



John Rankin Schools Pupil Premium strategy statement

Please note this is the strategy for both the infant and junior schools within the federation.

1. Summary information							
School	John Rankin						
Academic Year	2017/18	Total PP budget	Infants £21,700 Juniors £38,880 Total 56 £60,580	Date of most recent PP Review	February 17		
Total number of pupils	Infants 320 Juniors 313 Total 633	Number of pupils eligible for PP	Infants 22 (7%) Juniors 34 (11%) Total 56 (9%)	Date for next internal review of this strategy	February 18		
2. Current attainment							
		<i>Pupils eligible for PP (school)</i>			<i>Pupils not eligible for PP (school)</i>		
John Rankin Infants		Reading	Writing	Maths	Reading	Writing	Maths
2017 progress at KS1 – average for years 1 and 2		2.7	2.8	2.4	2.8	2.9	2.8
2017 % achieving expected or above attainment at the end of KS1		88%	75%	50%	77%	77%	78%
Juniors		Reading	Writing	Maths	Reading	Writing	Maths
2017 % achieving Expected or above at the end of KS2		50%	63%	50%	80%	76%	83%
2017 progress at KS2 - average for years 3, 4 and 5		3.2	2.9	3.4	3.0	3.2	3.2
2017 progress at end KS2 – year 6 national data		-4.1	-1.1	-5.3	0.4	-2.1	-2.1
2016 progress at end KS2 – year 6 national data (for comparison)		-6.7	-4.9	-6.7	0.2	-4.0	-2.4
Please note 22% of our disadvantaged children in the infants have special needs. Please note 44% of our disadvantaged children in the juniors have special needs. When looking at our non-SEND disadvantaged children their outcomes are broadly in line or better than non-disadvantaged children. Please note the number of children is relatively small in each cohort and under national figures.							

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	A relatively high proportion of PP pupils are also SEND many with significant need – interventions are now personalised but need further consistently as gaps need to close further.	
B.	Growth mind-set for all stakeholders/Support for this group of pupils is improving and more targeted by need to embed	
C.	Assessment for learning/learning behaviours/useful feedback to develop independence in learning (initial training phase complete)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance of PP group Poor outcomes for some pupils in this group due to little support at home with reading, spelling and homework and external home factors Hard to reach parents are not engaging sufficiently enough to add to school impact in progress	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To Improve the delivery and impact of personalised support through High Quality Teaching and targeted support from intervention (including the engagement of learners)	Strategic Objectives – SDP Summer 18 <ul style="list-style-type: none"> • PP children’s outcomes improve so the gap with their peers in in-line or less than national figures • Pupils PP trackers or SAPs show evidence of HQT support as well as targeted and precise intervention • Target Review or PP trackers show progress of engagement for learning or learning behaviours • Monitoring shows that the delivery of targeted support is good or outstanding and is cost effective and shows impact for individuals and the PP cohort • Monitoring show that phonics across the PP groups, in KS1, is enabling good progress and achievement
B.	To continue to ensure that there is a whole school ethos of accountability and raising aspirations around these pupils	Strategic Objectives – SDP Summer 18 (Behaviour) <ul style="list-style-type: none"> • All staff and pupils feel they have ownership of their roles and responsibilities – we are all leaders • There is a culture where everyone in our school community feels safe, valued and is challenged to achieve their best • Pupils, particularly PP, are provided with enrichment opportunities that provide challenge and inspiration for learning
C.	To continue to ensure that there are successful AFL practices throughout High Quality Teaching and targeted support that ensure that PP pupils (acknowledging all prior attainment groups) are engaged in their learning and are developing increasing independence	Strategic Objectives – SDP Summer 18 <ul style="list-style-type: none"> • AFL procedures are in place so that all pupils are challenged and make at least average progress with more pupils making accelerated progress • Pupil conferencing and book scrutiny shows that all PP pupil groups are able to make effective use of AFL practices and know that this is valuable in their learning process

