

# 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 – 257 J - 345
Proportion (%) of pupil premium eligible pupils	I- 10 (4%) J- 40 (12%) Across the Federation- 8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 to 2027/2028
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Flora Cooper, Executive Headteacher
Pupil premium lead	Lauren Demeza
Governor / Trustee lead	Andy Green

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,640
Recovery premium funding allocation this academic year	£2,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£103,105

# Part A: Pupil premium strategy plan

## Statement of intent

Here at John Rankin Schools, we want all pupils to make at least expected progress. We aim for all of our pupils to achieve high attainment across all subject areas, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, through both academic and pastoral support. We aim to know both the children and their families well and build trusting relationships so that we can work in partnership to remove any barriers to learning. We also focus on the progress and attainment of all pupils, including any who are already working at or above age related expectations. 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 that are looked after, those who have a social worker, are young carers or are in poverty. The strategies we have outlined in this statement are 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 to learn, self-regulation and metacognition, oral language skills and social and emotional literacy. 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 and Insight.

We use EEF research to ensure we select interventions that are proven to have the greatest impact on progress. Focusing on areas such as metacognition (purple learning) and giving the children choices about their sessions, 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 publicised 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.

We ensure that all interventions are evidence-based interventions and are delivered by highly trained and capable staff. We also ensure that group sizes follow those recommended by the programme or are of no more than six children. Staff that run interventions are given time to prepare and work alongside the class teachers to ensure that all children receive the best possible support that links back to the learning in the classroom.

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 our 'Building Positive Relationships' policy, supporting well-being across the schools and purposeful pastoral support for our pupils and families. We follow the teachings of Paul Dix, a behaviour specialist, author, education reformer

and advisor. We also have a number of staff trained in 'Attachment and Trauma Aware' theories and strategies to support our children in care or those that have experienced relational trauma.

To ensure that our curriculum is exciting and engaging for all children, no matter their background or experience, we follow an 'Imagine If...' curriculum. This is inspired by Sir Ken Robinson and links his views to education to the knowledge and skills laid out in the National Curriculum.

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
- ensure disadvantaged children are the first to receive intervention
- act at the earliest point to identify the need and intervene with the right support
- monitor the impact of all support to ensure it is effective for the individual pupil
- 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	<p><u>Attainment</u></p> <p>Assessment data shows that pupils in receipt of Pupil Premium, are not reaching the same levels of attainment as their non-PP peers.</p> <p>EYFS GLD- PPG: 0%, Non-PPG: 25%</p> <p>Y6 Combined- PPG: 17% Non-PPG: 26%</p> <p>We believe this is due:</p> <ul style="list-style-type: none"> <li>• to poor focus and attention, which seems to getting worse each year, with the increase of time children spend in front of screens etc.,</li> <li>• a lack of understanding of how they learn, although purple learning is beginning to having a clear and positive impact,</li> <li>• poor self-confidence and aspirations, something we are seeing increase and more children are needing pastoral support,</li> <li>• poor oral language, which was impacted by COVID, is made worse by the lack of SALT support in West Berkshire and could be linked to the sharp increase in children with a diagnosis of ASD and ADHD,</li> <li>• ability to work collaboratively, which is linked again to communication and possibly to the increase of neurodivergent pupils,</li> <li>• lack of ability to self-regulate and thus have successful learning behaviours, which we believe is the result of all of the above.</li> </ul>

