

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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:	John Clifford School
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	Dec 2021, April 2022, July 2022
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	£143,660
Recovery premium funding allocation this academic year	£14,700
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	£158,450

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 27% 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** 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. Our key focus is to ensure that all that is offered to children in support of 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 number	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	<p>Internal data (due to a lack of external data) indicates that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Due to Covid closure and assessment change, 91% of PP children were working below ARE at the end of the Summer Term 2021 compared to 83% of non-PP children.</p> <p>Understanding Progress in the 2020/21 Academic Year - summer term and summary of all previous findings October 2021 (publishing.service.gov.uk)</p> <p>The overall end of KS2 writing trends for available externally validated assessments have shown similar trends, with 45% of children in receipt of PPG achieving ARE in reading.</p>
3	<p>Assessment, observations, and monitoring indicate that the educational attainment and wellbeing of many of our disadvantaged children has been impacted by partial school closures since March 2020. Although many of these children attended school during the second lockdown, much learning was missed in the first and subsequent isolations. These findings are supported by national studies.</p> <p>This has resulted in a wide range of knowledge gaps across many subjects, particularly Maths. Evidence suggests that Maths attainment against age-related expectation for this group of children is much lower than non-disadvantaged pupils.</p>
4	<p>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 school closure. These challenges particularly affect disadvantaged pupils socially, emotionally and with their classroom attainment.</p> <p>17 number of pupils (14 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.</p>
5	<p>Analysis of Phonics Check data from the past 3 years indicates that disadvantaged pupils underperform to a far greater extent to those identified as non-disadvantaged.</p>
6	<p>Observations indicate that some children have returned from lockdown and isolation unable or unwilling to participate in high-impact physical activity. There are noticeable differences in children's fitness levels from those identified before school closures. This is noted across all phases in school.</p>

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
<p>1. Improved oral language and vocabulary skills.</p>	<p>NELI assessment data indicates positive progress made in the programme. Reading and Writing data in Reception and Year 1 indicate positive attainment gains for pupils undertaking the NELI programme. This is triangulated with other sources of evidence, including engagement in lessons, book looks and formative assessment data.</p> <p>The introduction and wider use of a whole school Talk for Writing programme will ensure that all pupils use a wider range of vocabulary within written outcomes. This is also linked to appraisal objectives for all members of the teaching team.</p>
<p>2. Improved writing attainment among disadvantaged pupils across all phases in school.</p>	<p>End of EYFS data outcomes for 2021/2022 show that 80% of disadvantaged children achieved ELG in writing skills.</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>End of KS1 data outcomes in 2022/2023 show that 70% of disadvantaged children met the expected standard.</p> <p>End of KS2 data outcomes in 2022/2023 show that 72% of disadvantaged children met the expected standard.</p>
<p>3. Improved Maths attainment for disadvantaged pupils across all phases in school.</p>	<p>End of EYFS data outcomes for 2021/2022 show that 65% of disadvantaged children achieved ELG in Maths skills.</p> <p>End of Year 1 data outcomes in 2022/2023 show that 75% of disadvantaged children who met ELG remained on track for ARE in Maths. (Year 2)</p> <p>End of KS1 data outcomes in 2022/2023 show that 83% of disadvantaged children met the expected standard.</p> <p>End of KS2 data outcomes in 2022/2023 show that 76% of disadvantaged children met the expected standard.</p>

<p>4. Achieve and sustain the improved wellbeing for all pupils in our school, particularly those identified within the most disadvantaged group.</p>	<p>High levels of wellbeing in 2022/2023 demonstrated by:</p> <ul style="list-style-type: none"> - Increase in participation of extra-curricular activities, particularly among disadvantaged pupils - Increase in classroom curriculum participation from those children involved in nurture - Qualitative data from student voice, parent surveys and observation
<p>5. Improve the outcomes for all disadvantaged children in Year 1 and 2 with their phonics attainment so that it is in line with that of their peers. CPD to all staff refers to children 'keeping up' not 'catching up'.</p>	<p>The percentage of children passing the phonics screening check in Year 2 increases significantly from the Autumn term to the retake in the Summer term.</p> <p>88 % of disadvantaged children pass the phonics screening check in 2021/2022.</p>
<p>6. All children are active for at least 30 minutes everyday</p>	<p>All children participate in the daily mile within the school day.</p> <p>Active breaks are supported with a range of sporting activities.</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: £70,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>Whole school implementation of</p>	<p>Talk for Writing EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,6</p>

the Talk for Writing approach to writing across the curriculum.		
Purchase, set up and 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
To purchase a DFE validated Systematic Synthetics Phonics Programme 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: £11,142

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of NELI for identified children in Reception and Year 1 to support in their early language development.	Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)	1
Investigate the viability of tutoring for identified disadvantaged children.	National Tutoring Programme EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Speech and language therapist recruited to work with children with identified S&L concerns.	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	1,2,3,4
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: £76,719

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurture Leader employed to work daily with identified children in supporting their social and emotional wellbeing, which in turn supports their integration into the classroom.</p>	<p>Ofsted publication (publishing.service.gov.uk) - Supporting children with challenging behaviour through a nurture group approach</p> <p>The Impact and Cost Effectiveness of Nurture Groups in Primary Schools in Northern Ireland - Full Evaluation Report Department of Education (education-ni.gov.uk)</p>	<p>4</p>
<p>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.</p>	<p>Curriculum-based outdoor learning for children aged 9-11: A qualitative analysis of pupils' and teachers' views (plos.org)</p> <p>An Evaluation of Forest School in England (forestresearch.gov.uk)</p>	<p>1,2,3,4,6</p>
<p>Provision for specialised physical activity to support greater agility, physical and mental health in our disadvantaged children.</p>	<p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Fit to Study EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>

Total budgeted cost: £158,706

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 2020 to 2021 academic year.

Attendance

Attendance continued to be a challenge for all children in school due to continued Covid-19 restrictions, including illness and periods of isolation.

Any child who was absent from school for a period of time was supported with the use of technology and remote learning to support their education from home. Precision feedback from teachers was given to continue with their learning.

Overall, attendance for children in receipt of PPG funding was 93.43% for the 2020-2021 academic year.

Assessment

We purchased a whole school standardised testing system for new starters pupils so that all could be benchmarked accurately on entry. This purchase has allowed class teachers to identify gaps in knowledge quickly to support in the progress that these children are making,

We also refined our SEND, Reading, Writing and Maths assessments across school so that a whole school approach is now achieved.

In EYFS, the NELI programme was successfully launched as an intervention to support early language development.

Attainment

Internal data looks much lower than expected due to stringent assessment of missed learning during Covid-19 lockdowns. Our whole school strategy was to ensure that previous year's gaps in knowledge were taught so that accelerate progress could be made the subsequent year. This resulted in ARE for the current year groups being much lower.

2020-2021	Reading	Writing	Maths
Disadvantaged	22%	9%	11%

Non-Disadvantaged	36%	15%	20%
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Data for Autumn Term 2021 is already showing accelerated progress and movement of both subgroups in outcomes towards age-related expectations.

Well-being

A whole school approach to nurture developed through 2020-2021, with the continued development of our inhouse nurture team. This included regular sessions with identified children in supporting their social and emotional wellbeing, allowing them to re-integrate and participate with greater success in academic opportunities in the classroom.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA