

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

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| 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 | |
| 1. **Current attainment** | | | | | | | | | | | |
|  | | | | *Pupils eligible for PP (school)* | | | | *Pupils not eligible for PP (school)* | | | |
| **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. | | | | | | | | | | | |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | 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. | |
|  | | 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** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **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 | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | 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**   * **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 |
|  | 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)**   * **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** |
|  | 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**   * **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 * 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 |
|  | 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  Ensure that attendance is in line with non-PP pupils | | **Strategic Objectives – SDP Spring17 (Behaviour)**   * **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 |

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| **Planned expenditure** | | | | | |
| **Academic year** | **2017/18** | | | | |
| 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. | | | | | |
| 1. **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 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. | 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 | Progress of children who benefited from 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 | Teachers and managers to closely monitor the children's progress at assessment points and also through conversations with the teachers at PPM | Teachers and Inc Lead/ HOS | July 18 |
| 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 18 |
| 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 able to transfer learning to different contexts | 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 18 |
| 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 |
| * 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** | | | | | |
| 1. **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 18 |
| 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 18 |
| 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)**   * SENCo 10% of time **£4000** | | | | | |
| 1. **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 |
| * FSW – 3 days per week **£9,425** * ELSA – 3 days per week **£4,960** * Trips/essential resources - **£4000** | | | | | |

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| 1. **Review of expenditure** | | | |
| **Previous Academic Year** | | **2017/18** | |
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| **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) |
| 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   * PP manager has worked closely with SLT and phase leaders to ensure that PPG time sessions are consistent and a valuable use of time in accelerating pupil progress for this group * SDP and PP manager’s fade/data report to governors shows clear evidence of where this group need to be supported in order to close gaps with peers * Teachers are now using a class needs analysis to analyse the needs of the class and set high quality teaching, targeted support and intervention provision for vulnerable groups including PP pupils in their class * Phase leaders are monitoring PP books and PP pupils within their monitoring of their phase to ensure that these pupils are making similar progress to their peers | | |
| 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 to be embedded for this year to make sure more children are achieving above expectations – challenge. | 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   * This strategy is now embedded within class practice – pupils have consistent Target time sessions that generally follow a ‘Target Review’ approach and relate to identified areas of need within the classroom for each pupil * Sessions are recorded and show personalised learning – are often pupil driven and involve promoting good learning behaviours and independence * Some sessions, where academic progress and attainment are reaching full potential , are related to other needs (often driven by the pupil) such as emotional or pastoral need/barriers * Data from all classes shows that, although, attainment for this group still needs to improve, progress rates for PP pupils usually are in line with or higher than that of their peers (see PP manager’s governors report) * PP pupils from all attainment groups are now making good progress, although there are fewer pupils from this group who are achieving above expectations in Reading, writing and Maths (a future target) | | |
| 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   * Teachers are now recording PP support and provision for their cohort on a class tracking grid as part of the Class Needs Analysis and the impact of this will follow at the end of the next Autumn term 18 * Planning, book looks and PPM shows the personalised approach for PP pupils * Pupil conferencing – PP questionnaire (not yet showing a comparative data) shows that pupils feel they are benefiting from their Target time with their teacher * Teachers have had consistent release time from very competent teaching assistants (acting as HLTA’s) and monitoring of TA’s with the class shows consistent support for the rest of the class * In Autumn term there will be planning time built into the release time for teachers to plan their sessions more precisely through the AFL procedures | | |
| 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   * Target review approach to PP sessions involves a reflection of learning from the week, picking up on points of strength and areas of development. * Teachers involve pupils in the process of reflecting on their own learning and addressing misconceptions as they arise * Marking and feedback policy is up to date and has involved all stakeholders * Termly PP book looks by phase leaders are completed and the results of this shared with teams | | |
| 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   * See above | | |
| 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   * Parent leaflet is complete and has been shared with some new parents but not yet on website or out to all parents * Website needs to be developed further to ensure that there are useful links and information for parents * Some workshops have taken place but attendance is low – some more thought will need to go into how this can be managed – could we use webinars? * PP trackers are now part of the Class Needs Analysis provision – impact to be added for end of Autumn 18 | | |
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| 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   * The school has highly effective teaching assistants, many of whom are able to teach classes (as HLTA’s) as a result of their training and experience (as per the short term absence policy) * Learning Mentors have weekly training sessions (40 mins) in order to be effective within the classroom * There is evidence, through monitoring and planning, of all staff directing and employing strategies to support pupil independence in the classroom and using targeted high quality teaching strategies to support all pupils in class (see SAPS, Class Needs Analysis) | | |
| 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   * Interventions and high quality teaching support are now mapped on the Class Needs Analysis for each class * Staff are trialling a system for collecting evidence of progress for engagement through pieces of work, observations and photos. This will be reviewed at the end of Autumn Term 18 | | |
| 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   * These strategies have been introduced through TA training and * Role has been changed to Learning Mentor with use of independence strategies explicitly explained * Monitoring shows that there is evidence of pupils showing more independence in the classroom and being more aware of what they need to do to improve – still to be worked on | | |
| Parents are informed on a regular basis of the targeted intervention support their children receive and its impact | 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   * As evaluated previously | | |
| 1. **Targeted support** | | | |
| **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) |
| 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   * Extra-curricular representation with this cohort was checked but not formally recorded * Pastoral care team meetings are consistent and regular and staff are able to follow the procedures effectively to ensure that all pupils that need support receive it * ELSA’s have supported pupils in a number of different and bespoke ways – check ins, behaviour plans, self-esteem charts and reward times, lunchtime social clubs, friendship groups, art club, and also ELSA programme sessions * ELSA and FSW have worked closely with Inclusion Lead and families to ensure that support is joined up and timely * The Go-Givers MAD challenge did not go ahead due to the lack of interest from local schools | | |
| 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   * There were a few parent workshops but attendance was minimal | | |

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| 1. **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 endeavor 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. |