



Pupil premium strategy statement

1. Summary information					
School	Ruskin Junior School				
Academic Year	2017/2018	Total PP budget	£150,460	Date of most recent PP Review	Nov 2017
Total number of pupils	318	Number of pupils eligible for PP	102	Date for next internal review of this strategy	Jan 2018

2. Current attainment (attainment data 2016/2017)									
	Pupils eligible for PP (your school)						Pupils not eligible for PP (national average)		
	R		W		M		R	W	M
	PP	NPP	PP	NPP	PP	NPP			
% achieving ARE in year 6	54%	67%	64%	77%	58%	62%	71%	76%	75%
% achieving ARE in year 5	41%	58%	69%	80%	41%	56%			
% achieving ARE in year 4	55%	64%	30%	59%	34%	52%			
% achieving ARE in year 3	38%	42%	33%	45%	33%	45%			

3. 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.	Pupils being 'ready to learn' in the classroom.
B.	Poor learning skills compared to their peers; resilience, resourcefulness etc.
C.	Gaps in learning.
D.	Self-esteem of PP children is low.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Attendance rates for pupils eligible for PP are 93% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average (presently, 11.4 less school sessions are being attended per year).
F.	Access to resources including life experiences.
G.	Lack of regular routines including homework and home reading.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of attainment for all PP children; data from teacher assessment and NfER tests.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y3, 4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT) and NfER testing.
B.	Pupils can access the curriculum in class.	Children are 'ready to learn' and engaged in the classroom. Number of children requiring intervention outside of the classroom to ensure they are ready to learn will be reduced.
C.	Increased attendance rates for pupils eligible for PP.	Raise attendance of PP children so it is at least in line with national average.
D.	Gaps are identified and targeted teaching/interventions allow them to close.	Assessment data shows children's attainment is more in line with their peers.
E.	Pupils have the opportunity to experience a wide range of social/cultural and sporting opportunities.	Pupils attending school trips- school trips linking with the curriculum; 'Big Idea' is used to expand children's knowledge.

5. Planned expenditure

Academic year

2017/2018

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
An accessible classroom for all children.	CPD on providing effective differentiation	PP pupils in English and maths are underperforming in comparison to their peers. (Teaching assistants, EEF TLTK, +1 month, Small group tuition, EEF TLTK, +4 months, mastery learning, EEF, TLTK, +5 months)	Peer observation (form part of JPD) Subject leads monitor implementation of training.	English lead/maths lead/HT/AHT	Every two terms.
Broad and balanced curriculum creating enriching experiences.	Enquiry-based curriculum	NACE suggests that an integrated curriculum allows children to use their skills across several disciplines. This will therefore enhance the chances of mastery learning (+5 months, EEF TLTK)	Subject leads monitor, evaluate and act on feedback.	Subject leads/HT/AHT	Every two terms.
Y3 PP children to settle quickly in to the school and make appropriate progress.	Teacher to pupil ratio to be increased for transition year (year 3).	Smaller class sizes (EEF TLTK +3 months) which in turn will more feedback given (+8 months, EEF, TLTK)	Monitoring cycle will evaluate the provision.	HT/AHT	Every term.

Pupils in y4-6 to make expected (or exceed) progress.	Each class to have a TA in the morning so staff:pupil ratio increases.	Additional adults in the class will lead to more feedback being given (+8 months, EEF TLTK)	Monitoring cycle will evaluate the provision.	HT/AHT/SE NDCo	Every term.
Total budgeted cost					£83,705.50
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Learning gaps identified and addressed.	Children who are behind ARE for year group are receiving additional support.	Small group tuition (+4 months, EEF TLTK).	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Monitor the impact of the interventions in the classroom and on data.	AHT/ SENDCo	Every two terms.
Children being emotionally ready to learn and building resilience.	Emotional wellbeing groups created for those who have identified with low self-esteem or have been identified by teachers with behaviour as a barrier for learning.	Social and emotional learning (EEF, TLTK, + 4 months), Behaviour interventions (EEF, TLTK, +3 months), Metacognition (EEF, TLTK, +8 months).	HLTA to lead on emotional wellbeing, keeping records of the interventions led and the impact it has had on the children. Liaise with teachers to see the impact of the intervention in the classroom.	AHT/Family Co-ordinator/Pastoral lead	Every term.

For pupils basic needs (Maslow) to be met so they are emotionally, physically and mentally ready to learn,	Daily breakfast club.	EEF TLTK +2 months. Children have a calmer start to the day.	Attendance monitored and measured against PP who do not attend and non-PP pupils.	Pastoral lead/AHT.	Every term.
	Family co-ordinator.	Build relationships with pupils and families. Provide and locate support. Liaise with external agencies.	Family Co-ordinator to share given support for PP children.	Family co-ordinator.	Every month.
Total budgeted cost					£52,674.66
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils to access a range of social/cultural/sporting experiences, visits and activities.	Partial funding for school trips; including swimming.	Providing children with experiences which may not have been accessible to them otherwise. Outdoor adventure learning +4 months, EEF, TLTK.	Reviewing children's experiences of trips. Reviewing programme of trips and attendance.	Class teachers/AH T/HT.	Annually and after each trip.
Pupils to be able to continue their learning at home.	Online homework.	Homework can have some beneficial impact on raising attainment. EEF, TLTK + 2 months.	Monitoring cycle.	Class teachers.	Weekly/fortnightly.
Increase pupil attendance.	Attendance monitored and absences quickly followed up.	Pupil premium attendance is less than non-PP attendance and it has been raised as an issue in the RAISEOnline report.	Attendance will be more in line with non-PP children.	Office staff/Family co-ordinator.	Termly.
Total budgeted cost					£14,058.98

6. Review of expenditure				
Previous Academic Year		2016/2017		
i. Quality of teaching for all				
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)	Cost
Improve attainment across all subjects.	Teaching staff, Pupil premium champions, Curriculum budgets including homework programmes.	Improvement has increased from the previous year in years 4-6 for all pupils. Children are beginning to use homework programmes although they were used more in year 6 than other year groups. Children had access to high quality texts and these are secured for future learning too.	The monitoring of the spending needs to be monitored more closely for the impact to be tracked across the year. The impact was not substantial of the 'pupil premium champions' and so this funding will not continue this year. A new homework policy has been created after consultation with parents, children and staff and so this will need to be a closely monitored expenditure this year; particularly as they are online-based. The main investment has occurred for the high quality texts and any future investments in books will be funded from the English budget.	£84,668
ii. 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)	Cost
Improved attainment for identified vulnerable pupils.	Nurture programme, SEN interventions, Educational support programmes.	Children benefitted from these programmes although not all improved attainment, there has been an identified increase in confidence in the classroom.	More monitoring of these interventions need to be conducted along with the longevity of these interventions. Nurture is being redeveloped with a stronger focus in the classroom.	£41,444
iii. Other approaches				
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)	Cost
Increase attendance and provide enrichment opportunities.	Breakfast club, Kinnections, holiday clubs, music lessons, trips, swimming, transport, admin support.	Children are attending breakfast club although some children are accessing it more than others.	The attendance of BC needs to be monitored and correlated against attendance. The transport helped the named pupil as did the music lessons. The contribution towards swimming has enabled all children to attend swimming- this is something which should continue. Due to the increase in the sports premium, the funding for the holiday clubs will now be from there.	£24,233

7. Additional detail

Upon review, it has been identified that the Pupil Premium funding has been allocated too generally; it is therefore not making enough of an impact on raising the attainment of disadvantaged children. As a school, we have reviewed the planned expenditure and have created a new and more sustainable plan for the future.