

Clifton Primary Pupil Premium Strategy 2018-19 UPDATED

1. Summary Information					
School	Clifton Primary School				
Academic Year	2018-19	Total PP Budget	£484,440	Date of most recent PP review	September 2018
Total number of pupils	833	Number of pupils eligible for PP	367	Date for next internal review of this strategy	November 2018

2. Current Attainment		
	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (National average)</i>
% achieving expected standard or above in reading, writing and maths	43% LPA sch: 8% LPA nat: 9% MPA sch: 51% MPA nat: 63% HPA sch: 100% HPA nat: 96%	70%
Progress score for reading	-1.65	0.31
Progress score for writing	1.16	0.24
Progress score for maths	1.01	0.31

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In school barriers (<i>issues to be addressed in school such as poor oral language skills</i>)	
A	Low starting point in EYFS
B	Progress for pupil premium children in reading: -1.65
C	% of pupil premium children achieving expected standard in reading, writing and maths is 43% compared to 70% other children nationally.
D	Behaviour issues for a small number of children across the school (mostly eligible for PP) are having a negative impact on their progress.
E	Effectiveness of feedback for improvement needs further development.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F	Low attendance
G	Area of extremely high social and economic deprivation (IDACI index)
H	Barriers unique to the Yemeni community in Balsall Heath

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A	In EYFS, children make accelerated progress from a very low baseline.	Continued increase in percentage of PP achieving expected standards at the end of EYFS. Increase Pupil Premium GLD from 55% to 61%
B	Identified PP children (in particular high prior attaining) to make better than expected progress in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.	PP children make progress in line with national other from -1.65 to national average

C	Identified PP children (in particular high prior attaining) to achieve expected standard in reading, writing and maths.	% of PP children achieve expected standard in reading, writing and maths in line with national other. Increase from 43% to 70%.
D	Behaviour / SEMH issues of identified pupils addressed and strategies in place ensure good learning is made.	Good progress made by identified pupil premium children with challenging behaviour. Behaviour incidents will reduce. Pupil Premium exclusions to reduce from 5.34% to 3.77% (national average) / 0.72% (national average for other children).
E	Effective feedback procedures that have a positive impact on learning are embedded	Increase in average % of pupils at ARE from 52% to 60% (Years 1 to 6).+ High quality work and presentation in books.
F	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94.7% to 96%.
G	PP pupils to be provided with experiences and opportunities that they would not otherwise have access to.	A rich and varied trips and visitors programme and a comprehensive extra-curricular programme of activities.
H	Attainment gap between Arabic Yemeni children and other children is reduced.	Current gap in each year group significantly reduced. Current combined average gap: -19 reduce to -10. Reading average gap: -20, reduce to -11. Writing average gap: -18, reduce to -9. Maths average gap: -21, reduce to -12.

4. Planned expenditure

Academic Year | 2018-19

I Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will you review implementation?																																																						
A Improve oral language skills for targeted PP in EYFS.	Staff training on spoken language and vocabulary development. SLT feedback and coaching from learning walks. Specific external EYFS training.	Given their low starting point for the majority of our children, vocabulary development is critical. <table border="1"> <thead> <tr> <th colspan="6">Soundswell Analysis Reception 2018-19</th> </tr> <tr> <th></th> <th colspan="3">Below Age Expected</th> <th>Age Expected</th> <th>Could not access</th> </tr> <tr> <th></th> <th>High Priority</th> <th>Medium Priority</th> <th>Low priority</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>RWA</td> <td>15</td> <td>6</td> <td>5</td> <td>3</td> <td>1</td> </tr> <tr> <td>RWE</td> <td>14</td> <td>7</td> <td>4</td> <td>4</td> <td>1</td> </tr> <tr> <td>RWI</td> <td>9</td> <td>2</td> <td>7</td> <td>11</td> <td>1</td> </tr> <tr> <td>RWS</td> <td>10</td> <td>1</td> <td>5</td> <td>14</td> <td></td> </tr> <tr> <td>Total</td> <td>48</td> <td>16</td> <td>21</td> <td>32</td> <td>3</td> </tr> <tr> <td></td> <td>48%</td> <td>13%</td> <td>18%</td> <td>27%</td> <td>3%</td> </tr> </tbody> </table> 88 children are below age expected = 73% of cohort are below age expected. EEF suggests that oral language interventions and Early Years interventions improve learning by +5 months progress for low cost. External EYFS training ensures that staff have up to date knowledge and expertise to continue to develop our curriculum.	Soundswell Analysis Reception 2018-19							Below Age Expected			Age Expected	Could not access		High Priority	Medium Priority	Low priority			RWA	15	6	5	3	1	RWE	14	7	4	4	1	RWI	9	2	7	11	1	RWS	10	1	5	14		Total	48	16	21	32	3		48%	13%	18%	27%	3%	Programme for monitoring and feedback. Ongoing review of data and pupil progress meetings.	Literacy Lead Practitioner and SLT.	December 2018 April 2019 June 2019
Soundswell Analysis Reception 2018-19																																																											
	Below Age Expected			Age Expected	Could not access																																																						
	High Priority	Medium Priority	Low priority																																																								
RWA	15	6	5	3	1																																																						
RWE	14	7	4	4	1																																																						
RWI	9	2	7	11	1																																																						
RWS	10	1	5	14																																																							
Total	48	16	21	32	3																																																						
	48%	13%	18%	27%	3%																																																						

