

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic year) funding to help improve the outcomes of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Clifford Road Primary School and Nursery
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils <i>Autumn Census 2023</i>	18.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Irene Wragg
Pupil premium lead	Steve Wood
Governor / Trustee lead	Tom Bowes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,550
Recovery premium funding allocation this academic year	£11,745
School Led Tutoring	£4992
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£139,287

Part A: Pupil premium strategy plan

Statement of intent

Celebrating Achievement in All

We aim for every single one of our pupil premium funded children to reach their potential. The purpose of this pupil premium strategy is to support all disadvantaged pupils in achieving these intentions, including those who are already high attainers.

We aim to overcome potential barriers so that this can be achieved. High quality teaching and a broad and balanced curriculum, with rich cultural experiences, ensures high expectations for all pupils. All pupils, including disadvantaged pupils, those with a social worker, service children, looked after children or young carers, are challenged to meet their personal goals and achieve good outcomes in all areas of the curriculum.

Barriers to learning will be considered in this strategy, including the academic and emotional support needed for pupils to achieve high attainment. A range of diagnostic assessment will be used to identify needs and track progress.

This strategy is closely aligned with the school's development plan, which aims to raise standards for all pupils.

Our plan also supports the aim to support education recovery and works alongside approaches such as the National Tutoring Programme for pupils whose education has been the most negatively impacted across our school community, including non-disadvantaged pupils.

All pupils will benefit from the continuous professional development of our staff linked to professional research. High quality teaching is the driving force to high standards and expectations in our school; this is proven to have the greatest impact on closing the disadvantaged attainment gap: "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending." (The EEF Guide to The Pupil Premium 2022)

We have targeted our additional pupil premium funding on these desired outcomes:

- The curriculum will meet the needs of disadvantaged pupils, providing a well-rounded, culturally rich education.
- Disadvantaged pupils with lower attainment due to Covid 19-related disruption will make the necessary gains.
- To raise achievement in reading (including phonics), writing and mathematics for disadvantaged pupils
- The attendance of disadvantaged pupils will improve.
- Improved parental engagement
- Continued emotional well-being support for disadvantaged pupils

Challenges

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

Challenge number	Detail of challenge
1.	COVID-19 disruptions resulted in lost learning with gaps or misconceptions in a range of curriculum-related knowledge and skills.
2.	The school's internal assessments of maths indicate that Power Maths has not yet embedded to demonstrate maths mastery. In 2022, in both Key Stage 1 and 2, outcomes in mathematics were below national and in the lowest 20% of all schools.
3.	The proportion of pupils meeting the phonics expected standard (32+) in Year 1 (64%) was significantly below national and in the lowest 20% of all schools in 2022. Poor attendance of some children was a significant factor in this. Children who are born in the summer months perform significantly worse than children born earlier in the school year. Although this is a national trend and is a developmental factor, when combined with other contributing factors, such as 'disadvantaged' and low attendance, it can mean that some children are not ready for the next stage in their education and struggle to 'catch up'.
4.	Children enter EYFS with lower than typical starting points in several key areas of development related to both literacy and numeracy.
5.	In some cases, a lack of experiences or opportunities impact confidence, self-esteem and aspirations.
6.	Some children have social, emotional and mental health challenges that impact on their ability to access and engage in learning.
7.	Our attendance data over the last 2 years indicates that attendance in our school has been lower than pre-COVID, particularly affecting some EAL pupils.