		<ul style="list-style-type: none"> SAPs/PP trackers show opportunities for pupils to develop independence in their learning Pupils supported with 1:1 are expected to work as independently as possible using scaffolds and AFL practices
D.	<p>Ensure that parents are involved in all aspects of their child's learning and support and are informed as to how they can support at home</p> <p>Ensure that attendance is in line with non-PP pupils</p>	<p>Strategic Objectives – SDP Spring17 (Behaviour)</p> <ul style="list-style-type: none"> Parents and carers are engaged with their children's learning and they are actively involved in the life of the school Parents feel able to support their child and feel supported by the school – there is an open-door policy and support for pupils is designed through a three-way process (teacher/child/parents) Website shows a number of signposts for parents and is informative about the curriculum and ways in which their children are learning Curriculum evenings are informative and in line with what parents need to know about how to support their parents at home Good strategies in place to identify, monitor and improve attendance

Planned expenditure					
Academic year	2017/8				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to raise awareness and ensure whole school priority of PP children high quality interventions put in place in a timely manner and monitored regularly	Designated PP manager (Inclusion Lead) over Federation To monitor all children's progress, be a direct link to teachers, and ensure budget is used effectively to ensure children are reaching their full potential	Pupil Premium Audit undertaken by Local Authority February 2016. By having one key lead over both schools we can ensure there is a clear school approach. It will also make parental contact easier when there are siblings.	Line management of Inclusion Lead and frequent reviews from SLT and Governors and lead Governor to ensure role is being effective at increasing awareness of PP children, PP budget better monitored	Inc Lead SLT	Dec 17
Attainment gaps relative to	Teachers PP release time will be used to	Progress of children who benefited from	Teachers and managers to	Teachers	July 17

starting points are diminished and rate of progress increased for pupils not achieving their full potential. A much more personalised and teacher directed approach is to be embedded for this year to make sure more children are achieving above expectations – challenge.	plan and work with PP pupils (acknowledging all prior attainment groups) to reach their next steps/full potential, regardless of their ability Targets and sessions will be challenging and focus on key gaps, misconceptions from class and broadening and deepening Tracking data will include comparing PP pupils with non PP pupil progress and dual disadvantaged	this last year shows that most make progress with some additional support from their teacher. It allows very specific and flexible support by a qualified teacher. EEF toolkit – small group tuition, one to one tuition	closely monitor the children's progress at assessment points and also through conversations with the teachers at PPM	and Inc Lead/ HOS	
There is accountability of High Quality Teaching for this group, including recording impact	Introduce PP tracking grids for individuals to show personalised support within HQT and impact termly Continue PPM formats that discuss PP pupil progress/relative to starting points in detail and determine support Monitoring of pp pupils – through books, pupil conferencing and data Teachers will be released for a short time per week to work with PP pupils in their class, record impact of this	PP Audit undertaken by Local Authority in February 2016 Although HQT is mostly good there is not enough evidence of recording of support and impact for these pupils. Studies show that releasing teachers to provide support is more effective than add on intervention or less qualified support	Inclusion lead and SLT will be responsible for monitoring PP group of pupils through PPM's/ PP tracking grids and lesson observations/pupil conferencing Monitoring will include comparing PP group and non-PP group Tracking grids will be available to SLT		Dec 17
Continue to focus on marking and feedback for this group shows progress through response from the pupil (learning conversations/addressing misconceptions)	SLT and subject leaders will play close attention whilst monitoring pp pupils – through books, pupil conferencing and data Senior leaders/staff will address the 'Marking and Feedback' policy to ensure that all staff are clear on expectations Marking and feedback is used within 'Target Review intervention	PP Audit undertaken by Local Authority in February 2016 There has been a lack of consistency and understanding of the requirements of feedback and AFL practices (This is now focus on the SDP) Comments need to show more precision and pupil response	SLT will monitor marking and feedback through regular book scrutiny and pupil conferencing with PP and Non PP pupils.	SLT	July 17
There continues to be regular opportunities to develop independent learning within the classroom (AFL practices) for group	Teachers follow up Learning Behaviour assemblies and provide resources and consolidate AFL practices within their classrooms and particularly with these pupils. Teacher will be involved in setting targets through Target Review intervention	PP Audit undertaken by Local Authority in February 2016 Previously there was little evidence of effective AFL practice to judge progress within lessons and to adjust tasks. Pupils have limited strategies with which to remain focused on learning or take responsibility for it. This will ensure that pupils are more likely to be	Teachers will report on the PP tracker under a heading 'Pupils as Learners' AFL strategies will be reported on and feedback through lesson observations and HQT monitoring	SLT	July 17