<p>B Identified PP children (in particular high prior attaining) to make better than expected progress in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.</p>	<p>Change of approach from 'Guided Reading' to 'Whole Class reading' coupled with staff training on reading comprehension strategies and reading for pleasure. SLT feedback and coaching from learning walks. External advisor to work alongside all year groups to further develop 'Talk for Writing' approaches. Change of timetable to embed whole class reading and reading for pleasure sessions across the school.</p>	<p>Expectations of reading comprehension skills strategies used need to be consistent across the whole school. EEF suggests that reading comprehension strategies improve learning by an additional +5 months.</p>	<p>A planned programme of INSET training is in place as well as a programme for monitoring and feedback.</p>	<p>Literacy Lead Practitioner and SLT.</p>	<p>December 2018 April 2019 June 2019</p>
<p>C Identified PP children (in particular high prior attaining) to achieve expected standard in reading, writing and maths.</p>	<p>Staff training in data and tracking children who are targeted for combined expectations. Tracking test data against individual FFT predicted scaled scores. Half termly pupil progress meetings. Reduced class sizes in 6. Setting for Yrs 5 and 6. Staff training in pedagogy and expectations (modelling, questioning)</p>	<p>Staff are more focused on pupils who need to achieve combined expected standards and can easily identify gaps in learning and in attainment between subjects. Actions can then be taken to close these gaps. Although the EEF suggests that this may not be a successful strategy unless class sizes are under 20, we have found that this has enabled our teaching and learning strategies to be more effective (e.g. collaborative learning). Our high number of additional staffing also means that in Yr 6 our staff pupil ratios are 1:12 which the EEF suggest can increase the amount of high quality feedback and attention that pupils receive. NFER research also demonstrates that reduced class size and high ratio of staff to pupils can help achieve outcomes and narrow the attainment gap for vulnerable pupils. We have decided to extend setting into year 5 as our experience of this in year 6 has meant that children make rapid progress.</p>	<p>A planned programme of INSET training is in place. The school tracker enables staff to make continual assessments which convert to assessment codes for each child at the end of each term to track attainment and progress against targets set. Reduced class sizes have contributed towards improved progress in previous years. Test trackers to be set up for each year group to measure progress against predicted FFT scaled scores.</p>	<p>SLT</p>	<p>December 2018 April 2019 June 2019</p>
<p>D Behaviour issues of these pupils addressed and strategies in place.</p>	<p>New behaviour policy updated to include mentoring procedures. Staff training in classroom behaviour management and high expectations. SLT feedback and coaching from learning walks. Emotional and mental health training and support.</p>	<p>Feedback from staff led to further updates to the behaviour policy including specific instructions for use of the zone board. EEF suggests that targeted interventions for specific children can improve learning by +4 months. We feel that this also has a positive impact on the rest of the class. EEF suggest that whole class approaches to Social and Emotional Health accelerate progress by +4 months.</p>	<p>A learning mentor is allocated to each phase. New robust monitoring programmes are now in place which will also demonstrate the impact of mentoring and interventions.</p>	<p>SLT Learning Mentors</p>	<p>December 2018 April 2019 June 2019</p>
<p>E Effective feedback procedures that have a positive impact on learning are embedded</p>	<p>A new policy to be developed for marking and feedback which ensures that it impacts fully on teaching and learning. Key members of staff to trial new strategies outline in policy. Whole staff training.</p>	<p>EEF suggest that improved feedback strategies improve learning by +8 months progress and is a highly effective low cost initiative. EEF research also suggests that teaching children to think about their own learning explicitly will accelerate progress by +7 months. A further aspect of our new policy will firmly establish collaborative learning – again, suggested to rapidly increase progress by +5 months. A change in our feedback policy will also address concerns from staff about workload and wellbeing.</p>	<p>Pilot study of four members of staff reviewed in conjunction with SLT. Whole school training. Learning walks and feedback.</p>	<p>SLT</p>	<p>December 2018 April 2019 June 2019</p>
<p>G PP pupils to be provided with experiences and opportunities that they would not otherwise</p>	<p>A broad and rich IPC curriculum to engage and inspire learners, including an International perspective. Music service provision.</p>	<p>The EEF suggests that Arts and Sports participation can improve learning +2 months progress. The evidence also suggests that engagement with the arts improves attitudes to learning.</p>	<p>Monitoring and feedback programme (learning walks and book scrutinies).</p>	<p>SLT</p>	<p>December 2018 April 2019 June 2019</p>

