increase in the number of disadvantaged pupils being offered/attending trips.	JWE	Ongoing tracking of the Clifton Pledge and cultural opportunities. Pupil voice to evaluate the impact of strategies.
To increase parental engagement in the education and aspirations of PP learners and improve parental communication.	Virtual presentations at Parents Evening to educate families on the importance of home study, good attendance and curriculum opportunities. Specific assistance and guidance for parents to increase attendance to Virtual Parents Evenings via digital platforms eg. the School Cloud.	To build parental confidence in terms of understanding reporting and the options process.. To give guidance on parental role in supporting students at each stage. Increase the impact of the home/school partnership. Evidence from the EEF suggests that increased parental engagement has a positive impact on pupil success at school. Provide clear information to parents through targeted communication and allow parents to praise and reward at home for achievements in	Collation of parental feedback from new Praise and Reward Systems. Parental questionnaires following online parents/options evenings.	JWE RDU	Ongoing review of parental engagement strategies. Analysis of attendance to online parents/options evenings for the families of PP students.

	Regular communication via social media. Adaption of Praise and Reward strategies for remote learning including Home Learning Superstars & Proud Thursdays.	school throughout the remote learning period..			
To adapt the approach to Extra Curricular opportunities for Sports and the Arts in line with remote learning and increase participation rates for PP students. In addition, encourage PP students to take part in School Council and School Leadership initiatives.	Ongoing adaptation and creation of extra curricular opportunities through Clifton Xtra. Ensure there are PP students as representatives on the School Council and as Ambassadors across school.	To facilitate access to extra curricular to all by ensuring there is a wide variety of clubs on offer. Encourage early engagement with Clifton Xtra during transition to promote involvement in wider school life. EEF evidence suggests that Arts and Sport Participation have a positive impact on learning and participation bolsters progress in other academic areas. EEF Big Picture Guidance discusses the importance of enrichment for students and the need to build character and essential life skills	Monitoring of pupil attendance and engagement with Extra Curricular Clubs. QA of School Council and Leadership oppertunities to ensure that PP students are not under-represented. Review student recruitment strategies.	JWE	Pupil and staff voice to evaluate the implementation and impact of ezra curricular. Review of Clifton Xtra in term 3 by the Leadership team.

To ensure PP students have IT devices and broadband access to facilitate engagement in remote and blended learning. In addition, PP students feel confident using technology and online platforms to attend online lessons and complete work.	Constant review of which PP students need access to the Chromebook Loan Programme. Establish an ongoing virtual induction programme for all students.	EEF Evidence suggests that access to digital technology can aid progress by up to four months. Provision of devices and broadband ensures that pupils can access online lessons and learning platforms ensuring they do not fall behind. Technological and communication skills gained will be transferable to other areas of study and the world of work.	Strong lines of communication between the pastoral team and parents to ensure all PP students have access to technology, Delivery of Chromebooks to students who need them alongside support workshops to facilitate pupil training for using Google Platforms.	MSH	Ongoing monitoring of attendance and engagement in relation to online learning.

Total Budgeted Cost: £130,000

7. Review of Expenditure from Previous Academic Year

A review of spending for the period September 2019 - March 2021 will be published in April 2021 in line with DfE Guidance.