

Pupil Premium Strategy Statement - John Clifford School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	371
Proportion (%) of pupils eligible for premium funding	103 (28%)
Academic year/years that our current Pupil Premium Strategy covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	Dec 2022, April 2023, July 2023
Statement authorised by	Janine Waring, Headteacher
Pupil Premium Lead	Craig Hayward-Mitchell, Assistant Headteacher
Governor / Trustee Lead	Simon Hogg, Chair of LGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,775
Recovery premium funding allocation this academic year	£14,935
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£150,710

Part A: Pupil Premium Strategy Plan

Statement of Intent

At John Clifford School, we want all children to be the best they can be. There are 28% of our school population eligible for the Pupil Premium Grant (PPG) and we want our children on Free School Meals (FSM) to achieve greater than locally and nationally expected. Identifying the barriers to the children's learning is the first step in planning for and justifying the PPG. This is done through:

- Learning walks
- Data
- Pupil discussions
- Parental views
- Work and CPD with staff and governors

Essentially, we want the PPG to contribute to many desirable outcomes, such as:

- the **raising of attainment**
- **closing the gaps**
- **accelerating progress**
- **improving the attendance**
- **supporting behaviour**
- increasing the **engagement of our parents** in the education of their children
- increasing opportunities and **broadening the experiences**

This is achieved through employing additional adults to support all aspects of schooling, trip coverage, after school clubs, sporting clubs, buying uniform and engaging parents in the life of the school. Our key focus is to ensure that all that is offered to children in support of the PPG is evidence based and has a clear part to play in improving attendance, progress, attainment and experiences.

Challenges

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

Challenge	Detail of challenge
1	Observation, monitoring and feedback from teachers and children indicate underdeveloped oral language skills and a wide range of vocabulary gaps among many disadvantaged children. This is evident from Reception to Year Six and is generally more prevalent amongst our most disadvantaged pupils than the rest of their peers.
2	Data indicates that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 18% of PP children were working at ARE at the end of the Summer Term 2022 compared to 37% of non-PP children. Although this gap has reduced, it remains wide.

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	The overall end of KS2 writing trends for available externally validated assessments have shown similar trends, with 23% of children in receipt of PPG achieving ARE in writing, compared to 46% of non-PP children.
3	Assessment, observations, and monitoring indicate that the educational attainment and wellbeing of many of our disadvantaged children has been impacted by recent events. Although many of these children attended school during the school closures, much learning was missed in the first and subsequent isolations. These findings are supported by national studies. This has resulted in a range of knowledge gaps across many subjects, particularly maths. Although there have been some improvements, evidence suggests that maths attainment against age-related expectation for this group of children is much lower than non-disadvantaged pupils.
4	In house assessments and discussions with parents and carers have identified social and emotional issues for many children, notably due to lack of engagement with remote learning, social life, and lack of enrichment opportunities during previous school closures. These challenges particularly affect disadvantaged pupils socially, emotionally and with their classroom attainment. 16 pupils (13 of whom are disadvantaged), currently require additional nurture support with social and emotional needs on a daily basis to support their integration into learning in the classroom.
5	Analysis of Year 1 Phonics Check data from the past 3 years indicates that disadvantaged pupils underperform to a far greater extent to those identified as non-disadvantaged. In 2020-2021, 64% of children in receipt of PPG passed the phonics screening check, compared to 71% non-PPG. Data for 2021-2022 shows that 38% of children in receipt of PPG funding passed the phonics screening check, compared to 48% non-PPG. This downward trend is the focus for reversing in 2022-2023.

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
Improved oral language and vocabulary skills.	<p>The continued implementation of a whole school Talk for Writing programme will ensure that all pupils use a wider range of vocabulary within written outcomes.</p> <p>This year, we have continued to implement whole school strategies utilising the Talk for Writing Programme. Whole school, we are beginning to see the benefits of using this as part of the teaching and learning, as in Spring 2021, 15% of children in receipt of PPG were at ARE, and by Spring 2023, 43% were at ARE.</p> <p>In FS, at the end of 2022-2023, 25% (2/8) of PPG children achieved EXS in writing compared to 52% (27/52) of non-PPG children. This was below national and local data.</p> <p>In KS1, at the end of 2022-2023, 52% (13/25) of PPG children achieved EXS in writing compared to 64% (45/71) of non-PPG children. This was below national and local data.</p>

