

# Clifford Bridge Academy - Pupil premium strategy statement

## School overview

Detail	Data
School name	Clifford Bridge Academy
Pupils in school	48 Pupil Premium of 414 on roll
Proportion of disadvantaged pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Publish date	31 <sup>st</sup> December 2022
Review date	September 2023
Statement authorised by	Madaleine Morgan, Headteacher
Pupil premium lead	Lucy Smith, Disadvantaged Champion
Governor lead	Chisom Akujobi, Premiums Governor
No of PP also SEND, EHCP, EAL	EAL (5); SEND (8); SEND and EAL (2)

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (from October 2021 census)	£51, 050.83
Recovery premium funding allocation this academic year 2022/23	£6, 090 (£3, 240 NTP top up)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£57, 140.83</b>

## **Part A: Pupil premium strategy plan**

### **Statement of Intent**

#### **Inspire Education Trust priorities:**

Our priority is for every pupil to make good progress and achieve their full potential achieving high attainment in line with peers regardless of the social inequalities that disadvantaged children overcome on a daily basis. Our intention is for every child to have the skills and mindset to overcome challenges and barriers to live life to the full as a child growing up in Coventry and Warwickshire and achieve individually achieve.

Clifford Bridge is a large two form entry primary school in Binley in Coventry. It serves a diverse community with families from 17 countries (27.38% EAL). There is a clear, strong understanding by all staff of the multiple barriers facing disadvantaged pupils. Together with the highly effective pastoral support, we aim to support our disadvantaged pupils through the following key aims and objectives:

- Quality first teaching and feedback to narrow the attainment gap between disadvantaged and all other pupils nationally and within our own school's data
- Pupil Premium children should make or exceed national progress data
- For all our disadvantaged pupils to be supported academically, mentally, emotionally and socially so they can access a full curriculum and thrive and achieve every day at school alongside their peers