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 outcomes	Success criteria
The curriculum will meet the needs of disadvantaged pupils, providing a well-rounded, culturally rich education.	- Pupils have access to a broad and balanced curriculum and to a range of extracurricular activities. - Pupils are fully engaged and feel secure and positive about being in school. - Enrichment opportunities are designed to develop children's schema and broaden their interests, as well as build cultural capital. - Pupils are exposed to a vocabulary rich curriculum and as a result their personal lexicon expands. - Pupils retain and build on the knowledge and skills acquired. - Pupils are ready for the next stage in their learning. - Aspirations are raised.
Disadvantaged pupils with lower attainment due to Covid 19-related disruption will make the necessary gains.	The gap between these children and those who are not disadvantaged in this way will significantly reduce, and the children will catch up.
To raise achievement in writing for disadvantaged pupils.	- Disadvantaged children with SEND and/or EAL will receive the necessary/specialist support for them to make progress in writing. - Teachers will ensure that they 'stretch and challenge' disadvantaged children and close the gap between disadvantaged pupils and other pupils. - Transcription and grammar skills improve (sentence, spelling and handwriting) and the gap between disadvantaged pupils and other pupils will close.
To raise achievement in reading, including phonics for disadvantaged pupils.	- Disadvantaged children with SEND and/or EAL will receive the necessary/specialist support for them to make progress. - Disadvantaged children can read with fluency and read widely. They have positive attitudes to reading. - Teachers will ensure that they 'stretch and challenge' disadvantaged children and close the gap between disadvantaged pupils and other pupils. - Phonic outcomes will improve and the gap between disadvantaged pupils and other pupils will close.
To raise achievement in mathematics for disadvantaged pupils	- Disadvantaged children with SEND and/or EAL will receive the necessary/specialist support for them to make progress. - Disadvantaged children achieve declarative and procedural proficiency at the expected standard and higher. - Teachers will ensure that they 'stretch and challenge' disadvantaged children and close the gap between disadvantaged pupils and other pupils. - Outcomes will improve and the gap between disadvantaged pupils and other pupils will close.
The attendance of disadvantaged pupils will improve.	- Attendance and lateness does not hamper progress and attitudes to learning/school. - Evidence of individual action plans shows that review meetings result in improved attendance, for children who are persistently absent.

Improved parental engagement	• Parents support the school in understanding the importance of engagement. • Parents will be in a better position to support their child with their learning: a) Practical strategies provided to support learning at home. b) School communications will encourage positive dialogues about learning. c) More sustained and intensive support offered when needed (including supporting attendance).
Continued emotional well-being support for disadvantaged pupils	Pupils are supported to: • interact and build relationships with others; • understand their emotions and feelings; • develop and use anxiety management strategies; • adopt positive behaviours; • engage with self-regulation strategies and tools, which help them to feel safe and calm; • use the emotional vocabulary they need to express their thoughts and feelings.

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: £25,000 (*this is a contribution towards the total cost of these activities*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers ensure that they teach a broad and balanced curriculum, revisiting and building on prior learning, and addressing gaps. Visitors and visits support widen experiences.	DfE: Teaching a broad and balanced curriculum for education recovery November 2021: <i>'You should continue to teach a broad and balanced curriculum in all subjects. This includes what pupils learn from wider experiences such as educational visits and visitors to the school. Taking the planned, sequenced curriculum as a starting point, you should prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum. This includes key knowledge, skills, vocabulary, concepts, and the links between concepts.'</i>	1, 4, 5
Use structured weekly CPD for class teachers to ensure teachers are supported and equipped to delivery high quality teaching across all areas of the curriculum. Focus on adaptive teaching and 5-a-day approach, and the teaching of phonics/fluency and grammar.	EEF-Effective-Professional-Development-Guidance-Report. EEF: Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. EEF: Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. EEF: Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf	1, 4
As part of the Primary Science Quality Mark Teachers involved in strengthening the delivery of the STEM curriculum	STEM Learning Narrowing the attainment gap: The Education Policy Institute's 2020 report found that the attainment gap between pupils living with disadvantage and their peers had stopped closing for the first time in a decade. In addition, a study by the Education Endowment Foundation (EEF) found "a large and concerning attainment gap between disadvantaged and non- disadvantaged pupils...it seems that the disadvantage gap is wider than earlier estimates, and will likely be further exacerbated by school closures in early 2021... Children from disadvantaged backgrounds can lack inspiring role models."	1, 5