have access to.					
H Reduce the attainment gap between our Yemeni children and other children.	Staff training in data and tracking children who are targeted for combined expectations. Tracking test data against individual FFT predicted scaled scores. Current combined average gap: -19 reduce to -10. Reading average gap: -20, reduce to -11. Writing average gap: -18, reduce to -9. Maths average gap: -21, reduce to -12.	Research demonstrates that quality first teaching is the key to achievement for all. Teachers need to be aware of the vulnerable children in their class to ensure they do not fall further behind. The EEF suggests that high quality feedback, mastery learning and 'meta-cognition' strategies are high impact, low cost strategies for raising attainment. Our inset programme, learning walks and staff development programmes all draw on aspects of these strategies to ensure that high quality first teaching is delivered.	Monitoring and feedback programme (learning walks and book scrutinies).	SLT	December 2018 April 2019 June 2019
Total budgeted cost					£395,248
II Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will you review implementation?
A Improve oral language skills for targeted PP in EYFS.	Continue the 'Soundswell' speech therapy screening and intervention programme. Other children also identified for intervention through pupil progress meetings.	EEF suggests that oral language interventions and Early Years interventions improve learning by +5 months progress for low cost. The Soundswell programme has a proven track record and has raised attainment in other local schools.	AHT for EYFS to oversee implementation and continue to monitor this.	SLT	December 2018 April 2019 June 2019
B Identified PP children (in particular high prior attaining) to make better than expected progress in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.	Half termly pupil progress meetings lead to a planned programme of intervention for identified children not making required progress to meet targets in reading and phonics (includes small group and one to one tuition). Intervention staff appointed to deliver programmes. New test tracker for Years 2-6.	EEF suggests that one to one tuition accelerates learning by +5 months and small group tuition by +4 months. EEF suggests that phonics tuition accelerates learning by +4 months. Our previous experience of establishing phonics and other reading interventions have demonstrated accelerated progress.	Pupil progress meetings	SLT	December 2018 April 2019 June 2019
C Identified PP children (in particular high prior attaining) to achieve expected standard in reading, writing and maths	Half termly pupil progress meetings lead to a planned programme of intervention for identified children who are at risk of not achieving their combined targets in reading, writing and maths (includes small group and one to one tuition). Intervention staff appointed to deliver programmes.	EEF suggests that one to one tuition accelerates learning by +5 months and small group tuition by +4 months. Our previous experience of establishing interventions has demonstrated accelerated progress.	SLT to monitor interventions and their impact following pupil progress meetings.	SLT	December 2018 April 2019 June 2019
D Behaviour issues of these pupils addressed	Personalised target plans in place for children who struggle to	EEF suggests that targeted interventions for specific children can improve learning by +4 months.	SLT and Learning mentors to discuss fortnightly at Vulnerables	SLT	Half termly.

and strategies in place.	manage and regulate their behaviour. This includes liaison with the SEN team and Learning Mentors. Malachi family support.	EEF suggests that social and emotional learning interventions can accelerate learning by +4 months.	meeting.		
G Increased attendance rates for pupils eligible for PP.	'Fast Track' attendance programme in place for persistent attenders. First day absence calls made home and follow up meetings. Close liaison with families. New incentive scheme for improved attendance.	EEF suggests that parental involvement can accelerate learning for +3 months. Our experience has demonstrated that working alongside families to improve attendance has a positive impact.	Attendance Lead to continue to monitor attendance and oversee strategies for improvement.	Attendance Lead	Daily/ weekly.
H PP pupils to be provided with experiences and opportunities that they would not otherwise have access to.	PP children (and for some events their families) identified for specific events and activities (e.g.Dunfield House).	The EEF suggests that Arts and Sports participation can improve learning +2 months progress and improves attitudes to learning. In addition, parental involvement can accelerate learning for +3 months. The EEF also suggests that Outdoor Adventure Learning increases progress by +4 months.	SLT to oversee programme of visits and trips and to ensure participation by PP children.	SLT	December 2018 April 2019 June 2019
I Eliminate the attainment gap between our Yemeni and other children.	Half termly pupil progress meetings lead to a planned programme of intervention for Yemeni children not making required progress to catch up (includes small group and one to one tuition). Identified children have been invited into school for early morning reading sessions. Yemeni Family Learning group to be established in Yr 1	EEF suggests that one to one tuition accelerates learning by +5 months and small group tuition by +4 months. EEF suggests that phonics tuition accelerates learning by +4 months and that parental engagement accelerates learning by +3 months. Our previous experience of establishing phonics and other reading interventions have demonstrated accelerated progress.	SLT to monitor interventions and their impact following pupil progress meetings.	SLT	December 2018 April 2019 June 2019
Total budgeted cost					£19,720
III Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will you review implementation?
B Identified PP children (in particular high prior attaining) to make better than expected progress in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.	Continued development of the Accelerated Reader programme. A comprehensive programme of inspire workshops focusing on key aspects of the curriculum across the school.	EEF suggests that AR has "particularly positive effects" and can improve the reading age of low income families by +5 months. The National Literacy Trust also found that AR users have more positive attitudes to reading and read more regularly outside of class. In addition, parental involvement, through inspire workshops, can accelerate learning for +3 months. EEF suggests that digital technology can accelerate learning by +4 months and there is evidence that it is beneficial for writing and mathematics practice.	TLR lead to monitor Accelerated Reader use, impact and to provide support to teachers when necessary. AHTs to ensure the inspire parent workshops are delivered. Termly reports on the progress of the	SLT	December 2018 April 2019 June 2019
C Identified PP children	To reflect on practice and	School to school support has been prioritised by the government as one the key	SLT to liaise with other schools to	DH	Summer 2019