#### **Key objectives:**

- Research based evidence to inform best classroom practise including interventions, appropriate challenge and support, engagement and relationships
- A comprehensive CPD programme for all classroom practitioners
- Priority marking and/or feedback as standard to support accelerated progress
- Data analysis of all vulnerable groups evidenced through robust termly pupil progress meetings
- All barriers for pupil premium children identified including; FSM, SEND, EAL, gender, pastoral, safeguarding, attendance, ethnicity, GLD, end of KS1 data and Phonic Screening Check
- Positive parental engagement through a variety of mediums; regular meetings, drop ins, workshops, online support, family liaison
- Rigorous monitoring of attendance of individual children/families using DfE guidance to ensure good attendance for all pupils reducing persistent absenteeism, lateness and unauthorised absences
- High levels of pastoral support and training to maintain high expectations of behaviour, reduce suspensions and develop good learning behaviours in all through appropriate support and alongside external professionals
- Rigorous monitoring including; termly pupil progress meetings, pupil voice, case study, pupil/parental questionnaire and 1:1 parent conversations/catch ups
- Effective implementation of interventions with analysis of impact on progress and attainment
- Enrichment strategies to improve the daily lived experience of all disadvantaged children including financial support for trips, residential, co-curricular clubs, Inspire Challenge Awards holistic approach to homework for every year group and free Breakfast Club for FSM children
- Accountability through robust performance management for all teaching and support staff
- Named key children for teaching and support staff linked to performance management
- Identification and planning for the complex needs of families in receipt of Free School Meals, Pupil Premium funding and families who require school support and/or families who do not have recourse to public funding.
- Disadvantaged Champion in all Inspire schools.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u><b>Disadvantaged gap:</b></u></p> <p>Gaps between pupil premium children and their peers are significant in some places with school closures exacerbating gaps. For example, in Summer 2022, the gap in reading between pupil premium children and non-pupil premium children achieving ARE and above in Year 1 was 37%. In Year 6 the gap in reading between pupil premium children and non-pupil premium children achieving ARE and above was 26%. Spelling has been identified as an area of concern which can hold children back from making progress in writing. A new scheme is being implemented to ensure rapid progress and an impact on writing outcomes.</p> <p>Oracy remains a significant focus throughout the Trust and school across all year groups with teachers recognising the need to implement teaching strategies to enhance oracy opportunities. Teachers will require further training on oracy, dialogic teaching and creating opportunities for talk in the classroom.</p>
2	<p><u><b>Pastoral:</b></u></p> <p>Pupils and their families can have social and emotional difficulties, which have been compounded by the effects of the current climate and implications from the COVID-19 pandemic. These difficulties can present significant barriers to learning. 40% of pupil premium children access regular pastoral support. Significant support from the Pastoral Team is needed to ensure the social and emotional needs of disadvantaged pupils are met.</p>
3	<p><u><b>Attendance:</b></u></p> <p>Attendance and punctuality continue to be an area of development for disadvantaged families. Currently 42% of pupil premium children have an attendance at or above the expected 96% attendance score. Significant barriers to overcome include persistent absenteeism (below 90%) including 28% of pupil premium children. As well as this, an additional 30% of pupil-premium children have an attendance below 96%. Significant support from the Pastoral Team ensure the social and emotional needs of disadvantaged pupils are met to encourage and support good attendance at school.</p>
4	<p><u><b>Parental engagement:</b></u></p> <p>Parental engagement and support continues to be an area for improvement as some parents find it difficult to engage with the school for a variety of reasons. This can have an impact on the way in which families can support learning, including home reading, attending school events and workshops to give guidance on how to support learning. In 2022-23 Autumn, term there was a 16% uptake for free afterschool enrichment activities to support learning offered to pupil premium children. Families with lack of engagement need targeting to build and develop relationships which will support parents to work in partnership with the school to support learning at home. Families also need to be well informed of the thresholds to qualify for pupil premium funding and have a deeper understanding of this so they are encouraged to apply.</p>
5	<p><u><b>Social and Emotional Language (SEL):</b></u></p> <p>Although there is a shared language across the school across Thrive and PSHE lessons, Social and Emotional Language, this remains an area of development for our pupil premium children as some struggle with their mental wellbeing and ability to self-regulate. Oracy remains a significant focus throughout the Trust and school across all year groups with teachers recognising the need to allow for more opportunities for talk, including SEL for children to be able to articulate their feelings.</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
Pupils make at least expected progress in reading, writing and maths and more pupil premium children make accelerated levels of progress, at least in line with national expectations.	<ul style="list-style-type: none"> <li>• Gaps between disadvantaged and non-disadvantaged pupils' narrows.</li> <li>• Results for pupil premium children achieving ARE and above is at 60% or above in all areas for 2022-23.</li> <li>• Disadvantaged children are not significantly behind their peers and on track to meet national expectations as a result of quality first teaching.</li> <li>• Whole school initiatives and targeted interventions demonstrate improvements in pupil confidence linked to findings from diagnostic assessments.</li> <li>• All disadvantaged pupils receive priority marking and feedback from teachers to enable rapid progress</li> <li>• Pupil voice identifies that children feel well supported in their learning and go on to make accelerated progress, more achieving greater depth.</li> <li>• Gaps in learning have been identified which can result in pupils not meeting age related expectation in reading, writing and maths, or making expected progress.</li> <li>• Whole school assessment systems and monitoring ensure attainment judgements are accurate and consistent.</li> <li>• Teachers are aware of pupil premium children's individual needs.</li> <li>• Increased focus on Oracy across the school demonstrates an impact on reading and writing attainment through breadth and depth of age and stage appropriate vocabulary. Increased reading attainment at both key stages.</li> </ul>
Pastoral Team support pupils and families to improve daily lived experience	<ul style="list-style-type: none"> <li>• Disadvantaged children's daily lived experience improves and self-esteem is raised through enrichment, increased range of co-curricular clubs and opportunities to positively impact on aspirations for the future.</li> <li>• Disadvantaged pupils are offered a range of enrichment opportunities which provide them with the knowledge and cultural capital they need to succeed in life.</li> <li>• Participation in pupil representative bodies and in extracurricular clubs and activities will be equal to or higher than for the rest of the school.</li> <li>• Families are well supported at school by the Pastoral Team, senior leaders and teaching staff.</li> <li>• Class based staff able to support the work of the Pastoral team with class-based activities and resources.</li> <li>• External professional agencies e.g. Time for You, Early Help to support families in need alongside pastoral team</li> <li>• Mental Health interventions support children of families in crisis or in need.</li> <li>• Pupil voice measures feedback on daily lived experience of children and families</li> <li>• Parents engage positively and are equipped to help and support their children</li> <li>• Parent conversations, workshops, family liaison engage parents and children are supported in their learning both at school and at home</li> </ul>
To achieve and sustain improved attendance for all	<ul style="list-style-type: none"> <li>• Persistent absence and general attendance for disadvantaged pupils improves to be in line with non-disadvantaged pupils through a range of interventions/strategies.</li> </ul>

