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CCS Pupil Premium Strategy Report

WICKERSLEY PARTNERSHIP TRUST

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 wickersleypt.org **CEO:** Mrs H O'Brien



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This statement details our school's use of pupil 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.

1. School overview

School Name	Clifton Community School
Number of Pupils in school	1150
Proportion of Pupil Premium eligible pupils	742 (64.5%)
Academic Year	2025/26
Date this statement was published	September 2025
Date for next review	July 2026
Statement authorised by	Helen O'Brien, CEO, WPT
Pupil Premium Lead	Jamie Skirrow, Deputy Headteacher
Governor Lead	Mark Windle, Pupil Premium Governor

2. Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£715,765
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£715,765

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our Ultimate Objectives for Disadvantaged Pupils

Our primary moral purpose for all disadvantaged pupils at Clifton Community School (CCS) is to ensure that socio-economic background is never a barrier to achieving ambitious academic and personal success.

Specifically, by the end of this strategy, we aim for our disadvantaged pupils to:

- **Eliminate the Attainment and Progress Gap:** Achieve headline attainment figures (e.g., English and Maths 4+) that are within 1% of the 'All Students' cohort, and crucially, demonstrate a rate of academic progress from Year 10 Mock to GCSE that matches or exceeds that of their non-disadvantaged peers.
- **Possess Foundational Literacy:** Close the significant reading deficit, improving the average reading age and ensuring a higher graduation rate from specialist phonics programs, thereby unlocking access to the entire curriculum.
- **Ensure Full Attendance and Readiness to Learn:** Dramatically reduce persistent absence (PA) figures to below 40% and increase overall attendance to 86.5%, allowing all pupils maximum access to education and support.
- **Secure High-Quality Post-16 Destinations:** Maintain an exceptionally low NEET (Not in Education, Employment, or Training) figure (<1%) and increase the proportion of students accessing Level 3 courses post-16 to 48%, reflecting high aspirations and readiness for ambitious pathways.
- **Develop Social and Emotional Resilience:** Provide targeted pastoral and mental health support to address high levels of need, leading to improved behaviour metrics, a reduction in the proportion of extreme sanctions, and high engagement in positive school culture.

Alignment of the Current Strategy Plan

Our Pupil Premium strategy is designed as a tiered, evidence-informed approach that directly targets the deep-rooted challenges identified in our data.

Key Principles of the Strategy Plan

The entire strategy is built upon three core, interlocking principles, in line with the Education Endowment Foundation (EEF) tiered approach:

- **Targeted Academic Support (Intervention):** Providing responsive, high-quality, small-group or 1:1 tuition and intervention to rapidly close attainment gaps in core subjects, particularly between Year 10 and Year 11.
- **Universal Quality First Teaching (Literacy Foundation):** Focusing relentlessly on embedding foundational skills, particularly through specialist literacy instruction and vocabulary development across the curriculum, to ensure all disadvantaged pupils can access the challenging curriculum.
- **Wider Strategies (Enrichment, Attendance, and SEMH):** Investing heavily in holistic support mechanisms, including counselling, strong pastoral teams, and ambitious enrichment opportunities, to remove the non-academic barriers (such as absence, mental health, and low aspiration) that prevent pupils from engaging with education.

