

Pupil premium strategy statement – The Clifton Centre PRU

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.

School overview

Detail	Data
Number of pupils in school throughout the year 2023 - 2024	114
Proportion (%) of pupil premium eligible pupils	Overall: 43% Year 10: 28 % Year 11: 21%
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)	2024 – 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Alison Johnston, Head teacher
Pupil premium lead	Stephanie Carr and Hannah Penning – SENDCO and SENDCO support
Governor / Trustee lead	Sue Woodgate

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£20,286
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£83,286

Part A: Pupil premium strategy plan

Statement of intent

At The Clifton Centre, all staff are invested in our school Mission Statement:

“We aim to teach and support our young people to become responsible members of the community by preparing them for "Future Life in Modern Britain.”

Our Pupil Premium cohort comprises the vast majority of our pupils has a diverse range of pupils; our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across the curriculum and feel successful within our school community.

Our Pupil Premium strategy prioritises high quality teaching and learning, purposeful academic intervention and wider approaches in order to remove barriers for all pupils. Specifically, we will do this by focusing on Professional Development and Interventions linked to Quality First Teaching, SEND and Literacy.

We know the best place for pupils to be is in the classroom with their teacher, so we prioritise quality first teaching by focusing on CPD for staff. This develops pedagogy and supports the implementation of our evidence informed Teaching and Learning principles, which support teachers to maximise learning. We use assessment to identify improvement priorities, address areas of underachievement and adapt curriculums.

We want all pupils to access our knowledge rich curriculum with equity so that they feel successful and develop their understanding of each subject. As a result of this, we have developed oracy and reading because closing the language gap supports closing the disadvantage gap.

As part of our wider strategies offer, many pupils need support outside of the classroom however there is always a clear rationale for doing so. Pupils are selected for targeted intervention to ensure they can access academic opportunities, specifically Mathematics and English. Where possible, we will address this in a timely manner, as early as resources permit. This is especially evident in the strategies to address attendance, to support pupils’ mental health and wellbeing and our implementation of 1-2-1 intervention to support pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attendance data for the last academic year indicates that attendance among disadvantaged pupils was 9.3% higher than that of non-disadvantaged pupils. In the current academic year disadvantaged pupils' attendance is currently tracking at 5% higher than that of their peers.
2	Following the disruption experienced during the last three academic years as well as being permanently excluded from school, teacher diagnostic assessments indicate that a significant proportion of disadvantaged pupils are reading below their chronological age, some significantly below their chronological age. This lack of comprehension impedes some pupils' ability to access the curriculum and learn as well as they could. Pupils also struggle to write extended pieces of writing.
3	Students require a clearly defined Pathway that meets their SEND needs (SIP 12024 – 2025) Alongside this, pupil and parental voice, observations and discussions with all stakeholders have identified social and emotional issues for many pupils, such as anxiety, depression and low-self-esteem. These challenges particularly affect disadvantaged / excluded pupils' well-being and attainment.

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
The attendance of our pupils improves and becomes more in line with that of their peers in school, ensuring that they access the curriculum and wider opportunities	Persistent absence for all pupils, but particularly for identified groups of pupils where there has been a developing trend, improves towards that of their peers. Attendance overall means that a high percentage of our pupils improve their attendance from their last term in mainstream.
All pupils, particularly SEND and disadvantaged, will have an improved level of skill in reading comprehension and this ensures that they can access the curriculum more thoroughly. Pupils will also increase their capacity to write extended pieces.	The proportion of all pupils, who are reading at or above their chronological age increases. Pupil voice on reading culture and reading interventions is positive. Improved reading and extended writing skills mean that formal accreditation and outcomes are positive for all pupils in literacy.
All pupils' wellbeing is supported effectively, but disadvantaged pupils in particular have access to a range of supports that ensure they are able to thrive and access the curriculum and enrichment	Pupil, parent and carer voice indicates that they are effectively supported and accessing appropriate pathways in order to prepare them for their next stage of education, employment or training.

