



PUPIL PREMIUM REPORT

2024/25

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	1084
Proportion (%) of pupil premium eligible pupils	62.27% (675 pupils)
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 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Anna Leng, Headteacher
Pupil premium lead	Jamie Skirrow, Deputy Headteacher
Governor / Trustee lead	Helen Weatherall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£662,702
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£662,702

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 62% 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 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 continue to be the most prevalent type of crime making up over a third of reported crime within the catchment over the past 12 months.
- 62.3% 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>Historic lower attainment among PP cohorts</p> <p>The progress of disadvantaged pupils compared to their peers continues to be an area we work on as a school to close the gap. The gap between PP and Non-PP students at KS3 achieving age related expectations in core subjects means that they are not on an equal footing at the start of KS4 and as a result the gap widens. To mitigate this all Key Stage 3 subject areas have rewritten their curriculums to ensure that knowledge deficits as a result of the legacy of the pandemic, which disproportionately impacted on PP students, are accounted for with greater opportunity to recap prior learning through 'flashback activities.' Our use of 'Can Do' statements at KS3 allow us to identify small steps of progress and likewise identify very specific areas of learning which may need refinement to inform planning. At KS4, we know that Y10 and Y11 are still affected by the legacy of national lockdowns, having missed out on periods of face to face teaching - and the routine of being in school. For this reason, we have in place a comprehensive package of interventions before school in addition to after school revision and booster sessions within school holidays and INSET days,</p>
2	<p>Literacy, Numeracy, Vocabulary and Oracy as common barriers to learning.</p> <p>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>Baseline testing (NGRT) of our new Y7 intake for 2024-25 has indicated that 55% of students have a standardised reading score below 100, and are therefore below the expected standard for reading. The average score for our intake was 94.2, which is significantly below the national average of 105. For our Pupil Premium students, the average reading score was 90.7 compared to 99.7 for our Non-PP cohort.</p>
3	<p>Higher rates of absence and persistent absence.</p> <p>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 – an ongoing legacy of the pandemic.</p> <p>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. This factor, of course, has also led to additional challenges in the behaviours that students are presenting while in school.</p>
5	<p>Historic low levels of aspiration within the community</p> <p>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,</p>

	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.
6	<p>Large proportion of EAL students</p> <p>Within the school there are in excess of 40 different first languages spoken by pupils. The percentage of students with EAL is 48%, which is up 1% on last year and considerably higher than the national average of approximately 1 in 5 students. 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</p> <p>In our outgoing Y11 in 2023-24 – a cohort of 198 students, 43 (21.72%) were 'In Year Admissions' which was a continuation of recent trends with 36 (23%) students in the previous year.' This included 21 (10.61%) students who joined us during KS4 – an increase on the 13 (8%) in the same position in 2022-23. We know that, historically, students who begin their education at Clifton from the start of Year 7 perform better academically than those who join the school at a later date.</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 – 118 in year admissions <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 • Spring census 2024 - 1084 students <p>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.</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
<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

	<ul style="list-style-type: none"> • 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
To improve the attendance and punctuality rates of disadvantaged students.	<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
To foster personal attributes so that students are 'able' to play their full part in an ever-changing world.	<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
To enrich student experiences and broaden horizons so that students are well-rounded, active citizens.	<ul style="list-style-type: none"> • Entitlement offer in place for all • A broad & inspiring extra-curricular provision • 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

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: £183,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver research-driven CPD and ensure it is embedded consistently across school for Quality First Teaching. Our priorities this year are to embed:	EEF evidence suggests that a range of approaches to feedback are beneficial with written feedback, when done effectively, yielding up to 5 months progress and verbal feedback potentially being even more impactful with up to 7 months progress when implemented to a high standard.	1, 2

1.Adaptive Practice 2.Questioning & Feedback 3.Subject Knowledge 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.	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.	
To sustain and quality assure a timetabled 'Reading for Pleasure' curriculum where students receive 20 minutes of structured reading activities every day.	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.	1, 2, 5, 6
To implement a common approach to assessment across subjects through 'Can Do' statements at KS3 and regular formative and summative assessment at KS4. To provide timely and effective feedback through our BRAG marking model.	According to the EEF, Feedback remains among the most effective tools 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.	1
To recruit, retain and utilise specialist staff from across the trust to underpin a challenging, broad and balanced curriculum.	The 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>)	1, 5
To develop our 'Entitlement Offer' to ensure all students leave Clifton 'able' as well as 'qualified.' This includes free access to: 1.Outdoor Education 2.Peripatetic Music lessons 3.First Aid Training 4. Money Matters Education	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: <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>	3, 4, 5