Parents are informed regularly about their child's progress and the ways in which they can support at home	PP trackers will be completed by teacher, outlining any targeted support/HQT or extra-curricular support which will be shared with parents at timely intervals Progress and books are shared with parents in special praise workshops and parent evenings Parent support leaflets created by Inclusion Lead and other senior leaders/subject leaders	PP Audit undertaken by Local Authority in February 2016 Parents would benefit from more information being available on the website about the activities/support available and where support can be found. Sharing books with parents will allow them to see progress for their child and share the responsibility of achieving further targets	School will regularly ask parents for feedback during parent meetings and through questionnaires/parent comments added Website will show information for parents to access. All parent workshops or curriculum meetings will be evaluated by leaders/parents	SLT Teachers	Dec 17
Total budgeted cost					£40,445
<ul style="list-style-type: none"> • PP Manager – 10% £4000 • PP release time for teachers £40000 (HLTA for September) £25000. For the year, teacher x 2 terms/HLTS x 1 term = £26,600/£8,333 = £34,933 • Small group tuition for Years 2,4, and 6 who have not made sufficient progress despite PP teacher release (based on 12 sessions, 3 times per year in these year groups) £1512 					
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teaching Assistants are effective in delivering and supporting pupils through targeted support promoting independent learning	Inclusion Lead will facilitate TA meetings on a regular basis that will involve training sessions as priority from the SDP Inclusion Lead will introduce and monitor the use of the TA toolkit to support independent learners and AFL in the classroom Inclusion Lead will ensure there is a robust TA Appraisal system and monitoring schedule based on SDP priorities	PP Audit undertaken by Local Authority in February 2016 TA's are aware of barriers that pupils have but need robust training in order to support pupils effectively in the classroom at HQT. The TA toolkit training programme would ensure an understanding of AFL practices, encouraging independence and TA appraisal system will ensure that staff feel valued and supported. Monitoring will be an essential part of this cycle.	Inclusion Leader will evaluate the effectiveness of teaching assistants through TA appraisal system and monitoring intervention and HQT (the use of the toolkit) The TA toolkit will provide a consistent approach to supporting pupils across the school	Inclusion Lead	Dec 17

Interventions are consistent, clearly recorded and evidenced showing impact for this group	Map interventions by provision (by intervention/by year group) Inclusion Lead to track the impact of interventions as well as individuals to ensure the most cost effective are being used Inclusion Lead/phase leaders/subject leaders ensure that interventions are consistent and that there are contingency plans for staffing Introduce a clear format for clearly recording evidence of progress Inclusion lead to train TA's in specific interventions	PP Audit undertaken by Local Authority in February 2016 Due to previous staffing turn around, some interventions have not been consistent throughout the schools and the most up to date, evidenced programmes not chosen. Inclusion will be able to choose programmes that have proven success and ensure that TA's are trained effectively.	Inclusion Lead will monitor interventions are happening and effective through data tracking and recording Inclusion Lead will report to governors and senior leaders on the impact of interventions Provision maps will show accurate pupil support information	Inclusion Lead	July 17
Interventions continue to include a focus on learning behaviours and transferring learning into the classroom	Senior Leaders will hold Learning Behaviour assemblies across the Federation and staff will promote these behaviours through HQT Inclusion lead will introduce Target Review intervention for disengaged pupils – supporting pupils through transferring their learning and becoming independent learners Use of independence strategies – task strips, learning ladders, mind maps, etc	PP Audit undertaken by Local Authority in February 2016 It suggests that the main barrier for PP pupils at the federation is self-esteem or poor learning behaviours. Focusing on this area will ensure that intervention is targeted effectively and pupils will make accelerated progress.	Inclusion Lead and teachers will evaluate Target Review and report on the progress of Engagement for Learning for each pupil on the pupil trackers Interventions for engagement for learning will be offered alongside traditional academic interventions	Inclusion Lead	July 17
Parents are informed on a regular basis of the targeted intervention support their children receive and its impact	PP families will be offered priority parent meeting times to ensure attendance Individual provision and impact will be shared with parents termly – or discussed at SAP meeting if PP/SEND Senco will attend priority SAP meetings where further support is required/or accelerated progress is needed	There is no clear procedure to inform parents of the support their children receive or how they have been assessed, by outside agencies. Parents have asked for information and support in how they can help their children make accelerated progress.	Procedure for informing parents will be reviewed by all staff and become part of non-negotiables		Dec 17
Total budgeted cost					£4000
Additional interventions delivered by teaching assistants is not covered in this budget (see SEND provision costing)					
<ul style="list-style-type: none"> • SENCo 10% of time £4000 					
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