Employing a dance teacher to work with children to produce creative responses to a range of curriculum themes.	EEF: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.	1, 5
Engagement with the English Hub: Ensure that all new teaching staff, including leaders, are trained in the new whole school Phonics Programme and embed new practices. KS2 teachers attend specific 'phonics in KS2' training	<i>Decoding single words is a prerequisite for reading fluency and can relieve the working memory (Pikulski and Chard 2005).</i> EEF Guidance reports: Preparing for literacy, Improving Literacy in KS1 and Improving Literacy in KS2 For KS2: if an older reader is struggling with decoding, phonics approaches will still be appropriate. 'Phonics' EEF	1, 3, 4
Teachers use diagnostic assessment and may: - decide to adjust the level of challenge of activities - re-teach specific concepts or topics - adjust curriculum content in the medium or long term - provide pupils with feedback through which they can address their own areas for improvement decide which pupils may need additional, targeted academic support Wellcomm used as a language assessment tool for EYFS pupils entering reception to target pupils with a vocabulary deficit.	EEF: evidence insights Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way. The EEF states 'Language and literacy are grouped together... as they are closely related. Language is especially important in the Early Years and it continues to be important through primary and secondary education	1, 2, 3, 4
Teachers will use the 5-a-day structure within lessons – <i>explicit teaching, cognitive and metacognitive strategies, scaffolding, flexible grouping, using technology.</i>	EEF Special Education Needs in Mainstream School's guidance report indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates	1, 2, 3, 4
Teachers give timely feedback, including live, with a focus on moving the learning forward	EEF Teacher feedback to improve pupil learning: Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.	1, 2, 3, 4

Teachers use updated Power Maths resources, developed in response to the Covid 19 disruptions to learning. Teachers include 10 minutes a day of oral maths 'magic maths'. Teachers include additional activities that develop resilience – with a focus on reasoning – and encouraging children (and modelling) a Think Aloud approach.	EEF: Improving mathematics in the Early Years and KS1; Improving mathematics in key stages 2 and 3 Government research review EEF Blog: How can we improve children's problem solving in maths? Kirstin Mulholland, <i>'There's no doubt that many pupils find problem-solving in mathematics challenging. However, by helping them to understand not just how to solve individual problems, but how to learn more effectively in the face of these, we can ultimately make a real difference to children's independence, motivation and resilience.'</i>	1, 2, 4
Teachers develop children's reading prosody, automaticity and fluency Teachers monitor disadvantaged children born in summer months and provide additional support if needed.	EEF: Why focus on reading fluency? Professor Timothy Rasinski: <i>'When readers are accurate and automatic, they can decode with minimal use of their cognitive resources, thus allowing them to channel their effort towards comprehending and making sense of what they have read. Another component of fluency that links word recognition to comprehension is <u>prosody</u> (or expressive oral – and silent – reading). Think of anyone you would consider a fluent reader: not only do they decode words automatically, but they also read the words in texts with expression and phrasing that reflects and amplifies the meaning of the text. To read with appropriate expression and phrasing requires the reader to access the meaning of the text.'</i>	1, 3, 4
Teachers develop writing skills by encouraging extensive and purposeful practice and explicitly teaching of handwriting, spelling, grammar and vocabulary. In Early Years, teachers will support children to develop the foundations of a fast, accurate, and efficient handwriting style, and independent writing of simple sentence.	EEF: Santangelo, T. and Graham, S. (2016): <i>'Slow or effortful transcription hinders writing composition as pupils have to concentrate on monitoring their handwriting and are less able to think about the content of their writing'</i> And <i>'The teaching of spelling is likely to work best when the spellings are related to the current content being studied in school as it is likely to encourage active use of any new spellings in pupils' writing'</i> Improving Literacy in KS2: Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. PREPARING FOR LITERACY Improving communication, language and literacy in the early years <i>'Handwriting is a complex activity that involves the co-ordination of motor and visual-motor skills. Up to 30% of children may experience handwriting difficulties, so it is important to carefully monitor and plan appropriate support and intervention. Such children are likely to benefit from individualised instruction, but it is important to identify the specific issue before planning further support. It is also challenging for children to unlearn poor habits, so dealing with handwriting issues early—for example, by ensuring appropriate grip—is likely to be more effective than later intervention.'</i>	1, 4