	<p>In KS2, at the end of 2022-2023, 30% (23/77) of PPG children achieved EXS in writing compared to 61% (70/115) of non-PPG children. This was below national and local data.</p> <p>Vocabulary assessments indicate that the understanding of key taught vocabulary within subjects is becoming embedded in long-term memory.</p> <p>Acquisition of vocabulary is assessed through low stakes quizzing and unit assessments, recorded in books. Vocabulary is shared with children regularly through the use of knowledge organisers in most curriculum subjects. CPD on this was provided inhouse by our Curriculum Curator and the use of this has been scrutinised and fed back to staff to improve the learning experiences for the children.</p> <p>Writing data above indicates the impact of this strategy, particularly in KS1.</p> <p>Vocabulary for topic is identified and promoted within and across all foundation subjects.</p> <p>The introduction of knowledge organisers in foundation subjects ensures that vocabulary is progressive and assessed as part of the learning cycle.</p> <p>In KS2, at the end of 2022-2023, 35% (7/20) of PPG children achieved EXS in SPAG compared to 82% (33/40) of non-PPG children. This was below national and local data.</p> <p>The writing outcomes and reduction in the attainment gaps for children in receipt of PPG was written into staff appraisal for 2022-2023. All staff were tracked and held accountable for their data in this area and in one case, a structured plan was developed to support teaching and learning. Governors also tracked this information and the performance of teachers through SDC.</p>
<p>Improved writing attainment among disadvantaged pupils across all phases in school.</p>	<p>End of EYFS data outcomes for 2022/2023 show that 80% of disadvantaged children achieved ELG in writing skills.</p> <p>25% of children in receipt of PPG achieved the ELG in literacy in 2022/2023 compared to 52% (27/52) of non-PPG children. This was below national and local data.</p> <p>End of Year 1 data outcomes in 2022/2023 show that 90% of disadvantaged children who met ELG remained on track for ARE in writing. (Year 2)</p> <p>92% of children who met ELG in writing in 2021-2022, also achieved the age-related expectations in writing at the end of Year 1 2022/2023. This will see a continued trend at the of 2023-2024, with predictions made for all children who made GLD to be ARE at the end of Year 2.</p>

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	<p>End of KS1 data outcomes in 2022/2023 show that 70% of disadvantaged children met the expected standard compared with 67% of non-disadvantaged children.</p> <p>50% of children in receipt of PPG achieved the expected standard in writing in 2022/2023 compared to 63% (45/71) of non-PPG children. This was in line with national and local data.</p> <p>End of KS2 data outcomes in 2022/2023 show that 72% of disadvantaged children met the expected standard.</p> <p>35% of children in receipt of PPG achieved the expected standard in writing at the end of KS2 in 2022/2023 compared to 71% (29/41) of non-PPG children. This was below national and local data.</p>
<p>Improved maths attainment for disadvantaged pupils across all phases in school.</p>	<p>End of EYFS data outcomes for 2022/2023 show that 65% of disadvantaged children achieved ELG in Maths skills compared to 70% of non-disadvantaged children.</p> <p>25% of children in receipt of PPG achieved the ELG in maths in 2022/2023 compared to 60% (31/52) of non-PPG children.</p> <p>End of KS1 data outcomes in 2022/2023 show that 83% of disadvantaged children met the expected standard compared to 80% of non-disadvantaged children.</p> <p>50% of children in receipt of PPG achieved the expected standard or greater depth in maths in 2022/2023 compared to 64% (23/36) of non-PPG children.</p> <p>End of KS2 data outcomes in 2022/2023 show that 76% of disadvantaged children met the expected standard compared to 80% (no) of non-disadvantaged children.</p> <p>40% of children in receipt of PPG achieved the expected standard or greater depth in maths in 2022/2023 compared to 63% (23/36) of non-PPG children. This was below national and local data.</p>
<p>The wellbeing for all pupils in our school, particularly those identified within the most disadvantaged group will have been achieved and sustained.</p>	<p>High levels of wellbeing in 2022/2023 will be demonstrated by:</p> <ul style="list-style-type: none"> - Increased participation of extra-curricular activities, particularly among disadvantaged pupils. This is monitored by the PE Lead. <p>Attendance reports indicate a high level of engagement in extra-curricular activities by children in receipt of PPG.</p> <p>Throughout the year, thirteen different extra-curricular clubs took place. From these clubs, 46% (43/102) attended at least one of these activities.</p> <p>For the next academic year, those in receipt of PPG will be offered first refusal on these activities. The aim of this is to continue to promote and grow the level of participation of extra-curricular activities to those in receipt of PPG funding.</p> <ul style="list-style-type: none"> - Increased classroom curriculum participation from those children involved in nurture. This is monitored by the Nurture Lead.

