



## 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	Infants	Juniors
	234	310
Proportion of pupil premium eligible pupils overall - 11%	16 (7%)	43 (14%)
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 2025	
Date on which it will be reviewed	July 2026	
Statement authorised by	Flora Cooper, Executive Headteacher	
Pupil premium lead	Sarah Amin, Deputy Headteacher	
<b>Governor / Trustee lead</b>		

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,145
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<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	£97,145



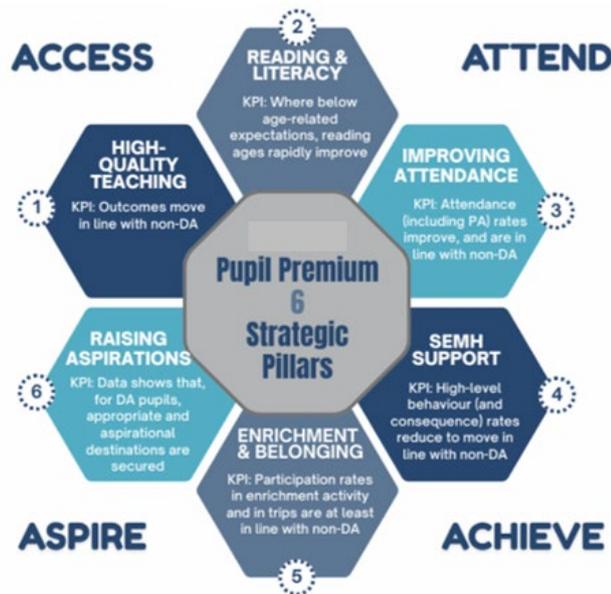
## Part A: Pupil premium strategy plan

### Statement of intent

Here at John Rankin Schools, we are committed to delivering Quality First Teaching (QFT) for every pupil. We have high aspirations and expectations for all, and we firmly believe that no child should be left behind. This commitment includes providing appropriate support and challenge for pupils in vulnerable groups, including those who may be disadvantaged (DA). We are determined to ensure that every child, irrespective of their background, is given the opportunity to achieve their full potential.

#### Strategic approach to the use of funding

We have based our approach on research from the Education Endowment Fund (EEF) using the most effective, proven strategies for impact to create six core strategic pillars:



**Pillar 1: High-quality teaching for all** to ensure that outcomes for DA are more in line with non-DA, to include:

- Rosenshine's Principles of Instruction and TS Walkthrus - professional development and high-quality CPD for all staff including coaching and mentoring
- Purple Learning metacognition approach to empower all children to become independent, resilient learners
- Rigorous diagnostic assessments using PiXI in conjunction with formative and summative assessments, to identify gaps in learning
- DA children prioritised daily in the classroom for questioning, live feedback and deeper marking
- Effective planning and scaffolding for pupils with SEND
- Class Needs Analysis tool used to identify key strengths and areas for development in each class



- Early and effective assessment of pupils' needs is prioritised – strong foundations in EYFS

**Pillar 2: Reading and Literacy** - reading ages rapidly improve, for those DA children who are working below ARE

- Reading rigour and routines – Master Readers approach from Yr2 upwards
- Effective diagnostic assessments to measure progress in reading age
- CPD for English subject leads
- Professional development and high-quality CPD offered to ALL staff, for example, Walkthrus, phonics training, Master Readers
- Focused and structured interventions using diagnostic assessment e.g., PiXL therapies
- 1:1 and small group sessions with class teachers
- Small group pre-teaching of key concepts
- Oracy opportunities woven throughout the curriculum including regular opportunities to present information in pairs, small groups, whole class or phase
- Progression of oracy skills implemented, with key sentence stems planned from YrR-6

**Pillar 3: Improving attendance**, including persistent absence, so that DA children are in line with non-DA

- Attendance Champion appointed to promote the benefits of good attendance, track attendance rates of all pupils and groups and to implement the DFE attendance toolkit strategies for improving attendance
- Engagement with the Education Attendance Service offered by the Local Authority, working closely together to identify families needing support

**Pillar 4: SEMH support** - high level behaviour incidents reduce, in line with non-DA rates

- Supporting pupils' social, emotional and behavioural needs by the pastoral team through ELSA and timely referrals to other agencies such as MHST
- Play Therapy to support Social, Emotional and Mental Health needs
- Establishing zones of regulation throughout the school to promote self-regulation
- Consistent implementation of the Positive Relationships policy and procedures
- Rigorous recording of behaviour incidents on CPOMs to track patterns and impact of support and consequences
- Timely referrals to the ERH by the DSL and FSW, to signpost families to additional support