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

Budgeted cost: £76,287 (this is a contribution towards the total cost of these activities)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diagnostic assessment identifies children in need of phonic intervention, with a particular focus on years 2-4 Phonics specialist TA employed to work in LKS2 to lead Rapid Phonics intervention English leads work with the English Hub to implement a fluency programme in key stage two. Specialist reading LSAs work with all KS2 disadvantaged children (whether on track or not) – either mentoring 1-1 or in small groups and teaching explicit skills or nurturing a love of reading. A 'reading gladiators' group targets children in LKS2 Children are screened for dyslexia and supported 1-1 by trained support staff (DOT) if this is identified as a learning difficulty.	For some time, the school has targeted children for academic support, employing a phonics specialist TA and two reading LSAs. Assessments show that children make accelerated progress with this support. EEF Phonics Key Findings: <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> 'Phonics' EEF: If an older reader is struggling with decoding, phonics approaches will still be appropriate. Prof. Tim Rasinski Delivering Supportive Fluency Instruction—Especially for Students Who Struggle: 'Research into this more authentic form of repeated reading has shown that readers improve in their word recognition, reading rate, prosody, comprehension, and motivation for reading.' The Reading Agency – The impact of reading for pleasure and empowerment EEF Analysis of a representative sample of 300 schools' Pupil Premium strategy statements found that 75% cited attendance and 74% mentioned reading as the main barriers to attainment for their pupils eligible for Pupil Premium funding. EEF SEND in mainstream schools: High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.	1, 2 and 3
Diagnostic assessments identify children in need of academic tutoring – small group or 1-1 Maths specialist LSA and Reading specialise LSAs deliver this. It is closely aligned with the class work.	EEF: Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. EEF: Small group tuition: Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1&2
When children start reception, WellComm assessments identify children in need of Speech and language intervention. This is delivered 1-1 by a fully trained TA.	Preparing for Literacy Improving communication, language and literacy in the early years (EEF): High quality targeted support can ensure that children falling behind catch up as quickly as possible.	4, 5

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

Budgeted cost: £38,000 (*this is a contribution towards the total cost of these activities*)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dance and other arts projects are designed to develop social and emotional learning, and wellbeing Offer a range of Arts related enrichment activities and cultural opportunities, e.g., whole class instrument lessons, subsidised music tuition, arts projects within school time, Arts Award projects.	EEF: There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Moira Sinclair 'The Arts for Every Child - Why arts education is a social justice issue': A school that is rich in the arts enhances the life chances of a child: a wealth of research shows that children with an arts deficit experience disadvantages educationally and economically, while their more fortunate peers are more resilient, healthier, do better in school, are more likely to vote, to go to university, to get a job and to keep it. Participation in the arts can fuel social mobility, so equality of access should be unaffected by class, income, race, disability, or location.	1, 4, 5
Children who are currently in receipt of free school meals are not charged for cultural trips. Parents of other disadvantaged children are offered subsidies or cost-free depending on current circumstances. This policy extends to clubs.	As above The school believes in removing barriers to participation in cultural activities. For many of our disadvantaged children, these experiences will be introduced by the school first rather than parents. Steve Moffitt Building Cultural Capital in Disadvantaged Pupils Club participation has been found to have improved attendance EEF attendance interventions March 2022	1, 5
Parental engagement: SEND drop-in coffee mornings Family learning workshops. Mid-autumn term parent consultation meetings – and one each term. Curriculum related exhibitions	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1,2,3 & 4

