Pupil premium strategy statement 2020/21

School overview

Metric	Data (as of October 2020 census)
School name	**John Rankin Schools**
Pupils in school	I–312/J- 354 = JRS - 666
Proportion of disadvantaged pupils	I-19 (6%)/J-44 (12%) = 69 (10%)
Pupil premium allocation this financial year (April)	I-£19,760 / J- £49,660 = £69,420
Academic year or years covered by statement	2020-21
Publish date	01 December 2020
Review date	01 November 2021
Statement authorised by	Felix Rayner
Pupil premium lead	Tina Allison
Governor lead	Chris Adams

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

Measure	Score
Reading	-0.1
Writing	0
Maths	-2.2

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

Measure	Score
Meeting expected standard at KS2	61.5%
Achieving high standard at KS2	7.7%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	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

Priority 2	To improve maths progress for disadvantaged children so that progress is similar to reading and writing
Priority 3	To ensure that attendance for this group of pupils improves and is nearer to the school average
Priority 4	To monitor this group of pupils with regards to phonics progress and prioritise this within individual PP time KS1 pupils focused on phonics within their PP time where it was appropriate.
Barriers to learning these priorities address	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.
Projected spending	£69,420

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 2020
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 2020
Progress in Mathematics	Achieve average KS2 Mathematics progress score (0)	July 2020
Phonics	Achieve national average expected standard in PSC	July 2020
Other	Improve attendance of disadvantaged pupils to LA average (75% - 3 out of 4)	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. *Specifically accelerated learning and filling of gaps from COVID 19 school closure*
Priority 2	Ensure that catch up is a priority for PP time with individual pupils where there are gaps in learning due to COVID 19 school closure or where there is potential for ARE or GD

Priority 3	Work with all hubs to ensure that PP pupils needs and educational experiences are at the heart of curriculum planning
Priority 4	*Ensure that phonics is a priority for KS1 PP time in closing the gap between peers*
Barriers to learning these priorities address	Ensuring that this tuition time is ring fenced and consistent *in approach, using learning behaviours and aspirations at its centre*
Projected spending	£69,420

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, *reflecting gaps in learning due to COVID school closure* – Year 2 and Year 6 *(Led by teachers and senior leaders within the school)*
Priority 3	Provide bespoke intervention and fluid groups for closing any gaps in learning through class needs analysis planning *(including making use of National Tutoring programme)*
Priority 4	*Provide support for PP pupils to catch up through remote learning facilities such as; IT programmes and interventions*
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.
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	FSW support for pupils and their families to ensure monitoring and attendance discussions take place and adaptions and plans are put into place to support attending school every day.
Priority 2	ELSA and Pastoral support for pupils with anxiety that affects attendance and access to learning in class
Priority 3	*Continue to* 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) *If possible running from Spring term 21due to COVID restrictions*
Barriers to learning these priorities address	Improving attendance, *appropriate support from home* and readiness to learn for the most disadvantaged pupils
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	Ensuring enough time for school maths-lead to support small groups of teachers in their planning for MA and scaffolding techniques Inclusion lead and phase leaders time to monitor this intervention Target Review PP time across the school.	Time within maths and english hubs, training for staff in maths and english hubs, monitoring time given and training/feedback within staff meetings. Deputy Head/Inclusion lead to meet with phase leaders through their leadership time to monitor and analyse data and support