5. Subject Specific Careers Lessons	https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf 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.	
To promote the characteristics which are conducive to successful learning through The Clifton Way.	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.	5

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

Budgeted cost: £177,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve students' reading comprehension, decoding and fluency through bespoke small group intervention for KS3 students.	<p>Reading comprehension strategies have an average impact of 6 months progress per student according to the EEF (Literacy Intervention.) 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>The EEF suggest that phonics for early readers can have an impact of up to 5 months progress. While they concede that 'there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. If an older reader is struggling with decoding, phonics approaches will still be appropriate.'</p> <p>NGRT found a significant correlation between student's reading ability and performance in all GCSE subjects.</p>	1, 2
To implement a programme of comprehensive timetabled GCSE intervention to consolidate understanding and address gaps in knowledge including: <ul style="list-style-type: none"> After school 'Period 5' lessons and revision 	Extending school time involves increasing learning time in schools during the school day or by changing the school calendar. This can include extending core teaching and learning time in schools as well as the use of targeted before and after school programmes. Doing so, according to the EEF can lead to up to 3 months progress.	1

<ul style="list-style-type: none"> Tailored Subject Intervention during Form Tutor Time (40 mins per day for Y11) Drop down days (INSET) 		
<p>To ensure that all PP students are equipped with study skills and revision techniques to improve retention and retrieval.</p> <p>To provide equipment and resources to remove barriers to independent learning at home – including investment in online platforms such as Educake and Maths Watch.</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.	1, 2
Ongoing EAL intervention from our TESOL Team to support 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. As stated above, reading based interventions can have an average impact of 6 months progress per student according to the EEF. Developing students' grasp of English will support them in unlocking subject knowledge through speaking, reading and, eventually, writing like mini subject specialists.	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>Funding to sustain additional capacity in these areas includes:</p> <ul style="list-style-type: none"> Deputy SENDCO Lead NTHOY 	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: £298,012

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 1 x Behaviour & Attitudes TA	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. Using the EEF as an evidence base, 'behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.'	4
To provide an inclusive, personalised curriculum for students with profound barriers to learning – including Key Stage Hubs and Alternative Provision.	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. Anecdotally, we also know that such provision can safeguard students from potential permanent exclusion and reduce the chances of them becoming NEET. In turn the above will build relationships and trust between staff and students, support them to ensure the school environment is not overwhelming.	1, 2, 3, 4, 5
To support the emotional wellbeing of students, where SEMH is a barrier to learning, through our in-house counselling service. To sustain the expansion of our Safeguarding Team to enable us to deal with our large caseloads in a timely manner.	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. 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.	2, 4
To ensure that communication with parents is timely, effective and meaningful through: <ul style="list-style-type: none">In person Parents' Evenings	EEF research informs us that strategies to improve parental engagement can have an impact of up to +4 months progress for moderate cost.	4, 5

<ul style="list-style-type: none"> • Data Captures with reports for parents • Transition Programme • Website / Social Media • Days of Culture 	<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>	
<p>To acknowledge students' achievements and celebrate success through a culture of recognition and reward.</p>	<p>Praise and reward are 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 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. Community Minibus to collect targeted students 2. Forensic analysis of attendance data, 	<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>By keeping families up to date and engaged with their child's attendance record, we intend to reduce any unnecessary lost learning – particularly due to personal/SEMH reasons. Through encouraging students to take responsibility for their own attendance, and preparing them for life after Clifton, we hope to prevent students from falling into PA.</p>	1, 3, 4, 5

3.Attendance mentoring cohorts - GOPA and NPA 4.Proactive use of home visits 5. Systematic use of FPN system 6. Translator support where language is a barrier for Attendance Panel Meetings 7. Attendance TLR roles	Occasions where the attendance mini bus has not been in operation have detrimentally impacted on our attendance at Clifton.	
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Total budgeted cost: 658,635