**Pillar 5: Enrichment & Belonging**, so that participation rates in enrichment activities and trips are in line with non-DA

- Support with uniform and school equipment where needed
- Discounted rates for educational trips, where cost may be a barrier to attending
- Fortnightly forest school sessions led by a qualified forest school instructor for Nursery to Yr4, promoting increased emotional wellbeing, problem solving skills, oracy and social interactions.
- Promote greater links with the wider community and beyond, providing opportunities for visitors, guest speakers, workshops and other activities beyond the school curriculum



- Explore ways to engage with parents and build strong relationships with families with greater understanding of context and need
- Provide opportunities for pupils and parents to share their views and aspirations and to utilise these views in decision-making about support for pupils

**Pillar 6: Raising aspirations** with appropriate and aspirational targets

- Adopt a whole school approach in which all staff take responsibility for DA pupils' progress and outcomes, understand their potential barriers and raise expectations of what they can achieve
- Ensure disadvantaged pupils are challenged in their learning
- Offer a broad and balanced curriculum that is rich in opportunities and experiences to build cultural capital

## 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 and progress</u></p> <p><b>End KS2 (ARE combined R, W, M)</b></p> <table> <thead> <tr> <th></th> <th>National DA</th> <th>JRS DA</th> <th>Non-DA</th> </tr> </thead> <tbody> <tr> <td>2024/25:</td> <td>46%</td> <td>31.3%</td> <td>52%</td> </tr> </tbody> </table> <p><b>EYFS: % achieving GLD</b></p> <table> <thead> <tr> <th></th> <th>DA</th> <th>Cohort</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2024:</td> <td>0%</td> <td>22%</td> <td>68%</td> </tr> <tr> <td>2025:</td> <td>40%</td> <td>60%</td> <td>69%</td> </tr> </tbody> </table> <p><b>Yr 1 Phonics Screening</b></p> <table> <thead> <tr> <th></th> <th>JRS DA</th> <th>Non-DA</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>14%</td> <td>80%</td> </tr> </tbody> </table> <p>Assessment data shows that pupils in receipt of Pupil Premium, are not reaching the same levels of attainment as their non-PP peers and although the gap has narrowed since 2023/24, a significant attainment gap persists, particularly in securing the basic skills.</p>		National DA	JRS DA	Non-DA	2024/25:	46%	31.3%	52%		DA	Cohort	National	2024:	0%	22%	68%	2025:	40%	60%	69%		JRS DA	Non-DA	2024/25	14%	80%
	National DA	JRS DA	Non-DA																								
2024/25:	46%	31.3%	52%																								
	DA	Cohort	National																								
2024:	0%	22%	68%																								
2025:	40%	60%	69%																								
	JRS DA	Non-DA																									
2024/25	14%	80%																									
2	<p><u>Oracy</u></p> <p>Oral language skills, Speaking &amp; Listening, Vocabulary and Reading speed skills across the whole school are lower for children eligible for PPG than for other children. This is a significant barrier to accessing the wider curriculum.</p> <p>Currently 42% of DA children are also on the SEND register.</p>																										
3	<p><u>Attendance</u></p> <p>% attendance for academic year 2024/2025:</p>																										



	<p>JRS DA 92.9% JRS all 94.9%</p> <p>Attendance for the school's DA pupils was above National by +0.8% (National DA 92.1%)</p> <p>Persistent absence (PA) list that are DA:            2024/25 DA combined 18.4%            2023/24 DA combined 33.5%</p> <p>Persistent absence figures exceed National by 3.4% (National PA 15%), so reducing PA will continue to be a priority next year, with a target to reduce PA to below 10%.</p> <p>Absenteeism negatively impacts disadvantaged pupils' progress, 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>
4	<p><u>SEMH</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>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>
5	<p>Financial hardship and the ongoing impact of the rising cost of living: some families face challenges in providing school uniform, shoes, and other essential items. The cost of school trips and events is also a barrier where DA pupils are at risk of missing out on experiences compared to their peers.</p> <p>To address this, the school ensures that all pupils have access to the required uniform, creating a 'level playing field' that reduces disparities and promotes equality. Moving forward, this provision will continue to support all pupils in feeling included, confident, and able to fully engage in their learning.</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
Pillar 1: Quality First Teaching is used for all and targeted to DA pupils, enabling them to outperform non-DA pupils nationally and narrowing attainment gaps across the school.	90% of Y1 disadvantaged pupils who can access the phonics screening check will achieve the expected standard  100% of Y2 disadvantaged pupils who can access the phonics resit check will achieve the expected standard