(in particular high prior attaining) to achieve expected standard in reading, writing and maths	collaborate with high attaining schools. Peer review.	strategies to secure school improvement.	develop a plan of collaboration and partnership.		
D Behaviour issues of these pupils addressed and strategies in place.	Continue Breakfast Club provision.	NFER research suggests "Extended Schools" are effective at improving outcomes (attainment and self-confidence). It continues to suggest that nutritional supplements result in improved cognitive, social and behavioural performance at school.	SLT to oversee implementation and running.	SLT	December 2018 April 2019 June 2019
G Increased attendance rates for pupils eligible for PP.	Continue Breakfast Club provision. Attendance incentives	NFER research suggests that breakfast clubs have a positive effect on attendance. Their research concluded that groups of children who participated in breakfast clubs improved their attendance at a faster rate than those who did not attend.	SLT to oversee implementation and running.	SLT	December 2018 April 2019 June 2019
I Eliminate the attainment gap between our Yemeni and other children.	Track and monitor parental involvement of Yemeni children. Follow up non-attendance / participation e.g. parent consultations, inspire workshops, behaviour meetings etc.	NFER research demonstrates robust evidence that parental engagement improves outcomes for children. They suggest that the most effective interventions are those focusing on both academic outcomes and parenting skills. Cultural sensitivity was found to be important for programmes to be successful.	Class and pupil premium lists for each event. Immediate contact to be made by phase leaders or class teachers.	Phase Leaders and Class Teachers	December 2018 April 2019 June 2019
Total budgeted cost					£69,472

5. Review of expenditure

Academic Year	2017-18 (£471,240 funding)			
Desired Outcomes:				
A	Improve oral language skills for targeted PP in EYFS and Key Stage 1.			
B	Identified PP children (in particular high prior attaining) to make better than expected progress in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.			
C	Identified PP children (in particular high prior attaining) to achieve expected standard in reading, writing and maths.			
D	Behaviour issues of these pupils addressed and strategies in place.			
E	Successful NQT years for all 8 teachers			
F	Reduction in staff absence levels			
G	Increased attendance rates for pupils eligible for PP.			
H	PP pupils to be provided with experiences and opportunities that they would not otherwise have access to.			
I	Eliminate the attainment gap between our PP Yemeni children and other children.			
I Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact for pupils not eligible for PP if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost £409,584 staff costs supported both Targeted support and other approaches.