					implementation?
All stakeholders are successful in raising aspirations/self-esteem of PP groups	PP trackers will ensure that budget allows PP pupils to attend Extra – curricular opportunities and their representation is equal Pastoral care team continue meetings and actions, recording this progress Learning behaviour assemblies will cover SMSC and aspirational topics ELSA's (x3) will support pupils with emotional behaviours and social barriers to learning PP pupils will have the opportunity to support their local community for a cause in the Go-Givers MAD challenge	PP Audit undertaken by Local Authority in February 2016 The main barrier for these pupils is self-esteem. It is essential that TA's and teachers maintain high expectations for these pupils. Using the PP trackers to record targets and extra-curricular activities (person centred approaches) will allow teachers to help pupils have high expectations of themselves and ensure that they are aware of their talents and successes whatever they are.	SLT will speak positively and set high expectations for this group This will be a feature of staff meetings and monitoring	SLT All staff Governors	Dec 17
The school is successful in engaging hard to reach parents and involving them in the progress of their children	Inc lead will start an Inclusion newsletter with different relevant foci, displayed on website and emailed to parents PP families will be offered priority parent meeting times to ensure attendance Set actions for parents through SAPs and PP tracking grids to support at home Develop the use of curriculum evenings and parent workshops to support Continue to track attendance and measure progress in this area through Pastoral Care Meetings Continue clubs for vulnerable pupils – art club	The school do this well but need to ensure that any progress from engagement for learning, attendance and parental engagement is evidenced and measured. This can be refined through Pastoral care meetings and evaluation sheets/or cohort reports.	Monitoring of how parents have supported at home through pupil conferencing/target review Targeted meetings with parents who are not engaging (will be recorded) to support where possible	SLT All staff Governors	Dec 17
Total budgeted cost					£18,385
<ul style="list-style-type: none"> • FSW – 3 days per week £9,425 • ELSA – 3 days per week £4,960 • Trips/essential resources - £4000 					

5. Review of expenditure			
Previous Academic Year		2016/7	
i.			
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Awareness of whole school staff raised of PP children, budget better planned and monitored, awareness across the two schools so better linking of family support and children's progress closely monitored and interventions put in place quicker	Designated PP manager (Inclusion Lead) over Federation To monitor all children's progress, be a direct link to teachers, and ensure budget is used effectively to ensure children are reaching their full potential		
Attainment gaps relative to starting points are diminished and rate of progress increased for pupils not achieving their full potential. A much more personalised and teacher directed approach is planned for this year to make sure more children are achieving above expectations	Teachers PP release time will be used to plan and work with PP pupils (acknowledging all prior attainment groups) to reach their next steps/full potential, regardless of their ability Targets and sessions will be challenging and focus on key gaps, misconceptions from class and broadening and deepening Tracking data will include comparing PP pupils with non PP pupil progress and dual disadvantaged		

<p>There is accountability of High Quality Teaching for this group, including recording impact</p>	<p>Introduce PP tracking grids for individuals to show personalised support within HQT and impact termly Continue PPM formats that discuss PP pupil progress/relative to starting points in detail and determine support Monitoring of pp pupils – through books, pupil conferencing and data Teachers will be released for a short time per week to work with PP pupils in their class, record impact of this</p>
<p>Marking and feedback for this group shows progress through response from the pupil (learning conversations/addressing misconceptions)</p>	<p>SLT and subject leaders will play close attention whilst monitoring pp pupils – through books, pupil conferencing and data Senior leaders/staff will address the 'Marking and Feedback' policy to ensure that all staff are clear on expectations Marking and feedback is used within 'Target Review intervention'</p>
<p>There are regular opportunities to develop independent learning within the classroom (AFL practices) for group</p>	<p>Teachers follow up Learning Behaviour assemblies and provide resources and consolidate AFL practices within their classrooms and particularly with these pupils. Teacher will be involved in setting targets through Target Review intervention</p>