	<p>Gap between DA and non-DA narrows:            Y4 multiplication check &lt; 10%            Y5 reading gap &lt; 15%            Y6 R, W, M combined &lt; 15%</p>
<p>Pillar 2: Reading, writing and oracy outcomes improve. DA children who are currently working below age-related expectations make accelerated progress, bringing them in line with their non-DA peers</p>	<p>Accelerated progress in reading across the school, ensuring that Year 1 and Year 2 DA pupils achieve 100% in screening and resits.            Reading attainment gaps between DA and non-DA pupils in Years 5 and 6 are significantly reduced.            Writing attainment gap between DA and non-DA narrows to &lt; 10%            Oral language skills of DA pupils improve so that their attainment is in line with Non-DA and to ensure they have the language to discuss learning and feelings.</p>
<p>Pillar 3: DA pupils' attendance improves consistently, ensuring that absenteeism is not a barrier to learning and all pupils have full access to the curriculum and opportunities for academic and personal development.</p>	<p>Disadvantaged pupils' attendance to increase by 3% to reach 95%.            PA for disadvantaged pupils reduces by 10%.            PA for DA pupils is below DA PA attendance nationally.            Attendance for DA and non-DA pupils are in line.</p>
<p>Pillar 4: Pupils' mental health and wellbeing improve, enabling them to regulate their emotions effectively so that emotional challenges do not become a barrier to learning, and they can engage fully with the curriculum.</p>	<p>There will be a reduction in the number of behaviour incidents recorded on CPOMS by 10%.            All staff will see an improvement in confidence and metacognition skills through pupil conferencing, with 95% positive feedback            100% of children will be able to use both the Learning Zones and Zones of Regulation to support their learning and regulation.</p>
<p>Pillar 5: DA pupils are fully supported to access school life through provision of uniform and financial assistance for trips, ensuring that cost is not a barrier to participation or learning opportunities.</p>	<p>100% of families who request support with school uniform are provided with necessary items, such as jumpers, shoes, and other essential clothing.             100% of DA pupils can participate in school trips, ensuring access to experiences that enhance their cultural capital</p>
<p>Pillar 6: High expectations are consistently applied to all SEND pupils, demonstrated through differentiated planning and outcomes.</p>	<p>All staff take responsibility for DA pupils' progress and outcomes, understand their potential barriers and can demonstrate through their planning and teaching, how they raise expectations of what DA pupils can achieve            DA pupils receive appropriate challenge in their learning, as demonstrated in learning walks and book looks            DA pupils experience a broad and balanced curriculum that is rich in opportunities and experiences to build cultural capital</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: £29,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop and embed ‘purple learning’ through targeted support– PSHE lessons, interventions, nurture groups, ELSA time and assemblies.</p> <ul style="list-style-type: none"> <li>• Ongoing 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>	<p>EEF Metacognition And Self-Regulated Learning research report</p>	<p>1, 4</p>
<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 conduct and further expansion of the pastoral team. It will also include support from outside agencies such as CALT, MHST and TTST.</li> <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 support to teachers with planning provision.</li> </ul>	<p>EEF High Quality Teaching Research report</p>	<p>1, 2, 4</p>



<p>Develop approach to bespoke learning through the use of PiXL, 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 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>• Rigorous diagnostic assessments using PiXL in conjunction with formative and summative assessments, to identify gaps in learning. Staff will require time for tracking and analysing data, looking at support for vulnerable groups and evaluating the impact of interventions.</li><li>• DA children prioritised daily in the classroom for questioning, live feedback and deeper marking</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></ul> <p>Training needs will need to be carefully considered and managed to ensure all TAs can deliver evidence-based interventions well.</p>	<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 of Effective Instruction</p>	<p>1, 2, 5</p>
<p>Improve pupil engagement through a broad and balanced 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>• Schemes of work introduced 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 knowledge and skill they are building in each subject.</li></ul>	<p>The importance of a knowledge-rich curriculum - Department for Education and The Rt Hon Nick Gibb MP</p>	<p>1, 2, 5</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 EYFS/KS1 and KS2, focusing particularly on analysing this group and providing additional intervention to improve outcomes.</p> <ul style="list-style-type: none"> <li>• All staff will require continued professional development in Phonics and time to analyse data</li> <li>• KS2 staff will receive further training on teaching phonics to ensure it is being delivered at an age appropriate level</li> <li>• Master Readers to be introduced from January 2026, to build fluency, vocabulary and reading speed</li> </ul>	<p>Rose review EEF Improving Literacy In Key Stage 1 and KS2  (Recent research has suggested that programmes of study that have been validated by Ofsted have greatest impact on vulnerable pupils. We are currently following the ESL programme with fidelity)</p>	<p>1, 2</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>• FQT 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 to support learning</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>	EEF: 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>	EEF: 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>	EEF: 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, 5
<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



