

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Clifton Hill
Total Number of pupils in school	81
Number of pupils eligible for free school meals	Years 7-11: 23 pupils Years 12-14: 4 pupils
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Lucy Wijsveld
Pupil premium lead	Jane Allen
Governor / Trustee lead	Ann Corrigan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,620
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	£24,620

Part A: Pupil premium strategy plan

Statement of intent

At Clifton Hill School, we are committed to ensuring the highest possible standards of education for all students equally.

All staff and Governors accept responsibility for ensuring 'socially disadvantaged' students' needs are met within a caring and supportive environment.

The Governors reserve the right to allocate the pupil premium funding to support any pupil or groups of students the school has legitimately identified as being disadvantaged.

Clifton Hill is transparent with its expenditure and our reports identify how we have used the premium in order to ensure that parents and others are made fully aware of the attainment of students covered by the Premium and the extra support they receive.

At Clifton Hill, we carefully review the impact of our spending to ensure the best possible outcomes for our disadvantaged students. We are always looking to improve the ways in which we spend our pupil premium funding to ensure the best outcomes, and this is researched and discussed continuously throughout the school year.

At Clifton Hill School, we ensure all learning opportunities meet the very special needs of our students. All of our students have an Education Health and Care plan, are grouped according to preferred learning styles, and have access to a needs driven curriculum. We offer a variety of additional activities to support learning and enhance the curriculum.

In considering our provision for socially disadvantaged students, we recognise the diversity of need, and therefore subsequent application of Pupil Premium will reflect the needs of individual classes, groups of students or individuals.

Other funding is allocated to support these activities from the delegated school budget.

Challenges

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

Challenge number	Detail of challenge
1	Financial burdens on families can affect student progress, especially in the current climate. This may impact the ability to support their children in their learning. This may be due to factors such as increased working hours, lack of emotional resilience due to increased stress or increased physical or mental health needs due to stress.
2	Financial burdens on families can affect the ability to pay for enrichment activities such as music lessons and access to trips and educational visits.

3	Parents with low incomes are less likely to be successful in seeking help for their children
4	Financial burdens on families where there is increased stress can affect the mental health and well-being of their children
5	Data indicates that there are links to be made between poverty, disadvantage and poor school attendance.

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
Students who receive PP will make consistent progress in line with their peers in all areas of the curriculum	<p>1. Data obtained through termly pupil progress meetings will show that students receiving PP are making progress in line with their peers.</p> <ul style="list-style-type: none"> • Where students are not making expected progress strategies will be put in place to address this. • Where students should be making better than expected progress strategies will be put in place to address this. • Evidence in pupil progress data will show the impact of this.
Students who receive PP will make consistent progress in line with their peers for their functional life skills	<ol style="list-style-type: none"> 1. Evidence through Pupil progress meetings and EHCP reviews will show data relating to physical & sensory skills. <ul style="list-style-type: none"> • Where students are not making expected progress strategies will be put in place to address this. • Where students should be making better than expected progress, strategies will be put in place to address this. 2. Teacher assessment of learning following lessons such as food Tech and any other areas of the curriculum that incorporate functional life skills will show progress. 3. Feedback from staff from the times when students are eating and drinking or managing their personal care will demonstrate progress 4. Feedback from parents will demonstrate progress where

	students have generalised these skills in different places such as the home or when out in the community.
Student attendance will improve where it has fallen below 92%, and where use of the pupil premium grant can address barriers that impact school attendance	<p>Student attendance will improve and this will positively influence progress. The progress is evident through pupil progress reports; Solar assessment and EHCP review meetings.</p> <p>The school leadership team will contact parents/carers on the first day of absence to ascertain the nature of the absence and whether PPG can be used to support families and improve attendance.</p>
Students will improve their social, emotional and mental health through taking part in 1-1 or small group sessions led by one of our ELSA trained members of staff.	<p>Feedback from teachers, parents & carers in areas such as –</p> <ol style="list-style-type: none"> 1. Being more ready to learn 2. Raised Self –esteem 3. Raised self -Confidence 4. Better relationships with Peers and those around them 5. Better coping strategies and resilience when encountering problems at school or home
Students will have access to enrichment activities such as individual music lessons, trampolining and after school activities.	<p>Parents/cares will feel able to discuss the need for financial support with staff from school due to positive relationships with them. Parents/carers will feel able to sign up their children to enrichment activities in the knowledge that the school will support them by using PPG.</p> <p>Review meetings will show that students who access enrichment activities are on track to meet their long term EHCP SEMH outcomes.</p>
Students will have access to music therapy or drama therapy. Therapy will address areas such as developing confidence and communication, managing anxiety, trauma or mental health issues and raising levels of self-esteem.	<p>Therapy reports, learning walks, pupil progress meetings and EHCP reviews will evidence improvement in areas such as self-esteem, confidence and resilience. Over time, therapy will increase the ability to access or increase levels of engagement in school based learning where there has been difficulties.</p> <p>Parents and carers will report on the therapy having a positive impact on their child's life.</p>
All students will have access to trips, and residential	Positive feedback from Students following school trips and residential. Positive feedback from parents, carers, and staff following a school trip, in areas such as well-being, life skills, independence, increased confidence and social skills.