Outcomes for disadvantaged pupils

1. PP students historically have had lower attainment at GCSE than their Non-PP peers.

Strategies

To address the historic attainment gap between PP and Non-PP cohorts, we continue to prioritise data informed CPD to target key areas of pedagogy. This consists of a blend of subject, school and trust level approaches, as well as utilising expertise from external partners. Our common approach to assessment through BRAG (formative) and 'Can Do' Statements (summative) ensures that the feedback students receive is clear and accessible and that progress is able to be measured incrementally with precise skill descriptors within each subject area at KS3 aligned to the national curriculum and GCSE mark schemes. An extensive programme of KS4 intervention before and after school, as well as during through targeted 'Drop Down' sessions, where required, supports to consolidation of learning and gap filling for students in Y10 and Y11. This is further topped up with the funded distribution of revision guides for core and E-Bacc subjects as well as study packs to facilitate effective revision at home.

Strengths

2023-24 saw us make pleasing gains among our Pupil Premium cohort in GCSE outcomes.

To ensure that all of our students follow an ambitious curriculum, we increased the number of students entered for the full Ebacc suite of subjects from 36% in 2023 to 55.83% in 2024. This takes us from 8% above the national average for PP (28%) in 2023 to almost 27% above the national average for PP in 2024 (29%.) This reinforces our commitment to ensure that we prepare our students for the increasingly competitive world in which we live.

Despite a significant increase in overall pupil numbers, which saw our PP cohort grow from 101 students (2023) to 120 students (2024) we've also continued to improve the performance of our PP students in most of our core subject measures. In English, 4+ attainment among PP students increased from 44.55% to 53.33% with 19 additional PP students reaching this standard compared to the previous year. At 5+ the same cohort improved by 2.33% from 32.67% to 35%. In Maths, there were marginal gains at 4+ with results increasing from 36.63% to 39.17% - a 2.54% improvement compared to the previous year and at 7+ with an increase of 2.19%. Meanwhile, in Science, the percentage of PP students achieving x2 Grades at 4+ increased from 30.69% to 35% and those achieving x2 Grades at 5+ increased by a similar margin of 4.72% from 14.45% to 19.17%.

Areas to Develop

The performance of our Pupil Premium students in Ebacc subjects is an area in which we know improvement is needed. Our drive to be inclusive and increase the uptake of the Ebacc suites has perhaps come at the cost of outcomes in these subjects. Geography is the one exception to this where we saw small improvements in attainment at 4+ (3.15% increase) and 5+ (3.03% increase) but overall performance remains lower than we would like.

While the number of pupils achieving 4+ and 5+ in History has increased from last year, the overall percentage of the PP cohort converting these grades has dropped. A significant increase in pupil numbers opting for History may in part explain this as class sizes have grown.

In MFL, where the number of PP students taking a language at GCSE has almost doubled from 35 to 68 students, has seen our largest percentage decrease in attainment measures from 4+ to 7+.

Improving attainment at the end of KS4 in MFL and History is a priority for the school and this, of course, begins with extensive post-exam analysis, which subject leaders have used to inform their action plans and programme of subject-based CPD. Greater time to consolidate key content has also been afforded through morning intervention and subject drop down days.

Conclusions

In core subjects the performance of our PP students has resulted in a closing of the gap with Non-PP peers in a number of performance measures. Where PP performance nationally has dipped or remained flat, our PP students have typically made progress. Internally, the trend has been similar against Non-PP. While a gap still exists across the board, our PP students have typically bucked the trend; where Non-PP cohorts have lost ground from last year in English and Maths, our PP cohorts have improved.

The performance of PP students in Ebacc subjects will require a review of our KS4 options process and greater consideration over whether or not pursuit of the full suite of subjects is appropriate for such large numbers of our students.

2. Literacy, Numeracy, Vocabulary and Oracy as common barriers to learning

Strategies

We are now into the third year of our Reading for Pleasure (RfP) curriculum which provides a daily diet of 20 minutes directed time for reading. The school continue to revisit the teaching of Reading and Vocabulary across the curriculum with further top up CPD at both whole school and subject-specific levels following the launch of Reading and Vocabulary toolkits in 2022. Meanwhile, we continue to reform our Literacy Intervention offer to ensure that students arriving to us from KS2 below age-related expectations have the opportunity to catch up with their peers through Read Write Inc Fresh Start, a tailored secondary phonics programme, and we have dedicated increased curriculum time for Literacy Interventions led largely by English Teachers.