	<p>We also recognise that not all PPG pupils have the same experiences and access to support that Non-PPG have.</p> <p>The KS2 results from 2024 showed an increase in the number of PPG pupils achieving both ARE and AARE in reading, ARE and AARE in writing remained consistent but the number of PPG achieving ARE in maths dropped by 33%, although the number achieving AARE increased by 6%. These results highlight a need to review the teaching and learning practices in Maths.</p>
2	<p><u>Oral Language</u></p> <p>Assessments, observations, and discussions with staff, parents and pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils, following the pandemic, especially in EYFS and KS1, but also across KS2. Over the past few years, this has resulted in a higher number of referrals being made to Speech and Language Therapists. However, changes to this service now mean 75% of their time is dedicated to pupils with EHCPs. This means that more responsibility now falls on schools to support these pupils through high quality teaching and intervention, with a focus on early identification.</p> <p>These difficulties not only impact the children’s communication but also their ability to access the curriculum, their social interactions with both peers and adults and can translate into specific learning deficits in writing. This is generally more prevalent among our disadvantaged pupils than their peers and has resulted in challenging behaviour. As such, John Rankin has put a lot of work into a ‘Building Positive Relationship’ policy and has OPAL Play and Learning running at lunchtimes.</p> <p>Currently 90% of the PPG children at JRI are also SEND and 50% of JRJ. This includes 50% of PPG pupils, at JRI, having either a speech, language and communication need or hearing impairment. At the Juniors, 25% of PPG children, with a SEND need, have either a speech, language and communication need or hearing impairment.</p> <p>Data from EYFS in 2024 also shows that no PPG children achieved GLD in communication and language. This highlights the need for early intervention across JRI.</p>
3	<p><u>Phonics</u></p> <p>Assessments, observations, and discussions with staff and pupils show disadvantaged pupils in KS1 and KS2 have greater difficulties with phonics than their peers. With the introduction of ELS, we have seen an improvement in KS1 results in the Phonics Screening, for PPG pupils. In 2024, 88% of PPG children passed Y1 phonics check compared to 69% of Non-PPG. This is an improvement on previous years.</p> <p>Y2 phonics screening also shows an improved picture on previous years, with 25% of PPG passing the retake, compared to 27% of Non-PPG. The attainment gap closed by 34% from the previous year.</p>

	<p>While ELS is having a positive impact on phonics results in KS1, we need to continue to embed it within KS2 as we have historical deficits for these children. We currently have 54% of PPG children working below age related in reading across the JRJ, compared to 32% of Non-PPG.</p> <p>Data from EYFS in 2024 also shows that no PPG children achieved GLD in Literacy. As such, KS1 needs to ensure that Phonics is a high priority to try and close this attainment gap.</p>
4	<p><u>Attendance</u></p> <p>Our attendance data for last year (JRI PPG 91%, JRI Non-PPG 95%, JRJ PPG 92% and JRJ Non-PPG 95%) indicates that attendance among disadvantaged pupils has been on average JRI (4%), JRJ (3%), lower than for non-disadvantaged pupils. JRI (31%), JRJ (36%) of disadvantaged pupils have been 'persistently absent' compared to JRI (13%), JRJ (8%) of their peers during that period.</p> <p>The overall attendance data is an improvement on the previous year, where the attendance gap was 8% at JRI and 4% at JRJ.</p> <p>However, the data for persistent absence for disadvantaged children has increased from 8% at JRI to 31% and, at JRJ from 30% to 36%.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and is causing the attainment gap to grow, as well as having a negative impact on their self-confidence, readiness to learn and social communication skills.</p>
5	<p><u>Metacognition and Self-regulation</u></p> <p>Through pupil observations and staff discussion (including completing class analysis information), assessments, tracking of behaviour incidents and pupil voice surveys, disadvantaged pupils generally find it harder to focus and concentrate, have less confidence in their own abilities and are more passive/disruptive within the classroom. This results in missed learning opportunities and indicates that pupils with a high pastoral need find it very difficult to self-regulate, concentrate and be ready for learning in class.</p> <p>Teacher referrals for pastoral support markedly increased during and following on from the pandemic. A large number of pupils currently require additional support with social and emotional needs. Some of these children receive one to one support through ELSA but many more are receiving check-ins, small group intervention and nurture group support. We also have a high number of families receiving support from MHST.</p>

## 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
To improve the delivery and impact of both classroom teaching and personalised support to improve the attainment of PPG children and close the gap between them and their peers.	Current attainment gap between PPG and Non-PPG (EYFS 25%, Y6 Combined 9%) will reduce, with PPG attainment improving. PPG children will be prioritised for interventions.