<p>A Improve oral language skills for targeted PP in EYFS.</p>	<p>Staff training on spoken language and vocabulary development. Deputy Head feedback and coaching from learning walks. Specific EYFS training from external consultant.</p>	<p>Children across the year made better than expected progress in Speaking.</p> <table border="1" data-bbox="725 229 1328 323"> <thead> <tr> <th>Children at ARE Baseline (Sept 2017)</th> <th>Children at ARE (July 2018)</th> <th>Points Progress</th> </tr> </thead> <tbody> <tr> <td>26%</td> <td>52%</td> <td>6.7</td> </tr> </tbody> </table>	Children at ARE Baseline (Sept 2017)	Children at ARE (July 2018)	Points Progress	26%	52%	6.7	<p>We will definitely continue this approach. The focus on language and vocabulary resulted in accelerated progress from a low starting point. This improvement in language and communication also ensured children were able to make good progress in other areas of the curriculum.</p>																																																		
Children at ARE Baseline (Sept 2017)	Children at ARE (July 2018)	Points Progress																																																									
26%	52%	6.7																																																									
<p>B Identified PP children (in particular high prior attaining) to make better than expected progress in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.</p>	<p>Staff training on reading comprehension strategies and reading for pleasure. Deputy Head feedback and coaching from learning walks. External advisor to work alongside Yr 5 and 6.</p>	<p>On the whole, in Years 1 to 4, pupil premium children made either equivalent or greater progress in reading than non-pupil premium children. In Year 5 they made less. (Expected progress = 3)</p> <table border="1" data-bbox="725 472 1070 655"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>2.5</td> <td>4</td> </tr> <tr> <td>Year 4</td> <td>3.7</td> <td>2.8</td> </tr> <tr> <td>Year 3</td> <td>3.1</td> <td>2.1</td> </tr> <tr> <td>Year 2</td> <td>2.8</td> <td>2.9</td> </tr> <tr> <td>Year 1</td> <td>3.4</td> <td>3.3</td> </tr> </tbody> </table> <p>KS2 pupil premium progress was -1.65 compared to national other 0.31.</p>		PP	Non PP	Year 5	2.5	4	Year 4	3.7	2.8	Year 3	3.1	2.1	Year 2	2.8	2.9	Year 1	3.4	3.3	<p>Our approach has enabled us to focus on key strategies which we would like to implement next year:</p> <ul style="list-style-type: none"> • Whole class reading sessions • Tracking children's progress against predicted FFT scaled scores • Training to model specific strategies for retrieval, inference and evaluation comprehension skills. 																																						
	PP	Non PP																																																									
Year 5	2.5	4																																																									
Year 4	3.7	2.8																																																									
Year 3	3.1	2.1																																																									
Year 2	2.8	2.9																																																									
Year 1	3.4	3.3																																																									
<p>C Identified PP children (in particular high prior attaining) to achieve expected standard in reading, writing and maths.</p>	<p>Staff training in data and tracking children who are targeted for combined expectations. Reduced class sizes in 6.</p>	<p>On the whole, in Years 1 to 3 there are no pupil premium gaps in reading writing or maths. There are gaps in Years 4, 5 and 6.</p> <table border="1" data-bbox="725 831 1084 1050"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>PP EXP</th> <th>Non-PP EXP</th> <th>PP EXP</th> <th>Non-PP EXP</th> <th>PP EXP</th> <th>Non-PP EXP</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td>48</td> <td>65</td> <td>63</td> <td>78</td> <td>63</td> <td>78</td> </tr> <tr> <td>Y5</td> <td>57</td> <td>68</td> <td>49</td> <td>52</td> <td>53</td> <td>62</td> </tr> <tr> <td>Y4</td> <td>74</td> <td>81</td> <td>68</td> <td>83</td> <td>74</td> <td>87</td> </tr> <tr> <td>Y3</td> <td>65</td> <td>69</td> <td>60</td> <td>61</td> <td>62</td> <td>62</td> </tr> <tr> <td>Y2</td> <td>68</td> <td>63</td> <td>55</td> <td>48</td> <td>68</td> <td>71</td> </tr> <tr> <td>Y1</td> <td>72</td> <td>71</td> <td>65</td> <td>68</td> <td>72</td> <td>74</td> </tr> </tbody> </table>		Reading		Writing		Maths		PP EXP	Non-PP EXP	PP EXP	Non-PP EXP	PP EXP	Non-PP EXP	Y6	48	65	63	78	63	78	Y5	57	68	49	52	53	62	Y4	74	81	68	83	74	87	Y3	65	69	60	61	62	62	Y2	68	63	55	48	68	71	Y1	72	71	65	68	72	74	<p>Teachers will continue to track the attainment of pupil premium children against non pupil premium children in their classes. Class sizes will continue to be reduced in Year 6. Individual pupil premium attainment, progress and intervention will form a key part of half termly pupil progress meetings.</p>	
	Reading			Writing		Maths																																																					
	PP EXP	Non-PP EXP	PP EXP	Non-PP EXP	PP EXP	Non-PP EXP																																																					
Y6	48	65	63	78	63	78																																																					
Y5	57	68	49	52	53	62																																																					
Y4	74	81	68	83	74	87																																																					
Y3	65	69	60	61	62	62																																																					
Y2	68	63	55	48	68	71																																																					
Y1	72	71	65	68	72	74																																																					
<p>D Behaviour issues of these pupils addressed and strategies in place.</p>	<p>New behaviour policy implemented. Staff training in classroom behaviour management and high expectations (external consultant). Deputy Head feedback and coaching from learning walks.</p>	<p>Feedback from staff and a reduction of children on behaviour plans indicate that our new behaviour policy is having a positive impact on low level behaviour issues. However, there was a significant increase in the number of fixed term exclusions for more serious incidents.</p>	<p>We will continue to implement our behaviour policy but some key changes need to be made. Firstly, we need to put in place a new system of recording all behaviour incidents (preferably electronic) so we have more evidence of poor behaviour which would support decisions to exclude a child. We also need to synchronise the 'behaviour plans' and Learning Mentors 'target sheets' so that there is only one document and that work load is not duplicated. We can improve provision for challenging behaviour in this way.</p>																																																								
<p>E Successful NQT years for all 8</p>	<p>Comprehensive induction and</p>	<p>6 NQTs passed their NQT year successfully and stayed with us. 1</p>	<p>We will continue to support NQTs through</p>																																																								