Strengths

Quality assurance continues to demonstrate that explicit teaching and testing of subject terminology, is now more visible in books and within lessons. Opportunities for to deepen knowledge through subject specific reading are evident in literacy and arts-based subjects and we continue to work with subject leaders to level the playing field. Reading for Pleasure (RfP) continues to be prioritised and is now rooted more deeply in our school culture and routines having had two full years of implementation. Combining RfP with Literacy Intervention means that our morning reading provision is now better adapted to meet the needs of all learners.

Our team of support staff who deliver phonics interventions are growing in confidence and expertise having had a rigorous programme of CPD from external specialists. Additional curriculum time and greater staffing resources are now being dedicated to Literacy interventions overall.

Areas to Develop

To improve our provision, we need to expand our repertoire of assessments to monitor the impact of our reading interventions and use the data from these more forensically to inform the content of our provision. By introducing one on one YARC testing, in addition to NGRT, we will have a deeper understanding and ability to evidence small incremental steps of progress and break these down into comprehension, decoding and fluency. Upskilling a larger team of support staff will be crucial in ensuring that this is sustainable in the long term.

In the classroom, while our students are able to articulate Tier 3 vocabulary in discussions with teaching staff and peers, a CPD priority is to support teachers in applying subject terminology to written work with greater fluency and consistency.

Conclusions

As a school and a Trust, we continue to address literacy through the three-pronged approach of: reading & vocabulary across the curriculum, reading for pleasure and literacy intervention. By doing so, we believe we can make inroads on our four common barriers to learning and help students to read, speak and write like mini subject specialists. With the number of students with significantly below average reading ages increasing year on year, our revised approach to Literacy Intervention and plans to increase the level of rigor in the way we assess impact, will be crucial in our mission to remove literacy as a barrier to learning. We know that having secure literacy skills unlocks subject knowledge and also leads to better outcomes in Maths, where literacy can often be as much as barrier as weak numeracy skills. Complementing this increased curriculum commitment to reading with both adaptive teaching and cross-curricular approaches supports our intent to ensure students leave us both 'able and qualified.'

3. Higher rates of absence and persistent absence

Strategies

The school have invested heavily in addressing the post-Covid attendance hangover. Increasing capacity, leadership and expertise within the Attendance Team has allowed for more intensive parental support and intervention. We continue to support harder to reach families with our daily attendance mini bus pic- ups, as well as proactive use of home visits. Greater use of translation services has helped to further remove barriers, while the close monitoring of GOPA and NPA cohorts allows for highly targeted support for those in and around the threshold for persistent absenteeism. A culture of reward is used to reinforce the value of 100% attendance, while pastoral curriculum time is dedicated to raising the profile of attendance making links to its impact on outcomes.

Strengths

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, 55 additional PP students attended school more than 95% of the time compared to 2022-23. 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.

The table below shows the number of PP students achieving 95% attendance or above.

Cohort	2022-23	2023-24
No. and % of PP students achieving attendance of 95%+ attendance	201 / 639 students (31.46%)	256 / 698 students (36.68%)

Overall attendance in school improved in 2023-24 with a 4.49% increase among our FSM cohort moving from 80.5% in 22-23 to 84.99% (the figure for PP is slightly higher at 85.61%) in 23-24. While we remain unsatisfied with these figures as they stand, we still managed to exceed both local and regional trends; across Rotherham, FSM attendance stood at 83.90%, while in Yorkshire & Humber FSM attendance averaged at 83.60%. Our in school performance for Non-PP improved by 2.28% from 90.2% in 22-23 to 92.48%, compared to 92.92% in Rotherham and 92.66% in Yorkshire & Humber, showing that the impact of our drive to improve overall attendance has had greater impact on our disadvantaged students; the gap between our FSM and Non-FSM students is lower than averages across both the local authority and the region.

The following table shows the 3-year overall attendance figures for FSM and Non-FSM cohorts at Clifton.

	21-22	22-23	23-24
FSM	82.8%	80.50%	84.99%
Non-FSM	89.60%	90.20%	92.48%

This table compares the attendance of FSM / Non-FSM students at Clifton to local and regional averages.