Challenges

A forensic analysis of student data drives our plan. This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Details of Challenge
1	Historic Lower Attainment and Progress: Students at Clifton have historically performed well-below the national average attainment measures in English and Maths. Last year, while there is evidence of a marginally higher proportion of PP students improving their End of Y10 mock exam grades in the formal GCSE examinations in Year 11, this was less evident in Maths where PP pupils were improving at a slower rate than their Non-PP peers.
2	Significant Literacy Gaps (Foundational Skills): Baseline data shows the average reading score (SAS) for PP students in Y7 is 90.7 compared to 99.7 for Non-PP, indicating a significant deficit. While FSM students made an average gain of 3.7 SAS points (vs 3.2 for Non-FSM) when comparing Y7 entry and exit data, the overall gap remains wide. This foundational skill deficit acts as a barrier across the entire curriculum. Last year's Y11 (2025 leavers) entered with a significantly lower than average SAS of 87.5 (all), 85.1 (FSM), 89.0 Non-FSM - by far the lowest the school has had in recent history.
3	High Rates of Persistent Absence (PA): Persistent Absence rates spiked in the immediate aftermath of the pandemic - reaching as high as 49% in 2021-22, and have remained stubborn - resulting in lost learning over time. For our FSM cohort, the equivalent figure for PA in the same year was 55.6 meaning that more than half of disadvantaged students within the school had attendance below 90%. The school also has a significant population of students who identify as 'Roma / Gypsy' in heritage and, according to the DfE (2024), students from this ethnic background are among the lowest attending cohort nationally with average absence rates of 18.2% (or 81.8% average attendance.) While the gap between school PP and FSM cohorts and their disadvantaged peers nationally has been overcome with regards to PA, the school continues to do everything in its power to continue to close the gap against overall national benchmarks.
4	High Levels of Social, Emotional, and Mental Health (SEMH) Need: The school has a high caseload of students requiring SEMH support, with 49 of the 81 students (60%) accessing the school counsellor being Pupil Premium. This is a significant barrier to engagement and learning, impacting attendance and behaviour.
5	Disproportionate Negative Behaviour Events: Despite a reduction in suspensions, PP students still have a larger gap in positive and negative behaviour logs. In 2024/25, 88.4% of PP students had positive behaviour points, compared to 95.99% for Non-PP, and PP students made up 96.52% of all suspensions in 2024/25.
6&7	Low Aspirations and Challenges of High Mobility/EAL: While NEET figures are low (1 PP student in 2024), the proportion of students accessing Level 3 Post-16 courses slightly dipped, suggesting a need to boost the highest aspirations. Furthermore, the high proportion of EAL students (48%) and the high number of In-Year Admissions (118 in 2023/24), particularly in KS4, creates an ongoing, challenging, and highly mobile cohort.

Intended Outcomes & Impact Measures

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	Baseline (from 2025 Data)	Target / Success Criteria (by July 2026)
1. Improve Attainment & Progress	PP Attainment in English & Maths 4+: 27.78%.	• Increase PP En/Ma 4+ to 40%. • Improve the gap to All students to <1% in all headline figures.

	Gap to all: 9.42%	• Increase PP average grade progress from Y10 Mock to GCSE to match or exceed All students.
2. Close Literacy & Numeracy Gaps	82.15% of FSM students in Y7 - Y9 made expected progress or above in their Reading SAS. While this falls short of our Non-PP cohort (83.26%), it exceeds the NGRT national figure of 75% of pupils. Graduations from Read Write Inc (phonics): PP = 17/30 (56.67%).	• Close the gap between PP and Non-PP in SAS (reading score) progress from baseline to year end. • Increase the percentage of PP students graduating from Read Write Inc (phonics) to at least 75%.
3. Improve Attendance	PP Attendance (2024/25): 84.94%. PP Persistent Absence (2024/25): 42.79%.	• Increase PP Attendance to 86.5%. • Reduce PP Persistent Absence to <40%. • Reduce the gap between PP and All attendance to <3.0%.
4. Reduce Extreme Sanctions & Improve Behaviour	PP Students with Positive Behaviour Points: 88.4%. Although the total number of suspensions for PP students in 24-25 has reduced by almost half when compared to the previous year, there remains a huge disparity between the cohorts: PP pupils accounted for 96% of all FPEs issued compared to only 4% of Non-PP.	• Increase PP students with positive behaviour points to 90% and close the gap on Non-PP cohorts. • Continue to reduce suspensions for PP pupils and close the gap between PP and Non-PP cohorts for the number of suspensions issued. • Increase the average PP CFP:CFC ratio to 5:1.
5. Boost Aspirations & Post-16 Readiness	NEETs (2024 PP): 0.99% (1 student). Level 3 Post-16 access: 45.36%.	• Maintain NEETs at <1%. • Increase PP access to Level 3 Post-16 courses to 48%. • Achieve 100% compliance with Gatsby Benchmarks.
6. Increase Engagement in Enrichment	Total PP Attendees in Clubs: 220 (29.65%) Total PP Attendees in Trips: 287 (38.68%)	• Increase Total PP attendees in Clubs/Trips to 300+. • Ensure 100% of Y7/8 PP students access peri music lessons and outdoor education entitlement.