Reading gladiators – aimed at lower key stage two – and run by one of our reading LSAs. This is delivered as a book club, with high level discussion and creative responses to quality texts.	Reading Gladiators is award winning – it engages readers and promotes sustained and thoughtful reading.	1, 5
Improve attendance by: Implementing a new policy Parental engagement, e.g., face to face meetings, home visits and using personalised letters in communication with parents; use translators when language is a barrier to ensure that there is a full understanding of the importance of school and the issues surrounding their child's attendance.	Improving school attendance 2022 DfE https://www.gov.uk/government/publications/working-together-to-improve-school-attendance We know that poor attendance has affected outcomes for children and made it difficult for the school to address learning gaps. https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools	7
Provide emotional well-being support for pupils in need of therapeutic approaches Pupil Welfare Officer support for 1:1 targeted mentoring, indoor playground, small group wellbeing/nurture sessions Employ additional member of staff to support SEN, pupil welfare and pupil wellbeing Planned activities to promote wellbeing, e.g., wellbeing fortnight	The EEF Guide to Supporting School Planning: A Tiered Approach Link between child poverty and poor physical and mental wellbeing; <i>Social and emotional levels of development and maturity in vulnerable children often don't match chronological age; mental disorder more common in disadvantaged children, particularly LAC;</i> <i>'Some children may need therapeutic intervention but all children, especially those who are vulnerable, would benefit from schools that promote emotional well-being. As teachers, we shouldn't underestimate the power of smiles, kind words, acceptance following behavioural incidents and appropriate physical proximity.'</i> Overcoming Barriers to Learning Sheila Mulvenney EEF social and emotional learning EEF toolkit behaviour	5, 6
Embed behaviour policy and procedures to include Trauma Informed practices Behaviour management practices in the classroom will be developed through practice based research. (Paul Dix) The Thrive Approach 1-1 Thrive mentoring	EEF Improving Behaviour in Schools <i>It is notable that the interventions found to have a positive effect on behaviour largely focused on positive responses to the challenge of misbehaviour—training teachers to positively encourage learning behaviours and putting in place reward systems—rather than primarily focusing on punitive measures.</i> EEF: Improving Social and Emotional Learning in Primary Schools Guidance Report <i>Trauma informed approaches are designed to empower school staff to understand the needs of children and teenagers who have suffered trauma or have a mental health issue. Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an online profiling and action planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn</i>	5, 6

Total budgeted cost: £139,287

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Using our internal assessment data, we are closing the gap between disadvantaged and nondisadvantaged children in key areas of the curriculum.

EYFS 2023

	GLD	Avg. No. Exp ELGs	Communication and Language	Physical Development	PSE	Literacy	Maths	Understanding the world	Expressive arts, designing + making
Clifford Road Primary (9)	44.4%	13.2	78%	89%	56%	67%	67%	67%	100%
Suffolk	52.3%	13	71%	79%	75%	56%	66%	71%	79%

Phonics year 1 2023

	FSM eligible (8)	Not FSM eligible 49
Clifford Road Primary	75%	80%
Suffolk	66%	81%
National	67%	83%

Key Stage One Reading

	Disadvantaged	Nondisadvantaged
Clifford Road Primary (16)	31%	43%
Suffolk	49%	70%
National	54%	73%

Autumn 2023: year 3 autumn 47% at expected level (using NFER tests) – gap is now 18%.
Impact of targeted support: Rapid Phonics intervention and Reading LSA groups (various)

Key Stage One Writing

	Disadvantaged	Nondisadvantaged
Clifford Road Primary (16)	44%	56%
Suffolk	40%	62%
National	45%	65%

Key Stage One Maths

	Disadvantaged	Nondisadvantaged
Clifford Road Primary (16)	56%	72%
Suffolk	51%	72%
National	56%	75%

MTC year 4 2022

Mean average score	FSM eligible (13)	Not FSM eligible 47
Clifford Road Primary	14.5	17.8
National	17.9	20.5

MTC year 4 2023

Mean average score	FSM eligible (7)	Not FSM eligible 51
Clifford Road Primary	18.4	18.8
National	18.3	20.9

End of LKS2 Reading

	Disadvantaged	Nondisadvantaged
Clifford Road Primary (7)	Exs 100% GDS 29%	81%

86% exs at KS1
14% GDS

End of LKS2 Writing

	Disadvantaged	Nondisadvantaged
Clifford Road Primary (7)	71% GDS 0	63%

86% at KS1

End of LKS2 Maths

	Disadvantaged	Nondisadvantaged
Clifford Road Primary (7)	Exs 71% GDS 0	74%

43% at KS1
GDS 0

Key Stage Two 2023 Reading

	Disadvantaged	Nondisadvantaged
Clifford Road Primary (20)	50%	82%
Suffolk	58%	75%
National	60%	78%