	Clifton School – average attendance 23-24	Rotherham LA – local averages 23-24	Yorkshire & Humber – regional average 23-24
FSM	84.99%	83.90%	83.60%
Non-FSM	92.48	92.92%	92.66%

Areas to Develop

At its most extreme, persistent absenteeism (defined as attendance below 90%) for disadvantaged students reached 55.60% in 2021-22 during the immediate aftermath of the pandemic. It has since reduced year on year, dropping to 50.85% in 22-23 and peaking at 44.72% by the end of 2023-24. This marks an 6.13% improvement on the previous year and a 10.88% improvement on 21-22. Clifton also outperformed both local (Rotherham) and regional (Yorkshire & Humber) data sets for 23-24 with FSM PA averaging at 47.04% and 48.71% respectively. While progress is clearly being made in this area, the gap between FSM and Non-FSM remains far too wide at 22.37% - despite this being a narrower gap than local and regional comparisons.

	Clifton School – PA 23-24	Rotherham LA – PA 23-24	Yorkshire & Humber – PA 23-24
FSM	44.72%	47.04%	48.71%
Non-FSM	22.35%	19.34%	20.27%

Conclusions

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%.

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. We can take confidence from seeing our attendance interventions bring about sustained impact over time. This includes continuing 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, rewards such as 'The 100 Club,' micro-analysis and intervention with key cohorts such as 'GOPA' ('Get Out of Persistent Absence') and 'NPA' ('Nearly Persistent Absence') and parental engagement through Attendance Panels. To supplement this, we are working closely with the local authority to issue FPNs where it is appropriate to take further action and utilising expertise across the trust to help us continue our long-term journey to mitigate and remove the post-pandemic barriers to attending school.

4. Poor levels of social, emotional and mental health.

Strategies

As a school, we have experienced an increasingly complex landscape with growing SEMH need within the catchment area. Expanding both our Safeguarding and Pastoral Teams has given us greater capacity to manage our caseloads, while we continue to offer in-house counselling services and work closely with external providers where more specialised support is available. Developing our Key Stage Hubs for vulnerable students allows for more flexible approaches to learning for occasions when the classroom may not always be appropriate. Our SNAP Assessment programme covers SEMH needs as well as SEND and so is a further tool at our disposal to adapt our approaches to meet the needs of all students – including those who struggle to regulate emotionally. For students with SEMH as a more profound barrier to learning, we deploy funding for AP opportunities to improve engagement and reduce the risk of exclusion.

Strengths

In the last academic year, we have seen a dramatic reduction in suspensions among our PP cohort. Despite having a significantly larger cohort of students, the number of suspensions reduced by 44%. There was an even greater impact with the number of days lost which was reduced by 65% from last year. An 8.22% in the number of students receiving a suspension was a further significant reduction, as was the number of repeat offenders reducing from 11.11% to 7.55%. The reduction can be largely attributed to a conscious review of the school behaviour system informed by CPI strategies around calm and consistent environments and restorative practice.

A table showing the comparison of PP suspensions from 22-23 to 23-24

	2022-23	2023-24
Size of PP cohort	648	689
Number of suspensions	419	235
Number of days lost	1200	424.5
% of students with 1 suspension	19.98%	11.76%
% of students with 1+ suspension	11.11%	7.55%

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.

The table below shows the 4-year trend of total and average number of positive behaviour logs (CFPs*) achieved by Clifton students

	<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*

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.

Areas to Develop

While we are pleased that the overall number of positive behaviour logs is increasing significantly over time, there is a notable gap between our PP cohort and their Non-PP counterparts. During 23-24, our PP students on average accrued 83.40 CFPs (Cause for Praise) compared to 99.63 for Non-PP. Negative behaviour logs, although significantly lower, outlined a larger gap with an average PP student picking up 20.81 CFCs (Cause for Concern) compared to 8.84 for Non-PP. Nevertheless, the ratio of CFPs to CFCs on average in 22-23 for all students was 3.02, increasing to 5.42 in 23-24; for PP students in 23-24 this figure was 4.01, marking an improvement against the whole cohort from the previous year.

Conclusions

For the majority of students within the school, we are pleased to see long term trends of positive praise points being sustained. More work is needed to explore and remedy the marked difference between PP v Non-PP behaviour logs however. Continuing to sustain a positive rewards culture within the school is our most effective strategy in the field of behaviour and attitudes. With SEMH caseloads continuing to be high since the pandemic, our in-house counselling services along with Learning Mentors have helped us to sustain a supportive and nurturing environment to some of our more vulnerable students. Sustaining the CPI principles, which featured in last year's CPD, will help us to complement this imperative to model calm and consistent approaches. Additional capacity to our Pastoral Team and SEND Team has allowed for greater efficiency in parental liaison as well as swifter intervention for students.