Activity in this academic year

Our strategy is underpinned by significant financial investment, targeted directly at the challenges identified. This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above. This includes teaching, targeted academic support and wider strategies.

Financial Breakdown by Strategic Priority	Key Activities Funded	Budgeted Cost	Activity & Evidence Base
Attainment & Academic Support (Challenge 1)	Dedicated Core Subject Tutors (SA, NR, EA.) Digital learning platforms (Seneca, Mathswatch, Educake, Complete Maths.) Additional Teaching Assistant hours for interventions. Provision of Revision Guides. Chromebooks for form time activities.	£133,069 plus £49,080 (£182,149)	Targeted tuition (1-to-1: +5 months; Small Group: +4 months), Metacognition/Self-regulation (Seneca: +7 months) Revision Guides (Removes barriers).
Literacy & Numeracy (Challenge 2)	Diagnostic testing (NGRT, Phonics screening) Dedicated Literacy Lessons Specialist-led Literacy Tutor Groups. Targeted Phonics instruction.	£82,989	Reading Comprehension Strategies (+6 months) Phonics (early readers: +5 months) "Diagnose, intervene, monitor" cycle.
Attendance & Punctuality (Challenge 3)	Education Welfare Officer (EWO) and Intervention Team. Proactive home visits and mentoring. Removal of transport barriers (Minibus/Taxis.) Reward system (e.g. 100 Club.)	£86,065	Parental engagement (+4 months) Multi-faceted approach (EEF guidance on improving attendance) Removing practical barriers (transport).
Behaviour & SEMH (Challenges 4 & 7)	CCS KS3 & KS4 Hubs and House Provision In-house Counsellor Arran Hill Centre specialist provision (£199,227) Trust online Tutoring	£311,210	Behaviour interventions (+4 months) Social and Emotional Learning (+4 months) Specialist/Intensive AP (e.g. Arran Hill) prevents permanent exclusion.

	Bespoke alternative curriculum CPI training Additional Pastoral Team capacity (inc x2 NTHOY)		
Enrichment & Aspirations (Challenge 5 & 6)	Peripatetic music lessons (Y7/8) Robust careers provision (Level 6 Advice) Programme of aspirational trips First Aid curriculum. Money Matters Curriculum	£53,013	Arts participation (+2 months) Building self-efficacy and motivation Exposing students to new opportunities (EEF on aspiration interventions).
Total budgeted cost		£715, 426	

Part B: Review of the Previous Academic Year

This evaluation measures the impact of the 2024/25 Pupil Premium strategy by aligning outcomes against the seven identified challenges.

Historic Lower Attainment and Progress

Evaluation Detail	Summary
Impact	Despite seeing improvements in PP attainment across headline performance measures in English, Maths and Science between 2023 and 2024, this was not sustained in 2025 with the percentage of PP pupils achieving 4+ and 5+ dropping. However, there were some gains between 2024 and 2025 when comparing the performance of PP pupils against their baseline targets. In both English and Maths the school saw improvements in the percentage of PP students achieving their baseline target grade. Of the PP pupils with a target grade in English of Grades 7 - 9, 50% were converted compared to 36% in 2024. At Grades 5-9, a total of 95% of pupils converted their target grade compared to 72% the previous year. Finally, in the category of Grades 4 - 9, 78% of PP pupils managed to achieve their baseline target grade, compared to 84% in 2024. Although the last of these conversion rates was down on the year before, in Maths there was a consistent pattern of improvement in conversion rates starting with all of our PP students within the Grade 7-9 baseline category delivering their target grades. This was followed up with 64% and 84% of PP pupils respectively converting in the Grades 5-9 and 4-9 baseline target ranges.
Areas for Development	The overall numbers of students leaving with Grade 4 or 5 and above in English and Maths was too low and, for some pupils, may have limited their access to Level 3 courses. The capacity for PP pupils to improve between the End of Y10 mock exams and final exams appeared to be stronger in English compared with Maths. Additionally, outcomes in Ebacc subjects (such as MFL and History) require review, as attainment decreased despite increased entry numbers. The active engagement of disadvantaged students on the online platform Seneca was also lower (66% PP vs 81% for Non-PP) than their peers suggesting that further work is needed in raising aspirations among our disadvantaged cohort.