teachers.	mentoring programme. External NQT training provision through the Greet Teaching School Alliance. Monitoring and feedback programme.	realised teaching was not for her before the end of the first term so resigned and 1 needed a further term (Autumn 2018) to consolidate her strengths and develop other aspects of her teaching.	their first year of teaching, buying in the support and development packages from both Greet Teaching School Alliance and Teach First. It is expected we will have 5 NQTS 2018-9.																																											
H PP pupils to be provided with experiences and opportunities that they would not otherwise have access to.	A broad and rich IPC curriculum to engage and inspire learners, including an International perspective. Music service provision.	The programme of educational visits and visitors, as well as our arts and music provision, demonstrates the range of opportunities pupils at Clifton are provided with. Evidence in writing and IPC pupil work demonstrates the positive impact in their quality of work in addition to these life experiences.	We will continue this approach of a comprehensive and rich programme of trips and visitors. We will maintain our sports and music provision, but hope to strengthen this with an 'Artist in Residence' on day per week.																																											
I Eliminate the attainment gap between our PP Yemeni boys and other children.	All class teachers to know who their PP Yemeni boys are and how they are progressing towards their targets. Leadership to ensure there is quality first teaching for all children.	In Year 2 and Year 5, the gap has been eliminated. On the whole, the gap in all other year groups has been halved. <table border="1"> <thead> <tr> <th>Combined Gap</th> <th>End of Autumn</th> <th>End of Year</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>-11</td> <td>-8</td> </tr> <tr> <td>Year 2</td> <td>-18</td> <td>+1</td> </tr> <tr> <td>Year 3</td> <td>-35</td> <td>-6</td> </tr> <tr> <td>Year 4</td> <td>-25</td> <td>-13</td> </tr> <tr> <td>Year 5</td> <td>-15</td> <td>-1</td> </tr> <tr> <td>Year 6</td> <td>-21</td> <td>-15</td> </tr> </tbody> </table>	Combined Gap	End of Autumn	End of Year	Year 1	-11	-8	Year 2	-18	+1	Year 3	-35	-6	Year 4	-25	-13	Year 5	-15	-1	Year 6	-21	-15	Teachers will continue to track the attainment of Yemeni children against non Yemeni children in their classes. Individual Yemeni attainment, progress and intervention will form a key part of half termly pupil progress meetings																						
Combined Gap	End of Autumn	End of Year																																												
Year 1	-11	-8																																												
Year 2	-18	+1																																												
Year 3	-35	-6																																												
Year 4	-25	-13																																												
Year 5	-15	-1																																												
Year 6	-21	-15																																												
II Targeted Support																																														
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact for pupils not eligible for PP if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost																																										
A Improve oral language skills for targeted PP in EYFS.	Continue the 'Soundswell' speech therapy screening and intervention programme. Other children also identified for intervention through pupil progress meetings.	The Soundswell programme had a very positive impact on the progress and attainment of pupils. <table border="1"> <thead> <tr> <th colspan="6">Pupil Premium children</th> </tr> <tr> <th colspan="3">Sept 17</th> <th colspan="3">July 18</th> </tr> <tr> <th>Year Group</th> <th>AA</th> <th>Below Average</th> <th>Year Group</th> <th>AA</th> <th>Below Average</th> </tr> </thead> <tbody> <tr> <td>Year R</td> <td>19%</td> <td>81%</td> <td>Year R</td> <td>55%</td> <td>45%</td> </tr> <tr> <td>Year 1</td> <td>65%</td> <td>35%</td> <td>Year 1</td> <td>94%</td> <td>6%</td> </tr> <tr> <td>Year 2</td> <td>77%</td> <td>23%</td> <td>Year 2</td> <td>98%</td> <td>2%</td> </tr> <tr> <td>Year 3</td> <td>87%</td> <td>13%</td> <td>Year 3</td> <td>98%</td> <td>2%</td> </tr> </tbody> </table>	Pupil Premium children						Sept 17			July 18			Year Group	AA	Below Average	Year Group	AA	Below Average	Year R	19%	81%	Year R	55%	45%	Year 1	65%	35%	Year 1	94%	6%	Year 2	77%	23%	Year 2	98%	2%	Year 3	87%	13%	Year 3	98%	2%	We will continue with this approach, screening, identifying and targeting children who may have communication delay or challenges in EYFS.	£1,873 £ 911 £9,999
Pupil Premium children																																														
Sept 17			July 18																																											
Year Group	AA	Below Average	Year Group	AA	Below Average																																									
Year R	19%	81%	Year R	55%	45%																																									
Year 1	65%	35%	Year 1	94%	6%																																									
Year 2	77%	23%	Year 2	98%	2%																																									
Year 3	87%	13%	Year 3	98%	2%																																									
B Identified PP children (in particular high prior attaining) to make better than expected progress in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.	Half termly pupil progress meetings lead to a planned programme of intervention for identified children not making required progress to meet targets in reading and phonics (includes small group and one to one tuition). Intervention staff appointed to deliver programmes.	On the whole, in Years 1 to 4, pupil premium children made either equivalent or greater progress in reading than non-pupil premium children. In Year 5 they made less. (Expected progress = 3) <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td>2.5</td> <td>4</td> </tr> <tr> <td>Year 4</td> <td>3.7</td> <td>2.8</td> </tr> </tbody> </table>		PP	Non PP	Year 5	2.5	4	Year 4	3.7	2.8	We will no longer 'extra' appoint intervention staff. The main focus will be on quality first teaching and strategies within lessons. Teaching assistants will focus on same day catch up sessions.	£ 575 £8,429																																	
	PP	Non PP																																												
Year 5	2.5	4																																												
Year 4	3.7	2.8																																												

