

# Pupil premium strategy statement 2019/20 (REVIEW Nov 20)

## School overview

Metric	Data (as of October 2019 census)
School name	<b>John Rankin Schools</b>
Pupils in school	I-297/J- 351 = 633 JRS - 648
Proportion of disadvantaged pupils	I-13 (4.4%)/J-36 (10.3%) = 49 (7.6%)
Pupil premium allocation this financial year (April)	I-£19,800/J- £54,120 = £73,920
Academic year or years covered by statement	2019-20
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	Felix Rayner
Pupil premium lead	Tina Allison
Governor lead	Tessa Roots

## Disadvantaged pupil progress scores for last academic year (18/19)

Measure	Score
Reading	-0.1
Writing	0
Maths	-2.2

## Disadvantaged pupil performance overview for last academic year (18/19)

Measure	Score
Meeting expected standard at KS2	<b>61.5%</b>
Achieving high standard at KS2	<b>7.7%</b>

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>To improve the delivery and impact of personalised support leading to more disadvantaged children reaching a greater depth of learning in reading writing and maths by the end of KS1 and KS2</p> <p>Before the lockdown period in March 20, PP time was heavily embedded across both schools and consistent in approach. Staff pinpointed specific areas for development that in turn closed any gaps in learning. Learning behaviours are also of high focus to ensure that there is a holistic</p>

	<p>approach to sustainable improvement, independence and aspiration from this vulnerable group. As a result of this many pupils were able to access the work at home, during the school closure, independently. However, it is evident that this group of pupils and their families were affected greatly over the school closure period with additional factors related to a pastoral nature.</p> <p>Prior to this our initial in year data showed that PP pupils were closing the gap with their peers. And in some cases they were in line or above that of their peers.</p>
Priority 2	<p>To improve maths progress for disadvantaged children so that progress is similar to reading and writing</p> <p>Maths calculation and English writing were prioritised for this group of pupils during the tutoring time in the first term prior to lockdown. Pupils with PP were relatively in line with their peers in the majority of year groups for maths prior to the school closure but not in reading and writing across the school. Pupils books showed that there was a link with the work that they were covering in the tutor time and the gaps with which had been identified.</p>
Priority 3	<p>To ensure that attendance for this group of pupils improves and is nearer to the school average</p> <p>Although with the school closures this year it is difficult to demonstrate a clear picture, our attendance data shows an increase from the previous year (see below);</p> <p>Sept 18-July 19  JRI – 93.7%                      JRJ – 93.8</p> <p>Sept 19-March 20  JRI – 95.3%                      JRJ – 94%</p> <p>Pastoral care team worked with individual pupils and their families to design bespoke support to ensure that attendance was improved using strategies such as; meet and greet, special time, parental support, anxiety plans, working with EWO, etc.</p>
Priority 4	<p>To monitor this group of pupils with regards to phonics progress and prioritise this within individual PP time</p> <p>Phonics was prioritised for pupils in KS1 and Foundation stage for PP time although there is no final data to support an understanding of progress in this subject due to COVID 19 school closure.</p>
Barriers to learning these priorities address	<p>Pupils in receipt of Pupil Premium are not showing Greater Depth where their peers are. Progress in maths for PP pupils is less than other subjects. Some pupil's attendance is affecting their progress.</p> <p>Our high levels of attendance prior to lockdown for this group of pupils means that this has not affected their progress. In the cases where attendance was an issue, this has been picked up and supported by our pastoral care team professionals and attendance and engagement have improved.</p> <p>Progress for maths was showing greater improvement, however, with assessments only running until Spring we are not able to see an impact in PP pupils reaching</p>

	greater depth as much of the curriculum had not been taught at this point.
Projected spending	£73,920

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0) Unable to judge due to COVID 19 school closure and no data set	July 2020
Progress in Writing	Achieve national average progress scores in KS2 Writing (0) Unable to judge due to COVID 19 school closure and no data set	July 2020
Progress in Mathematics	Achieve average KS2 Mathematics progress score (0) Unable to judge due to COVID 19 school closure and no data set	July 2020
Phonics	Achieve national average expected standard in PSC Unable to judge due to COVID 19 school closure and no data set	July 2020
Other	Improve attendance of disadvantaged pupils to LA average (75% - 3 out of 4) JRI Attendance increase 1.6% JRJ Attendance increase 0.2%	July 2020

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

Measure	Activity
Priority 1	Ensure that there are opportunities for supporting PP pupils to be challenged to reach greater depth in reading, writing and maths within class activities and this is linked to the Class Needs Analysis. During the first term, before school closures, this was a priority through class needs analysis and a number of pupils were on track to get greater depth where expected.