pupils, particularly our disadvantaged pupils to be at least in line with national attendance figures.	<ul style="list-style-type: none"> <li>Persistent absenteeism reduces below 20% for pupil premium children.</li> <li>Lead Learning Mentor, Attendance Officer, Pupil Premium Lead and Headteacher are in regular dialogue around disadvantaged pupils and discuss any concerns or trends in school absence.</li> <li>Graduated attendance approach supports parents early to improve attendance.</li> <li>Timely liaison with external agencies when and where appropriate so that pupils and their families are well supported and as a result, children attend well each day and are ready to learn.</li> <li>Attendance and lateness does not hamper progress and attitudes to learning/school.</li> </ul>
Improved parental engagement with all parents feeling confident in supporting their child at home with learning.	<ul style="list-style-type: none"> <li>Percentage of pupil premium children parents attending events, including parents' evenings and workshops, is proportional to our percentage of non-pupil premium.</li> <li>Pupil premium children read regularly at home.</li> <li>Parents/carers will have access to regular workshops</li> <li>Communication via Class Dojo, newsletters, website and Twitter will enhance engagement.</li> <li>All pupil premium children will have access to wider opportunities.</li> <li>25% of pupil premium children will attend one of the freely offered after school enrichment activity.</li> </ul>
Improved use and understanding of Social and Emotional Language, particularly among disadvantaged pupils.	<ul style="list-style-type: none"> <li>Increased focus on oracy across the school demonstrates an impact on children's understanding of social and emotional language.</li> <li>It is clear through pupil voice that children have a clear understanding of the different key terminology used.</li> <li>Children's mental health and wellbeing; resilience and behaviour management will be improved through teacher observations.</li> <li>Through a well implemented SEL approach, children will also have an improved academic performance, with at least 60% achieving ARE or above in individual subject areas.</li> <li>High quality PSHE lessons will develop on children's skills whilst also building knowledge about particular aspects of life, physical health or safety.</li> </ul>

## Activity in this academic year:

Teaching (i.e. CPD, recruitment and retention)

Budgeted cost: £28,191

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Lead for Disadvantaged to focus on raising attainment for pupil premium children	Member of SMT Disadvantaged Champion for the school; Release time to support teachers, deliver CPD to staff and monitoring alongside senior leaders. Coaching and supporting staff (teachers and support) with teaching and learning strategies to continue to	1, 2, 3, 4, 5

through monitoring and intervention	raise attainment. Interventions to support accelerated progress and upskilling governors to provide appropriate challenge for all leaders.	
Continual Professional Development	<p>EEF guidance report on Effective Professional Development</p> <p><i>Research indicates that high quality teaching can narrow the disadvantage gap. The benefit of the new Early Career Framework, NQP programmes and effective training play a crucial role in improving classroom practice and pupil outcomes. Professional development needs to be well-designed, selected and implemented well. Key findings indicate to focus on mechanisms; the core building blocks that are observable, can be replicated and cannot be removed without making professional development less effective i.e. revisiting prior learning, goal setting, feedback and action planning. The research recommends that training should build knowledge, motivate staff, develop teaching techniques and embed good practice in the context of the school.</i></p> <p><a href="#"><u>Early Career Framework</u></a></p> <p>High quality Inspire Trust training programme following EEF principles. Planning support from T&amp;L Trust Development Associate and training for TAs on effective implementation of interventions. Cover costs for training.</p>	1, 2, 5
Trust Development Associate supporting teaching/learning development	<p>EEF Guide – tiered approach with teaching as priority along with CPD.</p> <p><i>See research above on effective professional development.</i></p> <p><i>The tiered approach introduced by the EEF recommends high quality teaching for all as a priority, targeted academic support and wider strategies to support pupils within that academic year. By focusing on a small number of strategies, it is likely to make the biggest difference to pupil outcomes.</i></p> <p><a href="#"><u>EEF Tiered Approach</u></a></p> <p>Regular CPD opportunities to support quality first teaching, planning and feedback. CPD programme for Trust/school to ensure quality first teaching personalised for the school.</p> <p>Cover costs for teaching staff for CPD</p>	5
Assessment for learning is effectively delivered to rapidly respond to students gaps in knowledge and misconceptions	<p>EEF Feedback (+6m)</p> <p><i>See research above on effective professional development.</i></p> <p><i>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</i></p> <p><a href="#"><u>EEF Feedback</u></a></p> <p>Teacher Feedback to Improve Pupil Learning Guidance Report. EEF The EEF Teaching and Learning Toolkit states improving the feedback students receive could increase progress by six months.</p>	1

