

Pupil premium strategy statement

School overview

Metric	Data																								
School name	The Clifton Centre																								
Pupils in school	62 (June 2022)																								
Proportion of disadvantaged pupils	74%																								
Pupil premium allocation this academic year	<p><u>2021-2022</u></p> <table> <tr> <td>Catch Up funding</td> <td>-</td> <td>£7000.00</td> </tr> <tr> <td>Excluded pupils PPG</td> <td>-</td> <td>£2584.00</td> </tr> <tr> <td>Maintained excl PPG</td> <td>-</td> <td>£1406.00</td> </tr> <tr> <td>PPG AP</td> <td>-</td> <td>£955.00</td> </tr> <tr> <td>PPG</td> <td>-</td> <td>£28650.00</td> </tr> <tr> <td>Recovery</td> <td>-</td> <td>£4350.00</td> </tr> </table> <p><u>2022-2023</u></p> <table> <tr> <td>PPG</td> <td>-</td> <td>£41862.50</td> </tr> <tr> <td>Recovery</td> <td>-</td> <td>£5256.00</td> </tr> </table>	Catch Up funding	-	£7000.00	Excluded pupils PPG	-	£2584.00	Maintained excl PPG	-	£1406.00	PPG AP	-	£955.00	PPG	-	£28650.00	Recovery	-	£4350.00	PPG	-	£41862.50	Recovery	-	£5256.00
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Academic year or years covered by statement	2021-22 and 2022-23																								
Publish date	Sept 2022																								
Review date	Sept 2023																								
Statement authorised by	A Johnston																								
Pupil premium lead	Deputy Head -T&L Lead / Assistant Head –Personal Development																								
Governor lead	S Woodgate																								

Disadvantaged pupil barriers to success

General disengagement in school due to perceived past failures.
Poor or erratic attendance at school causing knowledge gaps.
Lack of self-esteem and confidence.
Undiagnosed learning need or mental health issue.
Adverse Childhood Experiences (ACE's)
Lack of effective parental engagement.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
To ensure all Pupil Premium pupils leave The Clifton Centre having made at least expected progress with a high % achieving better than expected.	Progress Tracker Mock Exams / Internal Assessment Qualification Outcomes	August 2022 and 2023
All PP students to achieve a GCSE in Maths and English in-line with their Target Grade.	Mock Exams / Internal Assessment GCSE Results	August 2022 and 2023

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
To improve attendance / punctuality for those eligible for pupil premium	Increase in attendance and punctuality figures Increased progress and outcomes	August 2022 and 2023
To increase engagement of the school curriculum	Reduction in internal truancy Increase in attendance and punctuality Increased progress and outcomes	August 2022 and 2023
To reduce NEETs-preparing for future life in Modern Britain	Increased number of students attending Education, Employment or Training up to the end of the first term post KS4.	August 2022 and 2023

Teaching priorities for current academic year

Measure	Activity
<p>Priority 1 To ensure at least expected progress.</p>	<p>Small teaching groups; T&L CPD –Academic Literacy AP provision & 1:1 tuition; HLTAs and additional teaching staff employed to support students Baselines completed with new students -HLTA Laptops available for future lockdowns or in extreme cases of SEMH school refusal</p>
<p>Priority 2 All students to achieve GCSE English and Maths.</p>	<p>Small teaching groups; HLTAs and NQT employed to support the delivery of Maths and English; AP provision & 1:1 provision; CPD –Academic Literacy Literacy added to timetabled curriculum. Laptops available for future lockdowns or in extreme cases of SEMH school refusal</p>
<p>What barriers to learning do these priorities address</p>	<p>General disengagement in school due to perceived past failures. Poor or erratic attendance at school causing knowledge gaps. Lack of self-esteem and confidence. Undiagnosed learning need or mental health issue.</p>
<p>Projected spending</p>	<p>£23,559</p>

Wider strategies for current academic year

Measure	Activity
Priority 1 To improve attendance / punctuality for those eligible for pupil premium	Extended Breakfast Club; Provided transport for individuals to and from their provision –case by case Bespoke AP for identified students; Purchasing of new equipment for break and lunchtime activities. Engagement staff –home visits and 1-1 sessions with identified students to support SEMH. Use of Engagement programme for off site 1-1's with teaching staff, to help re-engage students.
Priority 2 To increase engagement in school	Increase of curriculum offer; Purchasing of new equipment for break and lunchtime; D Of E and PE –PM activities –timetabled to increase afternoon engagement
Priority 3 To reduce NEETs	Connexions Advisor; Students / Staff College Visits & Taster days; Vocational Curriculum; AP; Pastoral Team work throughout the holidays to track and support.
What Barriers to learning do these priorities address?	General disengagement in school due to perceived past failures. Poor or erratic attendance at school causing knowledge gaps. Lack of self-esteem and confidence. Undiagnosed learning need or mental health issue. Adverse Childhood Experiences (ACE's) Lack of effective parental engagement.
Projected spending	£23,559

Monitoring and implementation

Area	Challenge	Action
TEACHING	Due to the varied staff team we have we need to ensuring enough time is given over to allow for staff professional development at all levels.	Relevant CPD regarding T&L for all staff using INSET days and Staff meeting time.
WIDER	Planning for time and personnel within the timetable for visits, meetings etc.	Personal Development Lead and Lead for Curriculum to liaise closely regarding staffing and timetabling.

Review: September 2022

Aim	Outcome
<p>To ensure all Pupil Premium pupils leave The Clifton Centre having made at least expected progress with a high % achieving better than expected.</p>	<ul style="list-style-type: none"> • 84% made expected progress in English. <ul style="list-style-type: none"> - 86% of PP students. • 81% made accelerated progress in English. (53% making beyond accelerated progress). <ul style="list-style-type: none"> - 82% of PP students. (45% making beyond accelerated progress). • 53% made expected progress in Maths. <ul style="list-style-type: none"> - 59% of PP students. • 50% made accelerated progress in Maths. <ul style="list-style-type: none"> - 55% of PP students. • 66% of students achieved at least one Grade 9-4 qualification or equivalent. <ul style="list-style-type: none"> - 68% for PP students. • Students left with an average of 7 qualifications. <ul style="list-style-type: none"> - PP students left with 7 qualifications
<p>All PP students to achieve a GCSE (or equivalent) in Maths and English in-line with their Target Grade.</p>	<ul style="list-style-type: none"> • 96% pass rate in GCSE English. <ul style="list-style-type: none"> - 95% pass rate for PP in English • 89% pass rate in GCSE Maths. <ul style="list-style-type: none"> - 95% pass rate for PP in Maths • 38% of students achieved both Maths and English at Grade 4 or equivalent. <ul style="list-style-type: none"> - 45% of PP Students achieved this. • 63% of students left with a GCSE Grade 4+ equivalent qualification in English. <ul style="list-style-type: none"> - 64% of PP students achieved this. • 41% of students left with a GCSE Grade 4+ equivalent qualification in Maths. <ul style="list-style-type: none"> - 45% of PP students achieved this.
<p>To improve attendance / punctuality for those eligible for pupil premium</p>	<p>Whole cohort attendance was 49% Pupil Premium Attendance Year 21-22 was 47%</p>
<p>To increase engagement of the school curriculum</p>	<p>The Centre now offers 12 Level 2 qualifications.</p>
<p>To reduce NEETs</p>	<p>NEET PP = 27% of PP Cohort Whole school NEET =28%</p>