

Pupil premium strategy statement

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

It outlines our pupil premium strategy, our approach to raising attainment and supporting aspirational attitudes, 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 Rankin Schools
Number of pupils in school	I – 309 J - 359
Proportion (%) of pupil premium eligible pupils	I-16 (5%) J- 42(12%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Felix Rayner, Executive Headteacher
Pupil premium lead	Tina Allison, Deputy Headteacher
Governor / Trustee lead	Chris Adams, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,215.00
Recovery premium funding allocation this academic year	£2,066.00
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	£80,281.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We do this by providing bespoke support through our strategy to all learners in receipt of PPG, not just those who are under attaining, focusing on progress and outcomes from their last data points.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers or are in poverty. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support such as; learning behaviours and self-confidence. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is informed by the consistent group analysis and provision mapping, through a Class Needs Analysis tool (see appendix 1).

Our strategy is developed from the application of teacher led one to one tutoring that focuses on a 'target review' approach. This establishes the pupil at the centre of learning decisions, empowers the learner to take control of their own learning targets and evidence the success of these. It is widely publicized and endorsed by 'EFF practices' that pupils involved in their own learning, who are encouraged to develop good learning behaviours and are taught by those who know them best as learners, will make rapid and consistent progress over time, thus improving overall outcomes.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through our 'Catch up Strategy' for pupils whose education has been worst affected, including non-disadvantaged pupils. Our Catch up strategy uses much the same approach (see appendix 2).

As a school we are acutely aware of the emotional needs of pupils who have ACES, hold particular hardship or whose basic needs' may be compromised. This is why a part of our strategy is dedicated to developing and embedding the Therapeutic Approach to behaviour and well-being across the schools and purposeful pastoral support for our pupils and families.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and consistent processes, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- act at the earliest point to identify the need and intervene with the right support
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' progress and outcomes, understand their potential barriers and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with staff and pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils in KS1. These are evident from Nursery through to the end of KS1 and in general, these often translate into specific learning deficits in writing by KS2 and generally are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with staff and pupils suggest disadvantaged pupils in KS1 and sometimes into KS2 have greater difficulties with phonics than their peers. This often negatively impacts their development as readers and writers.
3	Through pupil observations and staff discussion in completing class analysis information, disadvantaged pupils generally found it harder to concentrate (often sleep related), had less confidence in their own abilities and were more passive within the class (less motivated). This resulted in missed learning opportunities where High quality teaching and bespoke learning is necessary for success.
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has been recorded and evidenced in the engagement and other pastoral indicators that have affected this group during school closures. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing. It also means that pupils with a high pastoral need find it very difficult to concentrate and be ready for learning in class.</p> <p>Teacher referrals for pastoral support have markedly increased during the pandemic. 15 (JRI), 42 (JRJ) pupils (47% (JRI) and 56% (JRJ) of whom are disadvantaged) currently require additional support with social and emotional needs, with the same number of whom are disadvantaged) receiving small group interventions.</p>
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities, routine and structure,

	during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and motivation and learning behaviours.
6	<p>Our attendance data over the last 2 years and during lockdown indicates that attendance among disadvantaged pupils has been on average JRI (2.6%), JRJ (6%), lower than for non-disadvantaged pupils. However, both groups remain above 90% with non-disadvantaged pupils above 96%.</p> <p>JRI (18%), JRJ (22%) of disadvantaged pupils have been 'persistently absent' compared to JRI (8.2%), JRJ (8.1%) of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. This is rigorously tracked and has been of particular focus during the school closure period. However, this still remains a group with attendance issues.</p>
7	Pupils in receipt of Pupil Premium who are targeted for AARE are not reaching Greater Depth where their non-pupil premium peers are. We believe this is due to self-confidence and aspirations, ownership in learning and lack of successful learning behaviours.

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
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	Pupils will be able to identify strengths and weaknesses in own learning in order to close gaps in learning for reading, writing and maths.
Priority 2 To improve maths progress for disadvantaged children so that progress is similar to reading and writing	Pupils maths outcomes will be in line with non-disadvantaged peers
Priority 3 To ensure that attendance for this group of pupils improves and is nearer to the school average	Pupils attendance will increase to be nearer the school average percentage
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.	At the end of KS1 all pupils within this group will have passed the phonics screening test
Priority 5 To ensure that all pupils in this group are able to display good learning behaviours to make the most of their learning capacity	Pupils will display good learning behaviours in the classroom and this in turn will improve their outcomes