	Identified children have been invited into school for early morning reading sessions.	<table border="1"> <tr> <td>Year 3</td> <td>3.1</td> <td>2.1</td> </tr> <tr> <td>Year 2</td> <td>2.8</td> <td>2.9</td> </tr> <tr> <td>Year 1</td> <td>3.4</td> <td>3.3</td> </tr> </table>	Year 3	3.1	2.1	Year 2	2.8	2.9	Year 1	3.4	3.3																																																
Year 3	3.1	2.1																																																									
Year 2	2.8	2.9																																																									
Year 1	3.4	3.3																																																									
C Identified PP children (in particular high prior attaining) to achieve expected standard in reading, writing and maths	Half termly pupil progress meetings lead to a planned programme of intervention for identified children who are at risk of not achieving their combined targets in reading, writing and maths (includes small group and one to one tuition). Intervention staff appointed to deliver programmes. Action Tutoring for identified children before school.	<p>On the whole, in Years 1 to 3 there are no pupil premium gaps in reading writing or maths. There are gaps in Years 4, 5 and 6.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>PP EXP</th> <th>Non-PP EXP</th> <th>PP EXP</th> <th>Non-PP EXP</th> <th>PP EXP</th> <th>Non-PP EXP</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td>48</td> <td>65</td> <td>63</td> <td>78</td> <td>63</td> <td>78</td> </tr> <tr> <td>Y5</td> <td>57</td> <td>68</td> <td>49</td> <td>52</td> <td>53</td> <td>62</td> </tr> <tr> <td>Y4</td> <td>74</td> <td>81</td> <td>68</td> <td>83</td> <td>74</td> <td>87</td> </tr> <tr> <td>Y3</td> <td>65</td> <td>69</td> <td>60</td> <td>61</td> <td>62</td> <td>62</td> </tr> <tr> <td>Y2</td> <td>68</td> <td>63</td> <td>55</td> <td>48</td> <td>68</td> <td>71</td> </tr> <tr> <td>Y1</td> <td>72</td> <td>71</td> <td>65</td> <td>68</td> <td>72</td> <td>74</td> </tr> </tbody> </table>		Reading		Writing		Maths		PP EXP	Non-PP EXP	PP EXP	Non-PP EXP	PP EXP	Non-PP EXP	Y6	48	65	63	78	63	78	Y5	57	68	49	52	53	62	Y4	74	81	68	83	74	87	Y3	65	69	60	61	62	62	Y2	68	63	55	48	68	71	Y1	72	71	65	68	72	74	Individual pupil premium attainment, progress and intervention will form a key part of half termly pupil progress meetings. We will no longer 'extra' appoint intervention staff. The main focus will be on quality first teaching and strategies within lessons. Teaching assistants will focus on same day catch up sessions.	£9,133 £2,500
	Reading			Writing		Maths																																																					
	PP EXP	Non-PP EXP	PP EXP	Non-PP EXP	PP EXP	Non-PP EXP																																																					
Y6	48	65	63	78	63	78																																																					
Y5	57	68	49	52	53	62																																																					
Y4	74	81	68	83	74	87																																																					
Y3	65	69	60	61	62	62																																																					
Y2	68	63	55	48	68	71																																																					
Y1	72	71	65	68	72	74																																																					
D Behaviour issues of these pupils addressed and strategies in place.	Personalised behaviour support plans in place for children who struggle to manage and regulate their behaviour. This includes liaison with the SEN team and Learning Mentors. Plans are regularly reviewed by the pastoral team. Malachi family support.	The number of children on behaviour plans reduced throughout the year, but the number of exclusions increased. The number of children and families referred for Malachi and Sfe family support also increased (we doubled our capacity to support families) as we strengthened our Early Help provision.	We will bring in line 'Behaviour Plans' and Learning Mentor 'Target Sheets' so there is a more streamlined and clear approach to managing individuals with challenging behaviour. A new recording system will be implemented.	£13,076 £ 4,608																																																							
G Increased attendance rates for pupils eligible for PP.	'Spotlight' on attendance programme in place for persistent attenders. First day absence calls made home and follow up meetings. Close liaison with families. New incentive scheme for improved attendance.	The final PP attendance figure is 94.7%. (Non PP attendance is 93.2%.)	We will continue with the Fast Track programme. Procedures for absence have been reviewed and further improved and a new incentive scheme is now in place which to which the children are responding well.																																																								
H PP pupils to be provided with experiences and opportunities that they would not otherwise have access to.	PP children (and for some events their families) identified for specific events and activities (e.g. Shropshire holiday, theatre trips).	The Dunfield House trip, targeted at Pupil Premium children was very successful, with children gaining confidence and independence away from home for the first time.	When opportunities become available we will certainly target pupil premium children for residential trips and experiences outside of their home.	£1,050																																																							
I Eliminate the attainment gap between our PP Yemeni boys and other children.	Half termly pupil progress meetings lead to a planned programme of intervention for Yemeni boys not making required progress to catch up (includes small group and one to one tuition). Identified children have been invited into school for early morning reading sessions.	In Year 2 and Year 5, the gap has been eliminated. On the whole, the gap in all other year groups has been halved.	The main focus now will be on quality first teaching and strategies within lessons. Teaching assistants will focus on same day catch up sessions.																																																								