2024 cohort looking much stronger and on the basis on their year 5 end outcomes, these are the predictions:

	Expected standard and above		Greater Depth	
Reading	85%		22%	
Writing	72%		13%	
Mathematics	75%		18%	
RWM combined	65%		10%	No of children to close the gap
Disadvantaged* reading	75%	non disadvantaged 89%	25%	2
Disadvantaged writing	63%	75%	6%	2
Disadvantaged mathematics	67%	77%	0%	1
Disadvantaged RWM	56%	68%	0	2

Key Stage Two 2023 Writing

	Disadvantaged	Nondisadvantaged
Clifford Road Primary (20)	29%	73%
Suffolk	53%	74%
National	58%	77%

Key Stage Two 2023 Maths

	Disadvantaged	Nondisadvantaged
Clifford Road Primary (20)	43%	72%
Suffolk	53%	74%
National	59%	79%

2022-2023 Key Stage Reading Challenge: Promoting reading for pleasure and developing positive reading behaviours.

To achieve this the children have to read at least 20 books across a range of categories (some very challenging) and complete reviews. 91% of disadvantaged children achieved this (93% nondisadvantaged). The teachers, TAs and the LSAs/librarians ensure that as many as possible achieve this challenge.

Key Stage Two 2023 RWM

	Disadvantaged	Nondisadvantaged
Clifford Road Primary (20)	29%	72%
Suffolk	39%	61%
National	44%	66%

Addressing persistent absence, the pupil welfare officer worked with families of disadvantaged children to improve attendance. Two case studies:

Engaging with family of 'child x', the barrier was identified and the parent was provided with the necessary help through a CAF. Child x attendance improved from 71% to 92 %, and continues to improve.

'Child y' barriers were identified and the child received Thrive sessions, support during swimming lessons and targeted tutoring for maths. Parenting support was also provided and counselling was arranged via a CAF. Attendance improved from 74.3% to 93.9%, and continues to improve.

The curriculum will meet the needs of disadvantaged pupils, providing a well-rounded, culturally rich education *The children quoted are all disadvantaged*

Pupil interviews across the wider curriculum show that disadvantaged pupils are engaged in and succeed in the full range of our balance curriculum. They are able to identify areas they achieve well in and show embedded subject knowledge. Disadvantaged children experience a range of cultural activities, funded using the grant. These range from theatre trips to dance workshops to after school clubs. The curriculum is designed to maximise local connections and as a result, the children build cultural capital and become aware of the many career opportunities in the cultural sector. For example, all disadvantaged children in year 3 were involved in the school's Tunnels Museum exhibition displays – learning about museum sector jobs (with direct contact with professional in this sector) and producing large banners that are used by visiting schools. The newly introduced Arts Week (nursery to year 6) was successful in engaging all children in a full range of Arts, including animation, dance and photography. **Quote** Textiles professionals and local college tutors worked with year 5 children. The subsequent exhibition was very well attended by parents of disadvantaged children, with positive feedback received. Fully funded theatre visits to Dance East have a wide ranging impact, depending on the theme. One child commented that watching the story through dance meant that there were no language barriers for him, 'I understood the story through the dancing.' Following a visit, two boys commented that they would like to give dancing a try. Each year we put forward disadvantaged children for summer dance activities, we also run dance workshops and ensure that disadvantaged children with a particular interest for dance are selected for performance work.

Disadvantaged children have many opportunities to broaden their interests and to develop their talents and interests. All children in lower KS2 are provided with the opportunity to gain qualifications: 12 disadvantaged children received the Arts Award at Explore level (highest for primary sector). 18% of the current Arts Award after school club (started summer 2023) are disadvantaged children and all are on course to receive the award.

The school has achieved the Artsmark Platinum Award for its rich arts ethos, and commitment to inclusion and equal opportunities.