Significant Literacy Gaps

Evaluation Detail	Summary
Impact	The Literacy Intervention strategy has had a measurable positive effect. FSM students in Y7 improved their reading by an average of 3.7 SAS points, slightly exceeding the gain of their Y7 Non-FSM peers of 3.2 SAS points, marking a slight closure of the reading gap. Of the 38 PP students on the RWI Fresh Start phonics programme, 30 were PP. Of these, 17 pupils (56.67%) graduated by the end of the 2024-25 academic year, compared with 4 Non-PP of the 8 Non-PP pupils (50%); several of those who are yet to complete were enrolled mid-way through the year. Quality assurance across school has shown improved visibility of explicit vocabulary teaching across the curriculum.
Areas for Development	Despite students making progress and PP pupils marginally closing the gap on their Non-PP peers in school since entry, Clifton students remain behind their counterparts nationally. The strategy needs to expand its repertoire of diagnostic assessments (e.g. YARC) to forensically evidence smaller, incremental steps in comprehension, decoding, and fluency, and ensure the content of interventions is precisely tailored.

Higher Rates of Absence and Persistent Absence

Evaluation Detail	Summary
Impact	The attendance drive has been highly successful in improving overall figures. Overall, FSM attendance improved by 4.19% over a three year cycle of improvement (moving from 80.36% in 22-23 to 84.55% in 24-25), outperforming both local and regional FSM attendance averages. Persistent absence (PA) for FSM students has reduced year-on-year reaching 43.70% this year (down by 10.48%) compared to 23-24 where the figure was 54.21%. There were gains among the school's best attenders with an increase of PP students achieving a place in the 100 Club from 201 (23-24) to 256 (24-25).
Areas for Development	Despite the reduction, the PA figure for disadvantaged students remains high, and the in-school gap between FSM and Non-FSM PA is still wide (22.37%). Sustained capacity and intervention are needed to tackle the remaining hard-to-reach families and mitigate the impact of mobility.

Poor Levels of Social, Emotional, and Mental Health (SEMH)

Evaluation Detail	Summary
Impact	The investment in counselling and tiered support has been critical in supporting the most vulnerable. The in-house counselling service continued to support a high caseload, with 60% (49 / 80 pupils) of accessed students being Pupil Premium, providing timely intervention to support the removal of a significant barrier to learning, behaviour and attendance.
Areas for Development	The high volume of PP students accessing support confirms the scale of the ongoing SEMH challenge post-pandemic. Sustaining and expanding this provision will be necessary, as caseloads are not diminishing.

Disproportionate Negative Behaviour Events

Evaluation Detail	Summary
Impact	Behaviour management strategies led to a significant and immediate reduction in sanctions. Suspensions among the PP cohort reduced by 44% (419 down to 235), and the number of days lost was reduced by 65%. Positive behaviour logs (CFPs) have more than doubled for the PP cohort over a four-year period, demonstrating a clear shift in school culture.
Areas for Development	While referrals to the sanctions room have reduced, the gap between PP and Non-PP in the frequency of behaviour events remains a concern: an average PP student picked up 20.81 CFCs (Cause for Concern) compared to 8.84 for Non-PP. This suggests a need for more nuanced, universal support to ensure all PP students consistently embody The Clifton Way values.