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to raise attainment through consistently high quality wave 1 teaching & learning through effective professional development opportunities for all staff, with a focus on Mathematics	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' EEF The EEF Guide to Pupil Premium 'Disadvantaged pupils are disproportionately affected by the quality of teaching' DfE, Supporting the attainment of disadvantaged pupils 2015.	2, 3

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

Budgeted cost: £50,000

-	Evidence that supports this approach	Challenge number(s) addressed
To provide a programme of one to one bespoke intervention to support pupils with Reading through engagement of tutoring 1-2-1/ small group	Vocabulary levels are a powerful predictor of GCSE outcomes, particularly in maths. Vocabulary knowledge in early childhood can predict future academic success across subjects (E.D. Hirsch, 2003) Early literacy and vocabulary skills play a significant role in later school performance, especially in subjects that are not traditionally language-heavy. (Feinstein and Duckworth, 2006) Disparity in comprehension can widen achievement gaps across subjects,	1, 2, 3

	<p>affecting GCSE results even in traditionally non-literary subjects.</p> <p>Diagnostic testing to be implemented.</p> <p>Corrective reading will be piloted with our lowest 20% readers.</p>	
<p>Improve the reading ability of all identified pupils, including disadvantaged pupils, through a programme of one to one instruction, paired reading and small group guided reading allowing pupils to deepen their learning across the curriculum.</p>	<p>“There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling pupils... Reading, writing, speaking and listening, are at the heart of every subject in secondary school. (EEF, Guide to Pupil Premium)</p> <p>Focusing time and resources on improving reading and writing skills will have positive knock on effects elsewhere, whether that’s being able to break down scientific vocabulary or structure a history essay.’ (EEF Improving Literacy in Secondary Schools, 2019)</p>	2, 3
<p>Development of bespoke pathways for pupils via increased effective use of Alternative Provision, 1:1 tuition and Outreach programme</p>	<p>‘Each pupil’s curriculum and portfolio of qualifications should meet their needs, be coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. If this is achieved, pupils’ prospects of successfully transitioning to post-16 will be improved.’</p> <p>(Centre for Social Justice, AP Quality Toolkit, 2022)</p>	1, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the mental health and well-being of all pupils, but especially those who are most disadvantaged to enable them to develop the motivation and resilience needed to achieve their potential in school, attend school regularly to ensure there are able to maximise their learning and achieve the best possible outcomes	<p>‘The health and well-being of children and young people contributes to their ability to benefit from high quality teaching and learning and to achieve their full academic potential.’ Public Health England The Link between pupil health and well being and attainment. 2014</p> <p>We offer an offsite activities programme to help with resilience and to widen their knowledge.</p>	1, 2, 3
To raise awareness and understanding in pupils and parents, particularly those who are disadvantaged, of the importance of good attendance as a vehicle for improving pupil well-being and outcomes.	<p>‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.’ EEF Working with Parents to support children’s learning Report. 2018</p> <p>Sometimes we need to offer additional support in the form of taxis / escorting pupils on buses etc</p>	1

Total budgeted cost: £35,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our FSM data shows that our school consistently has a high percentage of disadvantage.

	2021-2022	2022 - 2023	2023 - 2024
% Pupils eligible for FSM	61%	54%	59%
% National Pupils eligible for FSM	19	21	23

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date	RAG
To ensure all Pupil Premium pupils leave The Clifton Centre having made at least expected progress with a high % achieving better than expected	Closure in the progress of pupils compared with their peers in mainstream. A vast majority of pupil premium pupils will make better than expected progress thus closing the gaps between PP and non PP pupils. Progress tracker/Mock exams & internal assessment/Qualification outcomes	August 2025	
All Pupil Premium pupils to achieve a GCSE in Maths and English in line with their target grade	Mock exams & internal assessment GCSE results	August 2025	

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

Aim	Evidence of impact	Target date	RAG
To improve attendance and punctuality for those eligible for Pupil Premium	Increase in attendance and punctuality figures Improved progress and outcomes	August 2025	
To increase engagement with the school curriculum	Reduction in internal truancy Increase in attendance and punctuality Improved progress and outcomes	August 2025	
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 2025	

At The Clifton Centre, we will continue to do everything we can as a school to close the disadvantage gap and give every pupil opportunity to succeed aligned to improving attendance, SEND, Literacy and the Quality of Teaching and Learning.

Attendance is currently in line with the average for secondary PRUs nationally. We have seen a 9% improvement from the year previous. We want every pupil to succeed at The Clifton Centre and as there is a link between good attendance and improved attainment this will continue to be an area of focus.