## Targeted academic support (i.e. tutoring, 1:1 support, structured interventions)

Budgeted cost: £13, 271

Activity	Evidence that supports this approach	Challenge number(s) addressed

Catch up provision from National Tutoring Programme (NTP)	<p>EEF One to One Tuition (Est. +5m).</p> <p><i>One to one tuition is very effective although high cost. Research indicates that it is most effective when linked to normal lessons. Small group tuition can be more cost effective to providing targeted support. Teaching Assistants are able to deliver one to one tuition when experienced, well-trained and supported.</i></p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>One to One Tuition delivered by class teachers in Year 2, 5 and 6 to support reading, writing and maths in small intervention groups.</p> <p>67% of Pupil Premium children were offered tutoring in Year 2.</p> <p>75% of Pupil Premium children were offered tutoring in Year 6.</p>	1, 4
Use LSAs to deliver bespoke interventions, small groups and one to one sessions to address identified gaps in learning and accelerate progress	<p>EEF Small group tuition (Est. +4m).</p> <p><i>Small group tuition has an average impact of four months' additional progress over the course of a year. It is effective when targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p> <p><a href="#">EEF Small group tuition</a></p>	1
Teaching Assistants support our disadvantaged SEN students through in class support.	<p>The EEF Teaching and Learning Toolkit states Teaching Assistants could increase progress by four months.</p> <p><a href="#">Making best use of Teaching Assistants</a></p> <p><a href="#">Maximising the Impact of Teaching Assistants</a></p>	1
Precision teaching and pre-teaching	KS2 small group tuition from HLTA. EEF Small group tuition (Est. +4m). Reading, Spelling, HFW individual interventions.	1

## Wider strategies (i.e. attendance, behaviour, wellbeing)

Budgeted cost: £15, 679

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to deploy the Learning Mentor and Thrive practitioners to offer targeted support to identified children	<p>Research into the Thrive Approach demonstrates the positive impact on social and emotional development. Thrive assessments are used to track wellbeing and identify and identify children who require further support. The school will have two qualified Thrive practitioners.</p> <p><a href="#">The Thrive Approach</a></p>	2, 5

Pastoral team to continue to support families	EEF Social and Emotional Learning (Est. +4m) Working with individual children and families to support pupils' interaction with others and self-management of emotions. Club provided at break times to support pupils identified as requiring additional support. <a href="#">EEF Social and Emotional Learning</a>	2, 3, 4
Facilitate access for disadvantaged children to a range of cocurricular activities (PE clubs, residential trips)	The EEF Guide to the Pupil Premium highlights the importance of wider strategies for disadvantaged children. As a school, we recognise the importance of supporting disadvantaged children to have access to a range of experiences outside the classroom. <a href="#">The EEF Guide to Pupil Premium</a>	2, 4
Strategies to promote good attendance implemented. There is a clear monitoring procedure and staff are pro-active in contacting families	EEF Parental Engagement (Est. +4m) <a href="#">Improving School Attendance</a> Local Authority SLA to tackle any persistent absenteeism. Research shows that there is a direct correlation between attendance and success in schools.	3, 4
Parental Engagement	EEF Parental Engagement (Est. + 4m) including approaches to educate and upskill parents, supporting with homework and reading at home and intensive support for families in crisis. <a href="#">EEF Parental Engagement</a>	4
Social and Emotional Learning	EEF Social and Emotional Learning (Est. +4m) including Thrive school ethos, supporting pupil self-regulation and multi-layered pastoral support approach in school; Thrive 1:1, small groups, Boomerang Mental Health Groups. <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5