	<p>PPG children will be prioritised for getting feedback/having in class support.</p> <p>PPG children will be prioritised to receive teacher support within lessons.</p> <p>In EYFS, focus on Physical Development, PSHE and C&amp;L as pupils achieving in these key areas are statistically more likely to attain GLD.</p>
<p>To improve the oral language skills of PPG pupils so that their attainment is in line with Non-PPG and to ensure they have the language to discuss learning and feelings.</p>	<p>Current attainment gap between PPG and Non-PPG (EYFS 25%, Y6 Combined 9%) will reduce, with PPG attainment improving.</p> <p>Discussion with pupils will show increased use of expressive vocabulary and confidence when talking to adults.</p> <p>Discussion with pupils and the learning they produce will show increased use of topic specific vocabulary.</p> <p>Data comparisons for before and after interventions such as Talking Partners will show progress.</p>
<p>To improve progress and attainment in phonics so that the number of PPG children passing the Y1 screening continues to be in line or better than Non-PPG and to close the attainment gap in Y2 phonics re-takes.</p> <p>A key focus will also be KS2 children that did not pass in either Y1 or Y2.</p>	<p>The attainment gap between current children in Y1, at the end of EYFS, for GLD in Literacy was 30%. There will be a reduction in this gap for the Phonics Screening.</p> <p>2% attainment gap in Y2 phonics screening will reduce, with PPG attainment matching that of Non-PPG.</p> <p>Reading will improve across KS2, so that the attainment gap of 22% between PPG and Non-PPG will decrease.</p>
<p>To improve the attendance of PPG pupils to ensure it is in line with Non-PPG, with a focus on persistent absence.</p>	<p>PPG pupils' attendance will increase to be more in line with Non-PPG. (JRI PPG 91% Non-PPG 95%, JRJ PPG 92% Non-PPG 95%.)</p> <p>Persistent absence of PPG pupils will be supported so that it is in line with Non-PPG. (JRI persistently absent PPG 31%, Non-PPG 13% JRJ persistently absent PPG 36% Non-PPG 8%.)</p> <p>Attendance will be overseen by the Pastoral and Family Lead alongside the DSL. Letters will be sent home to children when their attendance drops below 95%. These letters will highlight the impact of poor attendance on attainment etc. Follow up letters will then be sent either praising improvement or highlighting concern of the lack of it.</p> <p>Staff will use the EWO provided toolkit to support attendance.</p> <p>The EBSA team and toolkit (Emotion Based School Avoidance Team) will also be used to support families of emotion based avoidance pupils.</p>

	Pastoral and Family Lead and DSL will work 1:1 with the families of children that have the worst attendance.
To ensure that all pupils in this group are able to self-regulate and have a good understanding of how they learn so that they are able display good learning behaviours to make the most of their learning capacity	<p>Pupils will be able to access the learning in the classroom and this, in turn, will improve their attainment.</p> <p>There will be a reduction in the number of behaviour incidents recorded on CPOMS.</p> <p>There will be a reduction in the number of referrals made to the pastoral team.</p> <p>All staff will see an improvement in confidence and metacognition skills through conversations with the pupils.</p> <p>Children will be able to use both the Learning Zones and Zones of Regulation to support their learning and regulation.</p>

## 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: £41,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop and embed 'purple learning' through targeted support– PSHE lessons, PPG sessions, interventions, nurture groups, ELSA time and assemblies.</p> <ul style="list-style-type: none"> <li>This will require further staff training and coaching, along with opportunities to work with colleagues from both our school and others.</li> <li>Zones of regulation will be consistently used and understood by both staff and children.</li> </ul>	EEF Metacognition And Self-Regulated Learning research report	5
<p>Development of high-quality teaching and learning behaviours through consistently high expectations, clear guidelines and modelling from staff as well through PSHE lessons, assemblies, nurture groups, ELSA time and assemblies.</p> <ul style="list-style-type: none"> <li>This will require further staff training, individual staff coaching and monitoring, further development of the behaviour policy and staff code of</li> </ul>	EEF High Quality Teaching Research report	1