	However, a lack of data, from the school closure period meant that this is difficult to evaluate.
Priority 2	Ensure that maths is a priority for PP time with individual pupils where there are gaps in learning or where there is potential for ARE or GD Evident within the Autumn term before school closures.
Priority 3	Work with all hubs to ensure that PP pupils needs and educational experiences are at the heart of curriculum planning Evident within the Autumn term before school closures and in current planning.
Barriers to learning these priorities address	Ensuring that this tuition time is ring fenced and consistent. Completed but unable to take place during spring and summer due to COVID school closures.
Projected spending	£73,920

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Develop and embed learning behaviours through the targeted support – target review approach
Priority 2	Provide Maths and English Booster groups – Year 2 and Year 6 (Led by teachers and senior leaders within the school) <i>Unable to complete due to COVID 19 school closure</i>
Priority 3	Provide bespoke intervention and fluid groups for closing any gaps in learning through class needs analysis planning. <i>Autumn term only</i>
Barriers to learning these priorities address	Increase the confidence, learning behaviours and aspirations of this group of pupils. Ensure that any gaps in outside support are filled in school activities and with one to one tuition. <i>Autumn term only</i>
Projected spending	Target review tuition time - £35,476/Booster groups - £2,880/Intervention - £3,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	<p>FSW support for pupils and their families to ensure monitoring and attendance discussions take place and adaptations and plans are put into place to support attending school every day.</p> <p>During the lockdown period these families were supported by several members of the pastoral care team. School meals and other food donations regularly, food donations taken to parents who were unable to collect, check in phone calls to parents and pupils with advice and support for learning and pastoral care, FSW supported some families through housing process and difficulties within family domestic dynamic.</p> <p>Pupils with high need were offered a place in school and a high number of pupils were supported with this.</p>
Priority 2	<p>ELSA and Pastoral support for pupils with anxiety that affects attendance and access to learning in class</p> <p>Pastoral support and therapeutic support has helped a number of disadvantaged pupils to separate other issues in order to engage well in school. The numbers of PP pupils displaying dangerous or anti-social behaviour is significantly reduced and leaving class or refusal incidents were reduced to none by July.</p>

	A significant amount of support was put into place for school refusers to integrate them confidently back into school including; meet and greet, ELSA support, Anxiety books and calm boxes. During lockdown period, staff encouraged outside walks, incentives and phone calls home to parents which significantly reduced the refusals over this period and until the end of the year.
Priority 3	<p>Develop a therapeutic approach to support learners emotional development and increase engagement within class and learning, including Lunchtime clubs – Art club, Lego club and Games club (all run by specialists)</p> <p>Many of these clubs were only able to run up until December 19 due to the COVID lockdown restrictions, a therapeutic approach had been embedded prior to the lockdown and so teachers and staff relationships with pupils with difficult or dangerous behaviour were solid. Pupils were contacted by staff frequently during this time with a high percentage of these pupils able to attend school in smaller groups and receive therapeutic teaching and pastoral support. As a result, an overwhelming number of PP pupils returned to school happy and relaxed with little behaviour issues. During the first part of the year (Autumn Term) difficult and dangerous behaviour reduced to 0 incidents with the vast majority of pupils.</p>
Barriers to learning these priorities address	<p><b>Improving attendance and readiness to learn for the most disadvantaged pupils</b></p> <p><i>Increase by 1.6% JRI and 0.2% JRJ</i></p>
Projected spending	£6,185 (FSW/leadership)/£7,439 (Pastoral support and clubs)/£1,500

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow phase leaders to provide effective monitoring of this group and staff professional development	Use of INSET days and additional cover being provided by HLTA's in order to support this
Targeted support	<p>Ensuring enough time for school maths-lead to support small groups of teachers in their planning for MA and scaffolding techniques</p> <p>Inclusion lead and phase leaders time to monitor this intervention</p> <p>Target Review PP time across the school.</p>	<p>Time within maths hub, training for staff in maths hub, monitoring time given and training/feedback within staff meetings.</p> <p>Inclusion lead to meet with phase leaders through their leadership time to monitor and analyse data and support</p>