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)

Total Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff in areas identified that will support identified gaps	Evidence from learning walks shows that staff trained in specific areas greatly increases student progress.	1
Staffing to cover our Elsa staff when they are out of class during interventions and supervision.	ELSA is widely known to support students with their social, emotional and mental health. The additional staff cover in class will allow our ELSA trained staff to carry out this important work	3, 4

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

Total Budgeted Cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding towards continued training and delivering 'read, write inc'.	'Read, write, inc' however is a phonics <i>complete</i> literacy programme that is flexible enough to meet the needs of students in special education. It will have the benefit of ongoing access to consultants, effective resources and training for many of our staff members.	1, 3
Continued maths mastery training etc.	Evidence from learning walks shows that Maths mastery is now established and has raised levels of staff expertise. This	1,3

	Continued training will ensure student progress remains consistent.	
Funding provided for additional occupational therapy within school	Previous additional OT has had a significant impact on students by improving their functional skills such as: cutlery skills with the provision on adapted cutlery and crockery Postural skills during eating and drinking Fine motor programmes to improve manual dexterity and bilateral control, Toileting skills to aid independence	1, 3
Resources such as Personalised equipment for sensory diets, ELSA resources, computer hardware and software and specific items used as a strategy to support student progress	Evidence from PP expenditure during previous years demonstrates that targeted equipment such as additional laptops and software resources increases progress.	1
Funding towards professionals who can provide support through individual assessments and personal interventions e.g. Behaviour support, REMA support and OT's to provide personalised programmes	Evidence shows that assessments provide staff with both important student information relating to the need and an intervention plan. Such interventions best prepare our students for learning and support them to regulate throughout the day.	1

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

Total Budgeted cost: £ 11,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding towards any strategies identified as being able to improve attendance where attendance has dropped below 92%	Evidence shows that students who have good attendance make better progress than those with poor attendance.	5
Funding towards school trips and residentials	Evidence shows that it is crucial for students to have the same opportunities as their peers. This enables them to	2

	develop skills such as life skills, independence, confidence and social skills.	
Funding for enrichment activities such as 1-1 music lessons	Evidence shows that students who would otherwise not be able to take part in enrichment activities experience better mental health and raised self-esteem. Enrichment activities also have shown to discover 'hidden' talents amongst students providing students with skills they can pursue into adult life.	2
Funding towards the cost of specialist therapies such as music therapy and Drama Therapy	Previous evidence shows that well-being levels increase when students participate in therapeutic activities.	4
Support for parents & carers in seeking the support they need for their child. Support for families by signposting them to the right help they need via our family link co-ordinator Additional support identified through EHCP review meetings, Pupil progress meetings and less formal meetings between professionals & parents.	Support empowers parents and carers to gain the help they need for their child. It helps them to build a stronger case and have a voice where they would otherwise not be as successful.	3

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 **2023-2024** academic year.

Clifton Hill School Pupil Premium Report for 2024-2025	
Outcome	Review July 2025
Students who receive PP will make consistent progress in line with their peers in all areas of the curriculum	Hard and soft data was reviewed for all students in receipt of pupil premium. All students are making consistent progress in line with their peers. Out of the 23 students, 11 made expected or better than expected progress in all areas of their learning. 1 student made better than expected progress in 8 curriculum areas.
Students who receive PP will make consistent progress in line with their peers for their functional life skills	Students who receive PP have made consistent progress in line with their peers for their functional life skills. PP funding supports our additional hour's occupational therapist who was involved in establishing Sensory circuits in school. This has enabled students to be more regulated and ready to learn each morning. Staff noted that one student was now more able to access food technology and transition better to the room, following on from completing his circuit. Occupational therapy input has supported students with their eating and drinking as well as toileting skills, transitioning and sensory strategies. Our therapist has worked with parents as well as school staff and this has had a greater impact on progress.
Student attendance will improve where it has fallen below 92%, and where use of the pupil premium grant can address barriers that impact school attendance	At Clifton Hill, we work hard to improve attendance. Students in receipt of pupil premium are in line with the rest of the school regarding their attendance. Where some fall below 92%, we address this through a variety of strategies but mostly by working hard with parents and carers. Where poor attendance is linked to a student's mental health, we address this through interventions such as ELSA, which resulted in one student's attendance increasing during 2024-2025. Our family support worker also works with parents and carers to address many issues, including attendance.
Students will improve their social, emotional and mental health through taking part in 1-1 or	Evidence from staff feedback and student outcomes continues to show that ELSA is

<p>small group sessions led by one of our ELSA trained members of staff.</p>	<p>having a positive impact and improving the mental health of our students. We now have an additional member of staff who is ELSA trained.</p> <p>One parent commented that their child was-</p> <p><i>"generally less anxious, pushing for more independence, which is a positive development"</i>.</p> <p>ELSA was <i>"helping him to understand and manage feelings and emotions, leading to calmer responses when things don't go exactly as he would like or expect"</i>.</p>
<p>Students will have access to enrichment activities such as individual music lessons, trampolining and after school activities.</p>	<p>The PP funding has ensured that all students have access to enrichment activities. These activities develop confidence, individual skills such as playing a musical instrument, gross & fine motor skills and social skills.</p>
<p>Students will have access to music therapy or drama therapy. Therapy will address areas such as developing confidence and communication, managing anxiety, trauma or mental health issues and raising levels of self-esteem.</p>	<p>Drama and music therapy has a profoundly positive impact on our students. For 1 student who was on a part –time timetable during 2024-2025, music therapy was one of the few activities they were able to successfully access. This resulted in calmer days and better mental health. For many of our students, expressing emotions can be challenging where there are communication difficulties. Using Drama and music can be a creative outlet and can help students manage any past or present issues they face as well as developing their self-esteem and confidence.</p>
<p>All students will have access to trips, and residential</p>	<p>PP helped to fund many places on trips and residential during 2024-2025. Some of these residential were abroad such as the Ski trip in Italy, and provided students with experiences and memories that they would not usually have the opportunity to access. Our residential trips give students such a different experience to learn and be social out of the school environment. These trips can also provide respite for families and our students noticeably grow in self-confidence and maturity upon their return to school. For some students this is their first time away from home and this gives them and their parents the opportunity to stay somewhere overnight in a safe environment with staff who know them very well.</p>