<p>conduct and further expansion of the pastoral team. It will also include support from outside agencies such as CALT, MHST and TTST.</p> <ul style="list-style-type: none"> <li>• ESLT to join PPA sessions to support planning.</li> <li>• ESLT to carry out weekly learning walks to give constructive feedback to teachers.</li> <li>• SENDCo to offer in-class to teachers to plan provision for children.</li> </ul>		
<p>Develop approach to bespoke learning through the use of Insight, year group analysis, pupil progress meeting forms and collaborative learning across the year group. This will include both in class support and interventions. This is to happen collaboratively across the year group/phase to ensure that children have access to the best support, in an appropriately sized group.</p> <ul style="list-style-type: none"> <li>• Teacher CPD based on Rosenshine's Principles</li> <li>• Staff will require time for tracking and analysing data through Insight, looking at support for vulnerable groups and evaluating the success of this.</li> <li>• Teachers to have time scheduled to work with small groups of pupils on targeted learning goals during non-instructional periods.</li> <li>• TAs deployment will need to be carefully planned to ensure they are able to offer the best quality support.</li> <li>• Training needs will need to be carefully considered and managed to ensure all TAs can deliver evidence based interventions well.</li> </ul>	<p>Previous evidence of success with Class Needs Analysis tool.</p> <p>EEF Making Best Use of Teaching Assistants research report</p> <p>Rosenshine's Principles</p>	1
<p>Improve pupil engagement by developing an 'Imagine if...' curriculum that follows the interests of the children and prioritising building a love of learning over curriculum coverage.</p> <ul style="list-style-type: none"> <li>• Where appropriate, schemes of work to be bought to improve the quality of teaching and learning.</li> <li>• Staff to attend training to improve their subject knowledge.</li> <li>• Staff to have time out of class to monitor and plan for their subject.</li> <li>• Subject leaders to be given the opportunity to attend network meetings or any other external training that might be appropriate.</li> <li>• Subjects to be taught discreetly to help the children recognise the</li> </ul>	<p>The importance of a knowledge-rich curriculum- Department for Education and The Rt Hon Nick Gibb MP</p>	1



<p>knowledge and skill they are building in each subject.</p> <ul style="list-style-type: none"> <li>• Trips and 'hooks' to be carefully planned by staff to ensure learning is engaging for all pupils.</li> <li>• Staff will require time to ensure interventions to be well planned to link to the learning taking place in class.</li> <li>• Training and support to ensure learning walls are carefully planned to ensure they support learning and engagement.</li> <li>• Staff will require time and support and to ensure key vocabulary and knowledge/skills are displayed appropriately to support pupils.</li> <li>• Staff will require time and support to ensure WAGOLLS are used as high quality examples for children.</li> </ul>		
<p>Rigorous teaching of phonics across KS1 and KS2, focusing particularly on analysing this group and providing additional intervention to improve outcomes. (Recent research has suggested that programmes of study that have been validated by Ofsted have greatest impact on vulnerable pupils. We are following the ESL programme.)</p> <ul style="list-style-type: none"> <li>• All staff will require continued professional development in Phonics and time to analyse data.</li> <li>• UKS2 staff will also be given time to work with local secondary schools on how they teach phonics to ensure it is being delivered at an age appropriate level.</li> </ul>	<p>Rose review EEF Improving Literacy In Key Stage 1 and KS2</p>	<p>3</p>
<p>Development of language support for all pupils through additional oral activities related to the curriculum.</p> <ul style="list-style-type: none"> <li>• HQT strategies, creating language rich environments, CYPT training, regular monitoring from the SEND Team, use of resources such as Widgit for visual support.</li> <li>• Training and support to ensure learning walls are carefully planned to ensure they support learning and engagement.</li> <li>• Staff will require time and support and to ensure key vocabulary and knowledge/skills are displayed appropriately to support pupils.</li> </ul>	<p>EEF Oral Language Development report  EEF Improving Literacy In Key Stage 1 and 2</p>	<p>2</p>