	<p>Of the 16 pupils who took part in nurture at the beginning of the academic year, all were able to engage in classroom curriculum-based work with their class teachers on a regular basis.</p> <p>Throughout the year, an additional 4 children became part of the nurture group.</p> <p>In one case, a child who joined the school in Year 5, who had previously found working in large environments difficult, and whom attended nurture, successfully passed all their SATs at the end of Year 6.</p>
<p>Improved outcomes for all disadvantaged children in the Year 1 phonics check (CPD to all staff refers to children 'keeping up' not 'catching up').</p>	<p>88% of disadvantaged children pass the phonics screening check in 2022/2023.</p> <p>92% of children in receipt of PPG passed the phonics screening check in 2022/2023 compared to 82% of non-PPG children. This was above national and local data. The impact of the newly introduced scheme had extremely positive effects on pupil engagement and learning of phonics.</p>

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: £39,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD - Development of writing across all subject areas in school, allowing opportunity for children to practice writing skills in all curriculum areas. This is also an appraisal objective for all teaching staff.</p>	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Staff CPD - Continue to develop our maths teaching and curriculum, focusing closely on closing gaps in knowledge from previous years utilising the DfE Ready to Progress Criteria.</p>	<p>Teaching mathematics in primary schools - GOV.UK (www.gov.uk)</p>	<p>3</p>
<p>Staff CPD - Continued refinement of whole school implementation of the Talk for Writing approach to writing.</p>	<p>Talk for Writing EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>

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Implementation of standardised testing for all new starters and children with underdeveloped language skills.	The Value of Standardized Testing: A Perspective From Cognitive Psychology - Aaron S. Benjamin, Hal Pashler, 2015 (sagepub.com)	1, 2, 3
Implement, monitor a sustain the new school DfE validated synthetic phonics scheme to secure sustained phonics teaching for all children.	Phonics EEF (educationendowmentfoundation.org.uk)	5

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

Budgeted cost: £25,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in the National Tutoring Programme to support in closing the attainment gap of identified children in Years 4, 5 and 6 in reading, writing and maths.	National Tutoring Programme: NTP Academic Mentoring EEF (educationendowmentfoundation.org.uk) National Tutoring Programme: guidance for schools 2022 to 2023 - GOV.UK (www.gov.uk)	1, 2, 3
Speech and language therapist recruited to work with children with identified S&L concerns.	Oral language interventions EEF (educationendowmentfoundation.org.uk) Law et al Early Language Development final.pdf (d2tic4wvo1iusb.cloudfront.net) - Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds	1, 5
Educational psychologist recruited to work with identified children.	impacteps.pdf (northayr-edpsychs.co.uk) – What impact has the Educational Psychology Service had on the implementation of restorative approaches activities within schools.	1, 2, 3, 4

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

Budgeted cost: £86,193

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Lead employed to work daily with identified children in supporting their social and emotional wellbeing, which in turn supports their integration into the classroom.	Ofsted publication (publishing.service.gov.uk) - Supporting children with challenging behaviour through a nurture group approach The Impact and Cost Effectiveness of Nurture Groups in Primary Schools in Northern Ireland - Full Evaluation Report Department of Education (education-ni.gov.uk)	4
Additional trained ELSA member of staff supports the development of emotional literacy of identified as requiring 1:1 support.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Provision of outdoor learning/forest school opportunities for all children, supporting key reading, writing and maths skills. This hands-on approach to learning will support in core classroom-based activities.	Curriculum-based outdoor learning for children aged 9-11: A qualitative analysis of pupils' and teachers' views (plos.org) An Evaluation of Forest School in England (forestresearch.gov.uk)	1, 2, 3, 4, 5
Provision for specialised physical activity to support greater agility, physical and mental health in our disadvantaged children through TheraPlay sessions.	Physical activity EEF (educationendowmentfoundation.org.uk) Fit to Study EEF (educationendowmentfoundation.org.uk)	5

