



## John Clifford School Pupil Premium Strategy 2019-20

At John Clifford School, we want all children to be the best they can be. There is 25% 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 and this is done through:

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

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

- the **raising of attainment** for our Pupil Premium children (PP)
- **closing the gaps** between PP children and others in the school
- **accelerating progress** of the PP children
- **improving the attendance** of our PP children
- **supporting behaviour** of our PP children
- increasing the **engagement of our parents** in the education of their children
- increasing opportunities and **broadening the experiences** of our PP children

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. The PPG is distributed as follows:

Strategy	Percentage of PPG
Additional Staff to support <b>Teaching, Learning and Assessment</b>	76%
Additional Staff to support <b>Punctuality and Attendance and Behaviour</b>	16%
Support for <b>wider school experiences</b> – Tuition and Clubs	1%
Support for <b>wider school experiences</b> – Residential	4%
<b>Engagement of parents</b>	3%

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The amount of PPG varies depending upon the number of PP children that we have on our School Census in January. The following PPGs and numbers of pupils eligible has shown an increase/decrease in the number of children eligible over the last 5 years.

- **2013-2014:** £107,100 for 119 pupils representing 34% of the total (349 NoR) £900 per pupil
- **2014-2015:** £150,800 for 116 pupils representing 33% of the total (351 NoR) £1300 per pupil
- **2015-2016:** £149,160 for 113 pupils representing 30% of the total (376 NoR) £1320 per pupil
- **2016-2017:** £141,240 for 107 pupils representing 27% of the total (390 NoR) £1320 per pupil
- **2017-2018:** £142,560 for 108 pupils representing 27% of the total (395 NoR) £1320 per pupil
- **2018-2019:** £137,280 for 104 pupils representing 24% of the total (396 NoR) £1320 per pupil
- **2019 -2020:** £142,560 for 108 pupils representing 28% of the total (384 NoR) £1320 per pupil

The breakdown of these (2019-2020) figures is:

Year Group	Number of PP Children	Funding (£1,320)
<b>Foundation Stage</b>	17	£22,440
<b>Year 1</b>	15	£19,800
<b>Year 2</b>	19	£25,080
<b>Year 3</b>	19	£25,080
<b>Year 4</b>	11	£14,520
<b>Year 5</b>	14	£18,480
<b>Year 6</b>	13	£17,160
<b>Total</b>	<b>108</b>	<b>£142,560</b>

### Principles of using the allocated funding:

- The money is targeted specifically against improving the outcomes for children on FSM.
- There is clear accountability for the funding so that its use is carefully monitored and the impact of it tracked.
- A member of the school leadership team is deployed to manage the effectiveness of the use of the premium.
- High quality teaching from our best teaching staff is used to meet the needs of the learners.
- Interventions in Literacy and Numeracy are carefully planned and supported by the use of achievement data.
- Support staff delivering intervention strategies are trained and supported by the school leadership team.
- Feedback is given to all staff about which children are eligible for the support and the progress they are making.
- Governors and the Business Manager are fully involved in decisions about how the premium is allocated and monitored.

### Barriers to Learning for PP Children

In-school barriers	
<b>A.</b>	When the children enter school their speech, language and communication skills are low.
<b>B.</b>	Some families struggle with punctuality and attendance.
<b>C.</b>	Wider experiences in school, where there is a cost, PP children cannot always access these opportunities.
External barriers	
<b>D.</b>	Parents of pupils eligible for PP are less likely to read with their child at home or engage in homework activity.
<b>E.</b>	Parents of pupils eligible for PP are less likely to engage with school.

**PUPIL PREMIUM 2018-19    £145,200 (estimate) plus carry forward of £2,935 = £148,135 (estimate)**

STRATEGY	ACTION (Time and personnel)	COST	SUCCESS CRITERIA	PROGRESS REVIEW Notes
<b>Raising of Attainment:</b> <b>Lead Reading</b> Teacher to teach early intervention reading strategies to identified groups and individuals. <b>External Barrier D</b>	Achievement Leader (DHT) to support the identification of groups of children for early intervention. The children will be supported across the school by our specialist reading teacher.  Children will receive support through Guided Reading sessions within the class, additional Guided Reading Sessions and 1:1 reading with trained staff  Intervention and impact of this will be reviewed termly and set as an appraisal target for staff members involved.	£39,373  (4 days per week)	<ul style="list-style-type: none"> <li>Groups identified and named children supported.</li> <li>Reading records indicate that PP children are receiving additional opportunities to read daily/weekly.</li> <li>Guided Reading Groups identified and supported in class and with JH.</li> <li>Reading Volunteers deployed to read with the PP children.</li> <li>Data indicates the closure of gaps for these children.</li> </ul>	