**£28, 191 + £13, 271 + £15, 679 Total budgeted cost = £57, 140**

## **Part B: Review of outcomes in the previous academic year**

### **Review of 2021/22**

Aim	Outcome
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Early language intervention supports progress for EYFS pupils and GLD for disadvantaged is in line with national data	<p>Early language was a focus for EYFS staff and reception children who were not on track for the 'Communication and Language' area of learning in the EYFS curriculum participated in the NELI programme which included 33% of pupil premium children. All children appeared to benefit from the NELI programme, even if not on track by the end of the year.</p> <p>As oracy was identified as an area for development across Inspire Education Trust, CPD and development of teacher pedagogy around Oracy has been planned for the upcoming school year which will further seek to improve and support the progress in early language intervention.</p>
Pupils make at least expected progress in reading, writing and maths and more pupil premium children achieve greater depth in these areas.	<p>All teachers were given contextual information and detailed gap analysis for their individual class where disadvantaged pupils were identified so that planning and teaching could be targeted. Data shows that pupil progress is steady over time and in some year groups accelerated progress was made. Whilst the disadvantaged gap has diminished, work is still ongoing to improve reading, writing and mathematics data.</p>
Parental engagement supports attendance, positive parenting skills, reading at home and behaviour	<p>School works hard to inform parents of the importance of attendance through mediums such as the newsletter, telephone calls and letters home. Attendance is a standing item on the weekly school newsletter and incentives for good attendance include non-uniform for the class with the highest attendance. Parental engagement and attendance continue to be areas of development for the school.</p>
Pastoral Team support pupils and families to improve daily lived experience	<p>Families work closely with the Pastoral Team and senior leaders to ensure children are happy and are supported emotionally and socially. They support pupils and families on a daily basis, including a high percentage of pupil premium children. Identified children attend weekly individual/group Thrive sessions with our Thrive trained practitioner. The Pastoral Team refer to agencies where appropriate and provide families with vouchers for things such as food, uniform, shoes and trips. The support needed from the pastoral team is expected to still be a significant factor due to the economic climate and cost of living crisis.</p>

### (Disadvantaged) Pupil progress scores for last academic year (2021/22)

Measure	Score
Reading at KS2	All pupils: -1.12
Writing at KS2	All pupils: -0.77
Maths at KS2	All pupils: -1.13

## Disadvantaged pupil performance overview for last academic year (2021/22)

Measure	ARE	Greater Depth
Reading at KS2	33%	0%
Writing at KS2	50%	0%
Maths at KS2	67%	0%
Combined at KS2	33%	0%
Phonics at end of Year 1	67%	
Phonics at end of Year 2	80%	

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around challenge and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. Significant CPD will be implemented to further support teaching and learning.
- We will offer an enhanced range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and childhood experience. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

When planning our pupil premium strategy for 2022 to 2025, we evaluated previous strategies that had not had the degree of success or outcome that we had expected. Through monitoring and evaluation, we have identified a clear set of objectives to support disadvantaged pupils to move forward, make good progress and catch up to peers.

We triangulated evidence from data and pupil progress meetings, flipped monitoring book scrutinies, conversations with parents, pupil voice and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and schools with a wide demographic within our Trust to learn from their approach and strategies.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of social disadvantage over time on educational outcomes and how to address challenges to learning as a result of socio-economic disadvantage. We also looked at

studies about the impact of the pandemic on disadvantaged pupils and took into account research from the EEF, research from Sonia Blandford and the National College.

We used the [\*\*EEF's implementation guidance\*\*](#) to help us develop our strategy and the tiered approach to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We have put a robust evaluation framework in place for the duration of our strategy to secure better outcomes for disadvantaged pupils and ensure they have every opportunity given to them to facilitate success, progress and attainment.