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: **TOTAL: £5,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and embed learning behaviours through the targeted support – target review approach, assemblies, staff training and coaching, special awards, TA tool kit and additional training for independence	EEF learning behaviors research report Previous evidence of success with TA toolkit (and evidence from rolling out in other schools as a specialist)	3,4
Development of high quality teaching and learning behaviours through staff training, individual staff coaching and monitoring.	EEF high quality teaching research report	3,4
Develop approach to bespoke learning through the Class Needs Analysis – analysing data, looking at support for vulnerable groups (see appendix 3) and evaluating success of this.	Previous evidence of success with Class Needs Analysis tool (and evidence from rolling out in other schools as a specialist)	3,4,6
Rigorous teaching of phonics in KS1, focusing particularly on analysing this group and providing additional intervention to improve outcomes.	Rose review	1,2,3
Addition of a new reading scheme to support all pupils in increasing reading ages to match predicted outcomes in line with peers.	Research on different successful reading schemes by English hub	1,2,3
Development of early language support in KS1 for all pupils through additional oral activities related to English curriculum.	EEF oral language development report	1,2,3

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

Budgeted cost: **TOTAL: £64,276**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Maths and English Booster groups, reflecting gaps in learning due to COVID school closure – Year 2 and Year 6 (<i>Led by teachers and senior leaders within the school</i>) – alongside Catch up programme	EEF best interventions that work research (high impact/low cost interventions)	1,2,3
Provide bespoke intervention and fluid groups for closing any gaps in learning through class needs analysis planning – one to one target review supported in tutoring session from teacher that is integral to High quality teaching.	EEF research into high quality teaching and best interventions	1,2,3,7
Development of PPG planned tutoring sessions, for each pupil, bespoke to their learning needs through 'Target Review'. This will ensure that all pupils, regardless of ability will make progress from their starting points.	Previous high impact results with 'Target review' approach	1,2,3,7
Development of early language skills through intervention led by specifically trained TA's – Talking partners (led by specialist speech and language TA)	EEF oral language development report and previous high impact with Talking partners intervention (supported by LA research into this intervention)	1,2,4
Provide support for PP pupils to catch up through remote learning facilities such as; IT programmes and interventions – IXL, IDL, times tables rock stars, etc	These programmes have been sourced as a result of parent feedback from remote learning as they allow pupils to work independently where programme will manage their bespoke level. Pupil feedback shows that they are more engaged at home when learning is presented through IT and bespoke to their ability	1,2,5,6,7
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 - £55,476/Booster groups - £2,880/Intervention - £3,000/IXL IDL - £3000 TOTAL: £64,276	

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

Budgeted cost: **TOTAL: £18,624**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitoring attendance discussions take place and adaptations and plans are put into place to support attending school every day. Rigorous identification and early support for pupils and families where attendance is an issue – this could involve solving problems, signposting or resources provided.	'Every day counts' evidence to support that good attendance can improve outcomes	4,6
Thorough identification and early pastoral support for pupils and families where needed through rigorous pastoral support triage – this could include parenting or pupil intervention and resources (also social support at high quality teaching level)	Previous evidence that shows that pupils have reached potential when basic needs are supported and pupils are in a good place to learn	4,5,6
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) <i>If possible running from Spring term 22 due to COVID restrictions</i>	Evidence supported through this approach developed by Therapeutic Thinking national approach	4,5,6
Benevolent fund for PPG families to ensure that they are able to engage with all activities as their peers – uniform, resources for school, furniture for studying or transport, support with transport, discount for trips, etc.	Pupils are able to access learning when their basic needs are being met	4,5,6
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 (PSW/leadership)/£7,439 (Pastoral support and clubs)/£1,500/Benevolent fund - £3,500 TOTAL: £18,624	

Total budgeted cost: £88,400

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources for remote learning and bespoke learning packs for specific groups of pupils and resources provided (such as laptops) to ensure full engagement at home.

Overall attendance on return to school in 2020/21 was actually higher than in the preceding 2 years at 96%, and this was in line with the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was JRI (4.9%), JRJ (5.4%) higher than their non-disadvantaged peers and persistent absence was JRI (10.6%), JRJ (13.9%) higher than that of their non-disadvantaged peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
IXL	Computer app to support remote and home learning – used for PPG strategy interventions
IDL	Computer app to support remote and home learning for Dyslexia profile – used for PPG strategy interventions

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupils will get the same opportunities as pupils in receipt of PP funding They will access all bespoke tutoring from teachers as pupils in receipt of PP funding and intervention where necessary
What was the impact of that spending on service pupil premium eligible pupils?	Please see evaluation above for same strategy

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Very specific and robust whole school approach to therapeutic thinking particularly focusing on a firm understanding of pupils ACES and how they can be coached into regulating emotions and improving behaviour outcomes.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated previous successful activity with our PPG strategy of tutoring. We have worked with partner schools to support a review of our strategy and its successes.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations/questionnaires from parents, students and teachers in order to identify the challenges faced by disadvantaged groups. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach. From this we also studied, high impact, low cost interventions and studied the effects of High Quality Teaching that led us to developing our Class Needs Analysis document with which we plan support for our classes taking into account our vulnerable groups.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.