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<p><b>Raising Attainment:</b>  Leaders across school in core subjects monitoring PP children.  <b>External Barrier D</b></p>	<p>Leaders given time in school to challenge provision for PP children.</p> <p>Staff meeting allowances for monitoring PP children through work scrutiny.</p> <p>Leaders to support through Phase and lead teaching, the provision for PP children.</p>	<p>£13,114  (2 days)</p>	<ul style="list-style-type: none"> <li>• MMT minutes indicate discussion around support for PP children.</li> <li>• Challenge and monitoring recognises the improvements in provision made for PP children.</li> </ul>	
<p><b>Closing the Gaps:</b> Targeted writing support for children in upper KS2.  <b>External Barrier D</b></p>	<p>Achievement Leader (DHT) to support the identification of groups of children for early intervention.</p> <p>Staff used to support writing in upper ks2</p> <p>Intervention and impact of this will be reviewed termly and set as an appraisal target for staff member involved.</p>	<p>£16,368  (10 hours per week)</p>	<ul style="list-style-type: none"> <li>• KS2 groups identified for specialist support from MB.</li> <li>• Children working with MB daily.</li> <li>• Additional sessions support the GPS for these children.</li> <li>• Data indicates success and progress made by children.</li> </ul>	
<p><b>Accelerating Progress:</b>  <b>Maths</b> Tuition support for small groups in identified year groups.  <b>External Barrier D</b></p>	<p>Achievement Leader (DHT) to support the identification of groups of children for early intervention.</p> <p>Intervention and impact of this will be reviewed termly and set as an appraisal target for staff member involved.</p>	<p>£17,861  (4 mornings per week)</p>	<ul style="list-style-type: none"> <li>• Leadership time indicates support and monitoring of the children.</li> <li>• Small and regular group work increases the basic skills of the children.</li> </ul>	

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<p><b>Raising of Attainment: Speech and language</b> teacher to support the language acquisition and vocabulary development of the youngest children. <b>In-school Barrier A</b></p>	<p>Foundation Stage staff to highlight the S&amp;L needs of the youngest children.</p> <p>Intervention and impact of this will be reviewed termly and set as an appraisal target for staff member involved.</p>	<p>£10,431 (3 mornings per week)</p> <p>£8,601 (1 day per week)</p>	<ul style="list-style-type: none"> <li>• Speech and language developed by JK in 1:1 sessions and small groups.</li> <li>• Communication and language develops through interaction.</li> <li>• Leadership time in the FStage supports identification of children needing support with S&amp;L.</li> </ul>	
<p><b>Supporting Behaviour:</b> Transition of EAL PP children. <b>In-school Barrier B</b></p>	<p>Ensure that EAL children who are in receipt of PP have at least adequate support to settle into JC.</p> <p>Ensure that EAL families have at least adequate support to settle into JC.</p>	<p>£13,114 (2 days)</p>	<ul style="list-style-type: none"> <li>• EAL children who are PP are identified for pastoral support.</li> <li>• Children feel welcome and settled in their new class and in some cases, new country.</li> </ul>	
<p><b>Broadening the Experiences: Enrichment</b> support for the Year 6 children to attend Kingswood. <b>In-school Barrier C</b></p>	<p>Admission &amp; transport costs for visits/activities for all children eligible for premium from April to March.</p>	<p>£5,000</p>	<ul style="list-style-type: none"> <li>• All PP children who want to go to Kingswood are able to attend.</li> </ul>	
<p><b>Broadening the Experiences: Enrichment</b></p>	<p>Admission &amp; transport costs for visits/activities for all children eligible for premium from April to March.</p>	<p>£381</p>	<ul style="list-style-type: none"> <li>• All PP children who want to go to Hathersage are able to attend.</li> </ul>	

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support for the Year 4 children to attend Hathersage. <b>In-school Barrier C</b>				
<b>Broadening the Experiences: Music</b> Tuition Support. <b>In-school Barrier C</b>	Contribution to the LA's Music Tuition Service – Guitar & Piano (20% contribution)	£1,010	<ul style="list-style-type: none"> <li>All PP children who want to play a musical instrument are able to take this opportunity.</li> </ul>	
<b>Improving the Attendance:</b> Deployment of the Parental Liaison Contact. <b>In-school Barrier B</b>	Attendance and Parental Liaison Contact to work together on with attendance and punctuality and identify targeted families and children for support.	£9,750	<ul style="list-style-type: none"> <li>PP children and families supported and challenged regarding punctuality and attendance.</li> <li>Attendance improves for all families.</li> </ul>	
<b>Improving the Attendance:</b> Support with wrap around care. <b>In-school Barrier A</b>	Contact parents who are struggling with punctuality and support where this is possible.	£1,000	<ul style="list-style-type: none"> <li>Families able to use wrap around care are able to do so.</li> </ul>	
<b>Engagement of our Parents:</b> Parenting Workshops. <b>External Barrier E</b>	Start a parent group.	£3,828  (1 afternoon per week)	<ul style="list-style-type: none"> <li>Coffee morning set up for the parents.</li> </ul>	

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<p><b>Engagement of our Parents:</b> Provide tea and coffee prior to class celebrations. <b>External Barrier E</b></p>	<p>Invite parents to stay for a drink before celebrations.</p>	<p>£120</p>	<ul style="list-style-type: none"> <li>Parents feel connected with the school and able to attend events.</li> </ul>	
<p><b>Total:</b></p>		<p><b>£139,951</b></p>		