<ul style="list-style-type: none"> <li>Staff will require time and support to ensure WAGOLLS are used as high quality examples for children.</li> </ul>		
<p>Improved access to technology, within the classroom.</p> <ul style="list-style-type: none"> <li>This includes Dictaphones and other alternative ways of recording, pupil laptops, improved internet access and online intervention programmes.</li> </ul>	Using pupil premium: guidance for school leaders	1
<p>Subject specific resources to support high quality teaching.</p> <ul style="list-style-type: none"> <li>This includes concrete resources and manipulatives, high quality texts, artifacts, science resources, etc.</li> </ul>	Using pupil premium: guidance for school leaders	1
<p>SEND and EAL specific resources to support children access the curriculum.</p> <ul style="list-style-type: none"> <li>This could include vocabulary support resources, wobble cushion, sensory boxes, weighted resources, fidgety feet, standing desks, fine motor resources, reading windows, desk dividers, etc.</li> </ul>	Using pupil premium: guidance for school leaders	1
<p>Improved access to the curriculum through equal opportunities.</p> <ul style="list-style-type: none"> <li>As a school, John Rankin will pay 50% of any and all school trips and residential for PPG children.</li> <li>Any family in receipt of PPG funding will be offered a payment plan to help them pay the remaining 50% of the cost, with extended time frames.</li> <li>As a school, John Rankin will pay 50% of after school clubs, run by outside people and companies, for PPG children.</li> <li>Letters will be sent to the parents of PPG children, each term, letting them know which clubs John Rankin will pay 50% for.</li> </ul>	Using pupil premium: guidance for school leaders	1
<p>Families in receipt of PPG funding will have an extended parents' evening, twice a year.</p> <ul style="list-style-type: none"> <li>Parents' evening will run over two weeks. The first week will be for SEND and PPG children and parents will be offered a 20 minute session.</li> </ul>	Using pupil premium: guidance for school leaders	1
Barriers to learning these priorities address	Learning behaviours, independence, poor oral language, phonics, less access to	

	resources and experiences outside of school, specific SEND/EAL and a poor understanding how to help themselves.
Projected spending	<b>TOTAL: £41,350</b>

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

Budgeted cost: **TOTAL: £72,850**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide bespoke intervention and fluid groups for closing any gaps in learning through class and year group analysis and planning.</p> <ul style="list-style-type: none"> <li>Teachers to have time scheduled to work with small groups of pupils on targeted learning goals during non-instructional periods.</li> <li>Staff to be trained in evidence based interventions and only use these with children.</li> <li>All interventions to follow guidelines set out by the intervention or keep to groups of no more than 6 and run for long enough for impact to be measured.</li> <li>Provision mapping to be used termly to ensure progress and attainment of children can be closely monitored.</li> </ul>	<p>EEF research into high quality teaching and best interventions</p>	1
<p>Development of PPG planned tutoring sessions, for each pupil, bespoke to their learning needs through time with their class teacher. This will ensure that all pupils, regardless of ability will make progress from their starting points.</p> <ul style="list-style-type: none"> <li>Teachers to use French lessons to work with PPG children, no matter their level or need.</li> <li>PPG sessions and planning to be regularly monitored by SLT.</li> <li>PPG planning to be linked to EEF guidance to ensure any time spent with a pupil focuses on areas that are known to improve progress and attainment.</li> </ul>	<p>Previous impact results with teacher lead session approach.</p> <p>Using pupil premium: guidance for school leaders</p>	1

<p>Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning and set an appropriate level of challenge to develop pupils' self-regulation and metacognition.</p> <ul style="list-style-type: none"> <li>• Through whole class purple learning sessions and displays.</li> <li>• Through 1:1 teacher sessions.</li> <li>• Through carefully planned interventions that focus on giving the children the tools to plan, monitor, and evaluate their own learning.</li> <li>• Using Zones of Regulation and class sensory resources to support pupils to independently regulate themselves.</li> </ul>	<p>EEF Metacognition and Self-regulated Learning report</p>	<p>5</p>
<p>Development of language skills through intervention led by specifically trained TA's – Talking partners, pre-teaching, EAL groups.</p> <ul style="list-style-type: none"> <li>• Talking Partners intervention to be run across John Rankin.</li> <li>• Building Blocks intervention to be run across John Rankin.</li> <li>• Where appropriate, pre-teaching sessions to be run during assembly time to ensure all children can access the curriculum.</li> <li>• EAL groups to be run across John Rankin.</li> <li>• Specialist SALT TA to support small groups and 1:1 children.</li> </ul>	<p>EEF oral language development report and previous high impact with Talking partners intervention (supported by LA research into this intervention)</p>	<p>2</p>
<p>Provide support for PPG pupils to catch up through Doodle</p> <ul style="list-style-type: none"> <li>• Additional laptops need to be provided along with headphones to ensure children can access the intervention regularly.</li> <li>• Staff will need to be available to help the children set up the online learning and use the technology safely, in line with school Safeguarding Policy.</li> </ul>	<p>Doodle has been recommended by West Berkshire for a number of years and has a good evidence base to its success.</p>	<p>1</p>
<p>Barriers to learning these priorities address</p>	<p>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.</p>	
<p>Projected spending</p>	<p><b>TOTAL: £72,850</b></p>	