Total budgeted cost: £151,378

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

Attendance

The school regards attendance as a high priority for all children. The school Attendance Officer worked closely with families to provide support and challenge where absence was of concern, including those identified as persistent absentees. Home visits were conducted where necessary, and support given to families to enable children to be in school and to be punctual.

Overall, attendance for children in receipt of PPG funding was 92.9% compared to 93.1% for all groups of children for the 2022-2023 academic year. *Although this was slightly lower than non-PPG attendance, the attendance team have worked closely with families to support in improving attendance where any concerns have arisen.*

Assessment

Assessments in core subjects, and the introduction of an online standardised testing system has supported in accurate data being obtained at regular intervals for all children, with specific targets being generated for each child. It is clear from our end of year assessments that we now need to ensure that next steps in learning are successfully planned for, assessed and reviewed again so that 'sticky knowledge' is retained for all pupils.

Our SEND assessments were scrutinised for accuracy by the school SENCO and feedback given to support the process of writing School-based Plans and Assess, Plan, Do, Review proformas, all of which feed into the assessment system for our SEND children. *In 2022-2023, there were 7% (8/102) of our SEND children identified as children also in receipt of PPG. The allocation of their spend saw impact in their own development areas, including their personal academic targets being achieved, their development of self-awareness and inclusivity, and many more softer impact on their social developments.*

The introduction of our new whole school phonics scheme has allowed a close monitoring of assessment of every child in EYFS, Year 1 and Year 2 in their progressive phonics knowledge. This now supports intervention being put into place to support identified groups of children where necessary. This has been extremely successful, with greater than expected outcomes for children in receipt of PPG passing the Year 1 phonics screening check. *This year, 92% of children in receipt of PPG passed the phonics screening check. In 2021-2022, 70% of children in passed, and the previous recorded year in 2018-2019, 62% of children in receipt of PPG passed the screening check.*

Attainment

During 2023-2024, the strategy and support provided has been successful in some areas. *The increase in phonics attainment, and the implementation of a new school teaching approach to phonics, has been successful. We have begun to see some steps to success in our writing approach, with data improving year on year. The introduction of the Talk for Writing scheme is moving into being embedded, and predictions show increases already for*

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the academic year 2023-2024. This is to be an ongoing action for the next academic year. On a similar note, although targets were not reached for attainment in maths, there is an increase year on year in positive attainment increases. Again, this is to be an ongoing action for the next academic year.

As a school, we continue to see a positive upward trend for attainment outcomes for children in receipt of PPG, but these are currently below national averages. Reading has had a negative trend in KS1, and will be a focus, alongside the improvement in writing outcomes for 2023-2024.

End of Year 1 phonics screening check outcomes far exceeded expectations, indicating that the initiation of the new phonics scheme, Essential Letters and Sounds, has been successful.

EYFS outcomes need to be closely monitored to ensure that children in receipt of PPG make at least expected progress, which will enable them a positive start to their Year 1 transition in 24/25.

2021-2022	Reading	Writing	Maths
Disadvantaged at ARE	41%	18.25%	24%
Non-Disadvantaged at ARE	53.25%	37%	50%
2022-2023	Reading	Writing	Maths
Disadvantaged at ARE	46%	35%	42%
Non-Disadvantaged at ARE	65%	55%	68%

Well-being

Well-being continued to be a whole-school priority for 2022-2023. Our in-house nurture team identified 16 children in receipt of PPG throughout the year who required support with their social and emotional skills development. An additional 4 children joined this provision throughout the year. Activities, skills and targets set by the nurture team allows these children to successfully participate in learning in the classroom for the majority of the day.

All children also took part in the daily mile to support active time each day. Evidence suggests that this supports cognitive load and concentration span in the classroom.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NTP Tuition	Protocol Education