Projected spending	<b>TOTAL: £29,500</b>
--------------------	-----------------------

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

Budgeted cost: **TOTAL: £44,295**

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 DA 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 DA children, no matter their level or need.</li> <li>The impact of DA sessions and planning to be monitored by SLT.</li> <li>DA 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</p>	<p>EEF Metacognition and Self-regulated Learning report</p>	5



<p>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>Development of language skills through intervention led by specifically trained TAs:</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>• Specialist SALT TA to support small groups and 1:1 children.</li> <li>• Oracy opportunities woven throughout the curriculum including regular opportunities to present information in pairs, small groups, whole class or phase</li> <li>• Progression of oracy skills implemented, with key sentence stems planned from YrR-6</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>Projected spending</p>	<p><b>TOTAL: £44,295</b></p>	

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

Budgeted cost: **TOTAL: £23,350**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<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</p>	<p>'Every day counts' evidence to support that good attendance can improve outcomes</p>	<p>3</p>



<p>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 and Attendance Champion to monitor attendance and send letters to families, if attendance drops below 95%.</li> <li>• Attendance to be discussed and monitored by Attendance Champion and Family &amp; Pastoral Lead.</li> </ul>		
<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, Pastoral and Family Lead) to meet fortnightly.</li> <li>• Pastoral Team to offer a range of nurture groups.</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 children at home.</li> </ul>	<p>EEF - Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Nurture Network based on Boxal <a href="https://www.nurtureuk.org/">https://www.nurtureuk.org/</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	<p>4, 5</p>
<p>Continue to develop a 'Positive Relationships' approach and foster a sense of belonging (in line with the teaching of Paul Dix) to support learners' emotional development and increase engagement within class and learning, including 1:1 and small group intervention, ELSA sessions, nurture groups, sensory circuits, forest school, Opal Play and 'Team Pupils'.</p> <ul style="list-style-type: none"> <li>• Continued professional development for all stakeholders, including running workshops for parents.</li> </ul>	<p>Both targeted interventions and universal approaches can have positive overall effects: Develop restorative approaches and focus on positive behaviours.</p> <p>EEF - Behaviour interventions (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>4, 5</p>



<ul style="list-style-type: none"> <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>• OPAL to run at lunchtime to support and improve the quality of play opportunities</li> <li>• Fortnightly forest school sessions led by a qualified forest school instructor for Nursery to Yr4, promoting increased emotional wellbeing, problem solving skills, oracy and social interactions</li> </ul>		
<p>Benevolent fund for DA 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 DA children.</li> <li>• Any family in receipt of DA 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 DA children.</li> </ul>	<p>Pupils are able to access learning when their basic needs are being met</p>	<p>1, 5</p>
<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 pastoral issues.</li> <li>• It works alongside our existing safeguarding processes and positive relationships approach to behaviour management to help ensure that children, young people and adults are safe and fully supported.</li> </ul>	<p>Using pupil premium: guidance for school leaders – EEF</p>	<p>4, 5</p>
<p>Projected spending</p>	<p><b>TOTAL: £23,350</b></p>	

**Total budgeted cost: £97,145**



## 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 2024 to 2025 academic year.

End KS2 (ARE combined R, W, M)

	National DA	JRS DA	Non-DA
23/24:	45%	17.6%	24%
24/25:	46%	31.3%	52%

Data analysis taken from FFT Aspire July 2025 for end of Key Stage 2

Outcomes improved significantly for both DA and non-DA compared to the previous year. This was due to a combination of factors including:

- First quality teaching in Yr6 with a strong and experienced teaching team – visible consistencies improving with high expectations and clear and consistent routines embedded leading to improved learning behaviours
- Curriculum breadth and balance increased with the introduction of new schemes to ensure subject coverage and progression and White Rose Maths fully implemented with a systematic approach to building maths fluency.
- Effective interventions/booster groups to plug gaps, led by an additional teacher
- Rigorous assessments at regular intervals used to identify gaps and inform planning and teaching
- Release time provided for Curriculum Leads and Phase Leaders to monitor the quality of teaching, planning, supporting/coaching staff
- DA attainment has almost doubled since 23/2024, however there remains a significant gap between this group and non-DA. Continuing to narrow this gap will be a focus for the coming academic year, particularly in writing which is currently a barrier for achieving combined.