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

Budgeted cost: **TOTAL:** £26,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 will follow pastoral triage and use of EWO and EBSA toolkits to support.</p> <ul style="list-style-type: none"> <li>• Admin staff to check attendance and send letters to families, if attendance drops below 95%.</li> <li>• Attendance to be discussed and monitored by Family and Pastoral Lead and DSL.</li> </ul>	<p>‘Every day counts’ evidence to support that good attendance can improve outcomes</p>	<p>4</p>
<p>Early identification and pastoral support for pupils and families, where needed, through rigorous pastoral support triage – this could include parenting or pupil intervention and resources, personal invites to coffee mornings and regular check-ins (also social support at high quality teaching level).</p> <ul style="list-style-type: none"> <li>• Pastoral Team (DSL, SENDCo, SMHSL and Pastoral and Family Lead) to meet weekly.</li> <li>• Pastoral Team to be extended to include a range of nurture groups.</li> <li>• SMHSL to work with teachers to improve early identification and support.</li> <li>• SMHSL to support the whole school with improving children’s emotional literacy through displays etc.</li> <li>• John Rankin Schools to have three ELSAs.</li> <li>• CPOMS to be used to track concerns and parent meetings to ensure early intervention and support can be offered.</li> <li>• John Rankin to work with MHST to ensure parents are able to support the children at home.</li> </ul>	<p>Previous evidence shows that pupils have reached potential when basic needs are supported and pupils are in a good place to learn</p>	<p>5</p>
<p>Continue to develop a ‘Positive Relationship’ approach (in line with the teaching of Paul Dix) to support learners’ emotional development and increase engagement within class and</p>	<p>Evidence supported through this approach developed by Therapeutic Thinking national approach</p>	<p>5</p>

<p>learning, including 1:1 and small group intervention, ELSA sessions, nurture groups, sensory circuits and lunchtime clubs and 'Team Pupils'.</p> <ul style="list-style-type: none"> <li>Continued professional development for all stakeholders, including running classes for parents.</li> <li>Pastoral Team to be extended to include a range of nurture groups.</li> <li>John Rankin to have three ELSAs.</li> <li>Sensory circuits to run daily at both the Infant and JRJ.</li> <li>Increase the number of staff that have attended Attachment and Trauma Aware training.</li> <li>OPAL to run at lunchtime to support and improve the quality of play opportunities.</li> </ul>		
<p>Benevolent fund for PPG families to ensure that they are able to engage with the same activities as their peers – uniform, resources for school, furniture for studying, support with transport, discount for trips, etc.</p> <ul style="list-style-type: none"> <li>As a school, John Rankin will pay 50% of any and all school trips and residential for PPG children.</li> <li>Any family in receipt of PPG funding will be offered a payment plan to help them pay the remaining 50% of the cost, with extended time frames.</li> <li>As a school, John Rankin will pay 50% of after school clubs, run by outside people and companies, for PPG children.</li> <li>Letters will be sent to the parents of PPG children, each term, letting them know which clubs John Rankin will pay 50% for.</li> </ul>	<p>Pupils are able to access learning when their basic needs are being met</p>	<p>1</p>
<p>Parents of PPG children are offered extended parents' evening places to increase engagement and ensure parents are aware of the additional support their child is accessing in school.</p> <ul style="list-style-type: none"> <li>PPG and SEN parents' evening to happen a week before the rest and last twenty minutes instead of ten.</li> </ul>	<p>'Every day counts' evidence to support that good attendance can improve outcomes</p>	<p>4</p>
<p>Attachment and Trauma aware strategies used for LAC and previously LAC children as well as any that have experienced relational trauma.</p>	<p>Research by psychiatrists such as Dr Bruce Perry</p>	<p>5</p>