<p>Parents are informed regularly about their child's progress and the ways in which they can support at home</p>	<p>PP trackers will be completed by teacher, outlining any targeted support/HQT or extra-curricular support which will be shared with parents at timely intervals Progress and books are shared with parents in special praise workshops and parent evenings Parent support leaflets created by Inclusion Lead and other senior leaders/subject leaders</p>
<p>ii.</p>	
<p>Teaching Assistants are effective in delivering and supporting pupils through targeted support promoting independent learning</p>	<p>Inclusion Lead will facilitate TA meetings on a regular basis that will involve training sessions as priority from the SDP Inclusion Lead will introduce and monitor the use of the TA toolkit to support independent learners and AFL in the classroom Inclusion Lead will ensure there is a robust TA Appraisal system and monitoring schedule based on SDP priorities</p>
<p>Interventions are consistent, clearly recorded and evidenced showing impact for this group</p>	<p>Map interventions by provision (by intervention/by year group) Inclusion Lead to track the impact of interventions as well as individuals to ensure the most cost effective are being used Inclusion Lead/phase leaders/subject leaders ensure that interventions are consistent and that there are contingency plans for staffing Introduce a clear format for clearly recording evidence of progress Inclusion lead to train TA's in specific interventions</p>
<p>Intervention includes a focus on learning behaviours and transferring learning into the classroom</p>	<p>Senior Leaders will hold Learning Behaviour assemblies across the Federation and staff will promote these behaviours through HQT Inclusion lead will introduce Target Review intervention for disengaged pupils – supporting pupils through transferring their learning and becoming independent learners Use of independence strategies – task strips, learning ladders, mind maps, etc</p>

<p>Parents are informed on a regular basis of the targeted intervention support their children receive and its impact</p>	<p>PP families will be offered priority parent meeting times to ensure attendance Individual provision and impact will be shared with parents termly – or discussed at SAP meeting if PP/SEND Senco will attend priority SAP meetings where further support is required/or accelerated progress is needed</p>		
<p>iii. Targeted support</p>			
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>
<p>All stakeholders are successful in raising aspirations/self-esteem of PP groups</p>	<p>PP trackers will ensure that budget allows PP pupils to attend Extra – curricular opportunities and their representation is equal Pastoral care team continue meetings and actions, recording this progress Learning behaviour assemblies will cover SMSC and aspirational topics ELSA's (x3) will support pupils with emotional behaviours and social barriers to learning PP pupils will have the opportunity to support their local community for a cause in the Go-Givers MAD challenge</p>		
<p>The school is successful in engaging hard to reach parents and involving them in the progress of their children</p>	<p>Inc lead will start an Inclusion newsletter with different relevant foci, displayed on website and emailed to parents PP families will be offered priority parent meeting times to ensure attendance Set actions for parents through SAPs and PP tracking grids to support at home Develop the use of curriculum evenings and parent workshops to support Continue to track attendance and measure progress in this area through Pastoral Care Meetings Continue clubs for vulnerable pupils – art club</p>		

6. Additional detail

Key messages

The pupil premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those Looked After by the Local Authority and children of armed service personnel. The intended effect of this funding is to accelerate progress, raise attainment and support the pupils in the participation of activities in the wider curriculum. Schools decide how the allocated pupil premium funding should be spent, since they are best placed to assess what additional provision should be made for these pupils. All schools are required to report on the amount of funding received, how this is being allocated and the impact of any additional support or provision. For more information on the Pupil Premium, please visit: <http://www.education.gov.uk/schools/pupilsupport/premium>

Our Vision

John Rankin are inclusive schools with a culture of high expectations for progress of all students irrespective of academic or social disadvantage. We seek to provide an educational experience that is high quality, enjoyable and inclusive for all. Pupil Premium students are well supported with all staff ensuring that they are provided with the same opportunities and experiences as their non-PP peers in every respect. Where such opportunities are likely to be limited in the absence of educational or financial support, funding is effectively utilised to ensure parity of provision. We believe in developing the whole child, nurturing aspirations, in partnership with parents.

Data is used effectively to ensure teachers are aware of the needs of all individuals in their classrooms; we endeavour to provide high quality CPD that raises awareness of potential vulnerabilities amongst the Pupil Premium cohort and ensures effective strategies for closing achievement gaps that are continuously monitored for impact. We focus keenly on the importance of high quality lesson planning and delivery, coupled with robust assessment and feedback to raise aspiration and effect rapid and sustained progress for all.