EYFS: % achieving GLD

	DA	Cohort	National
2024:	0%	22%	68%
2025:	40%	60%	69%

Key National findings for DA children 2024:

Disadvantaged children have lower levels of development than the overall pupil population across all EYFS profile measures.

A higher proportion of disadvantaged children have SEN, which contributes to the lower developmental outcomes.

Gap trends: The disadvantage gap in early years is a significant concern as it continued to rise in 2024, reaching 4.7 months, up from 4.6 months in 2023 Data from the Education Policy Institute.



At JRS, the % of pupils achieving GLD significantly increased in 2024/25 for both DA and non-DA groups.

This was due to:

- A strong focus on developing a high quality, language-rich environment
- Planned opportunities for indoor/outdoor learning based on the children’s interests
- Early identification of those children at risk of falling behind or with a SEND need
- Forensic data analysis in PPMs, to identify those children/groups requiring additional intervention and support
- A focus on high quality interactions with children to encourage dialogue and increased exposure to tier 2 and 3 vocabulary

Whilst the overall % of children achieving GLD has significantly increased compared to the previous year, there remains a significant gap between DA and non-DA with narrowing the gap continuing to be a focus for the coming year.

### Yr 1 Phonics Screening

2024/25	JRS	National
	73%	81%
2024/25	JRS DA	Non-DA
	14%	80%

DA attainment continues to lag far behind non-DA in phonics. This will be a priority for 2025/26 with this group of children targeted for daily phonics interventions beginning in Reception and continuing in Year 1 and beyond.

Significant improvements to the cohort’s progress was evident following a change from whole class phonics teaching to grouping in the summer term. Groupings for phonics has therefore been adopted this year from the outset, to ensure that children are receiving targeted teaching based on their gaps.

### Year 2 Phonics re-sit

In 2024/25, 90% of DA children passed the screening re-check in Yr2 compared to 70% non-DA. Whilst DA exceeded non-DA in the re-checks, our target for the coming year will be for 100% of children to pass the screening test.

Despite the overall improvements outlined above, our internal data shows that DA children continue to be outperformed by their Non-DA peers, evidenced through Insight and the percentage of children working below ARE across both schools.

Our strategy for 2025/26 will address this gap through FQT (first quality teaching); use of Pixel to identify gaps and provide evidence-based interventions; teacher led 1:1 sessions and recognising that pastoral support has a huge impact on pupils’ readiness for learning.

### Attendance 2024/25

% attendance for academic year 2024/2025 for DA pupils :

Infant school 94.3%      Junior school 91.5%      JRS combined 92.9%

% attendance for academic year 2024/2025 for all pupils (across both schools)

Infant school 95.1%      Junior school 94.8%      JRS combined 94.9%

Attendance for the school’s DA pupils was above National by +0.8% (National DA 92.1%)



Persistent absence (PA) list that are DA:

2024/25	Infant school 19.4%	Junior school 17.4%	DA combined 18.4%
2023/24	Infant school 31%	Junior school 36%	DA combined 33.5%

Attendance data shows a significant improvement for DA children in both schools compared to the previous year.

However, PA figures exceed National by 3.4% (National PA 15%), so PA will continue to be a priority next year, with a target that PA is reduced to below 10%.

School has put in high levels of support to reduce PA: support in place for identified pupils and their families: an Attendance Champion has been appointed and the DFE Attendance toolkit utilised to identify and implement strategies to increase good attendance, including working closely with those families to reduce barriers to attendance and promote the positive impact of strong attendance on attainment and progress alongside working with the EWO and EBSA teams; promoting the importance of regular attendance to parents; teachers and school staff speaking to parents about attendance and flagging up concerns with the DSL, as well as working with external agencies e.g. Mental Health Support Team, Early Help etc.

#### Pastoral

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health continue to be significantly impacted since the pandemic. We have seen an increase in families involved with Children's Services, a rise in the number of CP and CIN plans and referrals to the Early Response Hub.

The impact continues to be acute for disadvantaged pupils. We have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required for example access to play therapy, ELSA and pastoral check ins. School have referred pupils to the Mental Health Support Team for face-to-face sessions and guidance for parents.

Families requesting help for school shoes, uniform, PE kit etc have been provided with the appropriate items and food bank vouchers have been offered to families in need. DA pupils were encouraged to attend school trips with the school subsidising a 50% contribution towards the cost of trips and clubs to reduce financial barriers.

## Externally provided programmes

Programme	Provider
Master Readers	Mastery Education
PiXL	<a href="https://www.pixl.org.uk/primary">https://www.pixl.org.uk/primary</a>
White Rose Maths	White Rose Education
ESL	Ofsted validated phonics programme of study