<ul style="list-style-type: none"> <li>• Touch Base strategy used where each pupil has a 'Team' and 1:1 time with their key adult each week.</li> <li>• This includes having staff complete training through the Virtual School.</li> </ul>		
<p>CPOMS to record behaviour incidents and safeguarding concerns.</p> <ul style="list-style-type: none"> <li>• This software offers a solution for monitoring safeguarding, wellbeing and all pastoral issues.</li> <li>• It works alongside our existing safeguarding processes and approach to behaviour management to help ensure that children, young people and adults are safe and fully supported.</li> </ul>	Using pupil premium: guidance for school leaders	5
Barriers to learning these priorities address	Improving attendance, appropriate support from home and readiness to learn for the most disadvantaged pupils as well as monitoring behaviour, wellbeing and safeguarding.	
Projected spending	<b>TOTAL: £26,020</b>	

Total budgeted cost: £140,220

## 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 2023 to 2024 academic year.

Statutory assessments at the end of the 2023-24 academic year suggest that the attainment gap between PPG and Non-PPG has increased at the end of EYFS. This could partly be due to 57% of the pupils also having an SEND need, with 29% already having an EHCP. However, it also highlights issues around language and communication and focus and attention. These are areas that the JRI team will need to work on to support the progress and attainment of both PPG and Non-PPG children moving forward.

Statutory assessments at the end of the 2023-24 academic year suggest that the attainment gap between PPG and Non-PPG has decreased at the end of Y6 by 8%. However, the percentage of PPG children achieving the expected standard for reading, writing and maths (combined) was only 17%. There needs to be a marked improvement on this. This is being implemented through carefully planned staffing in this year and schemes of work being bought in, where appropriate. ESLT are also supporting all year groups PPA sessions and carrying out weekly learning walks. The SENDCo is also spending time in class, supporting staff to plan personalised provision for pupils with SEND.

Phonics Screening results have seen a reduction in the attainment gap for PPG and Non-PPG children in Y1 and Y2. However, we need to continue to work on increasing the number of children across the year groups that pass. The aim at John Rankin is to be either in line with or above the national average. Phonics will continue to be a priority with a focus on both HQT and intervention.

Despite the improvements outlined above, our internal data shows that PPG children continue to be outperformed by their Non-PPG peers. This is evidenced through Insight and the percentage of children working BARE across both schools. Our strategy allows for this to be addressed both through HQT, evidence based interventions, teacher lead 1:1 sessions and recognising that pastoral support has a huge impact of pupil's readiness for learning.

Our assessment of the reasons for these outcomes points primarily to the lasting impact of Covid-19 and the increase in the number of families involved with Children's Services. We are also seeing an increase in the number of children that are in more than one vulnerable group, making their needs more complex. However, improvements to the attainment gap shows that our strategy is having an impact.

As our PPG children are struggling with language skills, learning behaviours, wellbeing, self-regulation and social interactions, they are not progressing at the same speed as our Non-PPG. To mitigate this, we have a Family and Pastoral Lead and three ELSAs across the schools. We have also bought into OPAL, to improve the quality of our play opportunities.



Attendance in 2022/23 was 87% for PPG and 95% for Non-PPG in JRI and 93% and 97% at JRJ. Persistent absence was 8% for PPG and 18% for Non-PPG at JRI and 30% and 10% at JRJ. In 2023/24 it was 91% for PPG and 95% for Non-PPG in JRI and 92% for PPG and 95% for Non-PPG in JRJ. Persistent absence was 31% for PPG and 13% for Non-PPG at JRI and 36% for PPG and 8% Non-PPG at JRJ.

The data shows an improvement in attendance for PPG children at JRI but the percentage for persistent absence for PPG children at both schools continues to be a concern. As such, it not only remained a key target for this year but more has been put in place to ensure its success.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health have been significantly impacted over the last couple of years, primarily due to COVID-19-related issues. We have seen an increase in the number of children with both CP and CIN plans as well as those with a My Family Plan. The impact has been particularly acute for disadvantaged pupils. We have 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 and discussed above.

## Externally provided programmes

Programme	Provider
Doodle Maths and English	Doodle
White Rose Maths	White Rose
ESL	Ofsted validated phonics programme of study

## 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 PPG funding They will access all bespoke tutoring from teachers as pupils in receipt of PPG 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.