		Year 6	-21	-15				
III Other Approaches								
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact for pupils not eligible for PP if appropriate.			Lessons learned (and whether we will continue with this approach)		Cost	
B Identified PP children (in particular high prior attaining) to make better than expected progress in reading to catch up from a low starting point and achieve age expected standards by the end of KS2.	Continued development of the Accelerated Reader programme. A comprehensive programme of inspire workshops focusing on key aspects of the curriculum across the school. Continued participation in Achievement for all EEF research project.	On the whole, in Years 1 to 4, pupil premium children made either equivalent or greater progress in reading than non-pupil premium children. In Year 5 they made less. (Expected progress = 3)			The Accelerated Reader programme will continue as this is really developing a love of reading amongst children who were previously less keen. Inspire workshops will also continue as parental involvement is key to raising standards. Participation in the Achievement for all EEF research project was stopped when performance data demonstrated no impact.			
			PP	Non PP				
		Year 5	2.5	4				
		Year 4	3.7	2.8				
		Year 3	3.1	2.1				
		Year 2	2.8	2.9				
		Year 1	3.4	3.3				
C Identified PP children (in particular high prior attaining) to achieve expected standard in reading, writing and maths	To reflect on practice and collaborate with high attaining schools. Peer review.	On the whole, in Years 1 to 3 there are no pupil premium gaps in reading writing or maths. There are gaps in Years 4, 5 and 6.			The peer review was very useful in identifying ways forward and this is something that we will continue to be apart of.		£9152	
			Reading		Writing		Maths	
			PP EXP	Non-PP EXP	PP EXP	Non-PP EXP	PP EXP	Non-PP EXP
		Y6	48	65	63	78	63	78
		Y5	57	68	49	52	53	62
		Y4	74	81	68	83	74	87
		Y3	65	69	60	61	62	62
		Y2	68	63	55	48	68	71
		Y1	72	71	65	68	72	74
D Behaviour issues of these pupils addressed and strategies in place.	Continue Breakfast Club provision.	Key pupils were invited to breakfast club to improve their behaviour and provide them with a good start to the morning. Generally this proved to be successful with the exception of one child.			Breakfast club arrangements will be reviewed to ensure that the activities are focused and purposeful.			
F Reduction in staff absence levels.	Rigorously apply 'Managing staff absence' policy. Ensure that procedures are followed and that attempts are made to facilitate staff returning to work as soon as possible.	The monthly staff absence average figure for April, May, June and July rose to 22.7.			Procedures related to the staff absence policy have been reviewed following feedback from staff.			
G Increased attendance rates for pupils eligible for PP.	Continue Breakfast Club provision. Attendance incentives	The final PP attendance figure is 94.7%. (Non PP attendance is 93.2%.)			We will continue with all our attendance incentives for all children.			
I Eliminate the attainment gap between our PP Yemeni boys and other children.	Track and monitor parental involvement of PP Yemeni boys. Follow up non- attendance / participation e.g. parent consultations, inspire workshops, behaviour meetings etc.	In Year 2 and Year 5, the gap has been eliminated. On the whole, the gap in all other year groups has been halved.			This approach will continue. We will target increased involvement from key Yemeni parents in Year 1 through a new programme which will be launched in 2019.		£350	
		Combined Gap	End of Autumn	End of Year				
		Year 1	-11	-8				
		Year 2	-18	+1				
		Year 3	-35	-6				

		Year 4	-25	-13			
		Year 5	-15	-1			
		Year 6	-21	-15			
						Total spend	£471,240