5. Historic low levels of aspiration within the community

Strategies

As well as offering a broad and balanced curriculum, we strive to offer curriculum enhancement through out 'Entitlement Offer.' This includes the delivery of funded Peri Music lessons to all KS3 students to inspire a lifelong love for music, First Aid Training to provide students with life saving skills and Outdoor Education to encourage students to embrace the natural world promote healthy lifestyles. Our Careers Programme is extensive and, while much of this is funded by HEPPSY, we do make use of PP funding to provide extra capacity and expertise for personalised careers advice and guidance.

Strengths

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 55.83 students eligible for Pupil Premium funding for the full EBacc from our outgoing Y11 cohort in 2024. While this was lower than our Non-PP cohort of 69.86%, it was well above the national average for of 40.4%, demonstrating that socio-economic background is not a barrier to accessing a full suite of ambitious GCSE subjects.

The table below compares the number and percentage of NEETs over the past 3 years:

<u>Cohort</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
NEETs - PP only	3 of 84 (3.57%)	1 of 107 (0.93%)	1 of 101 (0.99%)
NEETs - Total	5 of 149 (3.36%)	2 of 159 (1.26%)	1 of 199 (0.50%)

The table below shows the level of Post-16 course our students went on to study:

<u>Level of Qualification</u>	<u>% of students 2023</u>	<u>% of students 2024</u>
Level 3	48.28%	45.36%
Level 2	13.79%	39.18%
Level 1	37.93%	14.46%

At the time of writing, only 1 student from our 2023-24 Y11 cohort is NEET. While this student was from our Pupil Premium cohort, this is in line with last year's figure, and is an outcome we are hugely proud of given the barriers faced by our community. More significantly perhaps is the increase we have seen in the number of students accessing higher-level Post 16 courses. As is the case nationally, our PP students tend to leave with lower outcomes than our Non-PP cohort so being able to convert many more Level 1 into Level 2 courses means that our leavers will be better equipped to enter the labour market following the conclusion of their formal education.

This impact is testament to the hard work of our Careers Team and the additional capacity and expertise that our PP grant has allowed us to put in place. Dedicating curriculum time to make careers a priority has also paid

dividends, allowing students to broaden and deepen their knowledge 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 opportunities to visit local Post 16 providers, in line with their interests and aspirations, spend a week participating in work experience in Y10 and experience Careers Day events including mock interviews from real local employers & local Post 16 admissions staff.

Finally, as a school we are 100% compliant with the Gatsby Benchmarks, and have recently achieved the 'Quality in Careers Standard' award for overall careers education and guidance provision in secondary schools. This further highlights our commitment to social justice where we strive to deliver high quality careers information, advice and guidance so that our disadvantaged students are able to compete with peers from more affluent communities.

Areas to Develop

While the proportion of students accessing Level 2 and above Post-16 courses has increased significantly from 62.07% to 84.54%, the numbers accessing Level 3 courses slightly dipped by just under 3%. In the year ahead, we will need to explore ways in which we can support students both academically to achieve the qualifications they require to reach Level 3 courses and continue to keep aspirations high so that our students make ambitious choices.

Conclusions

As shown above, we have high expectations for Clifton students through our broad, balanced and ambitious curriculum, as well as a comprehensive Careers Programme, which have yielded positive results for Post-16 destinations. Ebacc entries are above national averages and, while we exercise a flexible approach where necessary so that one-size does not fit all, we want to ensure that as many of our students as possible have the subjects and grades to compete with their more privileged peers within the labour market. Although, few within our cohorts typically come to us in Y7 with the KS2 scores that would classify them as a 'high ability student,' adding value and facilitating more 7+ grades - particularly in core subjects, is something that we must aspire to achieve in 24-25 and beyond. We continue to believe that our disadvantaged students deserve an entitlement offer which attempts to level the playing field with their more affluent peers and so we hope to continue to provide funded experiences in music, outdoor education and First Aid so that students are 'able' as well as 'qualified' – making them ultimately more rounded and employable.