Historic Low Levels of Aspiration & Post-16 Readiness

Evaluation Detail	Summary
Impact	The careers programme successfully secured positive destinations for almost all students. The NEET figure for PP students was maintained at an exceptionally low 0.99% (1 student). The proportion of students progressing to Level 2 Post-16 courses or above increased significantly (from 62.07% to 84.54%), showing the impact of the Level 6 guidance and work experience program 65.9% (91/138 PP students took part). The school achieved 100% compliance with the Gatsby Benchmarks.
Areas for Development	The percentage of students accessing Level 3 Post-16 courses dipped slightly (from 48.28% to 45.36%). Future strategy must focus on supporting higher-ability PP students to achieve the grades required for ambitious Level 3 and university pathways.

Challenges of High Mobility, In-Year Admissions, and EAL

Evaluation Detail	Summary
Impact	The support structures successfully absorbed a challenging and highly mobile population. The implementation of literacy and phonics interventions (Challenge 2), the provision of translator support for Attendance Panels (Challenge 3), and the significant reduction in suspensions (Challenge 5) all demonstrate the capacity of the school to rapidly support and integrate students who join the school mid-year, often with English as an Additional Language.
Areas for Development	High mobility remains a persistent challenge, peaking at 118 In-Year Admissions in 2023/24 but showing little sign of slowing over time. This context continues to place a strain on core staffing and requires continuous investment in responsive, high-capacity support teams.

2024-25 Outcomes

Strategy Category	Specific Strategy to Do Again	Rationale (Supported by 2024/25 Outcomes)
Targeted Academic Support (Challenge 1)	Comprehensive KS4 Intervention Model (Period 5, Holiday Sessions, Tutoring):	While attainment - particularly in English and Maths - needs to improve, the rate of converting baseline targets has increased from 2024. Interventions in English seem to have had a greater impact on PP compared to Non-PP pupils in English, although the reverse is true in Maths with Non-PP pupils making greater gains in final exams.
Foundational Literacy Skills (Challenge 2)	Structured Phonics/Literacy Intervention (RWI Fresh Start) and Dedicated Daily Reading:	82.15% of PP pupils in Y7 - Y9 made expected progress or above in their start / end point reading age assessments (NGRT) - above the national figure of 75%. 18.52% of PP pupils made 'much higher' than expected progress compared to 10% nationally, supporting the efficacy of the diagnostic small-group tuition model. There was a noteworthy correlation between higher Reading SAS progress and intensity of intervention received.
Pastoral & Attendance (Challenge 3)	Increased Attendance Team Capacity & Proactive Parental Engagement:	The attendance strategy successfully improved FSM attendance by 4.19% over the past 3-years (from 80.36% in 22-23 to 84.55% in 24-25) and significantly increased the number of PP students with attendance above 95% (201 to 256.) PA for disadvantaged pupils (FSM) has reduced by 10.48% during the past year validating the EWO and proactive home-visit approach.
Behaviour & SEMH (Challenges 4 & 5)	Tiered Behaviour/SEMH Support (In-House Counselling & CPI-Informed Systems):	A 44% reduction in FPEs for PP students coupled with a 65% reduction in days lost suggests that suspensions are a last resort. Where poor behaviour still exists, alternative approaches are being used which may have a less detrimental impact on learning loss. Increasing access to an in-house counsellor may suggest that investment in intensive emotional and behavioural support is having a positive impact.
Aspirations & Opportunity (Challenge 6)	Level 6 Careers Guidance and Work Experience Programme:	The strategy's success in securing positive post-16 destinations is clear: the NEET figure for PP remains exceptionally low at 0.99%, and 65.94% (91/138) of PP students successfully took part in work experience.
Curriculum Ambition (Challenge 1)	Ambitious Ebacc Curriculum Entitlement:	The significant increase in PP Ebacc entries to 48.41% (well above national average entry rate of 40.5%) demonstrates commitment for disadvantaged pupils to access a broad, balanced, and challenging academic curriculum.
School Culture & Recognition (Challenge 5)	Sustained Positive Rewards Culture:	The continuous rise in PP positive behaviour logs (CFPs more than doubled over four years) supports the effectiveness of using recognition to drive engagement and intrinsic motivation, despite a gap between PP and Non-PP remaining in negative behaviour logs (CFC.)



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