

1. Review of expenditure				
Previous Academic Year		2017/2018		
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
An accessible classroom for all children.	CPD on providing effective differentiation	Mastery curriculum has been implemented this year. We have been involved with Inclusion Expert this year who have aided the accessibility of the children who have a lower prior attainment. Children are enjoying the current approach to learning as they can see they are making progress. They know when they understand something where they can move on. They feel like it makes it easier whilst giving more challenges and makes them feel better about themselves as they can see their progress. Children have commented they feel like their learning has increased.	Mastery curriculum is raising the expectations for all children. The delivery of the mastery curriculum will continue and CPD for staff in the approach, including pedagogy, will also continue.	£83,705.50
Broad and balanced curriculum creating enriching experiences.	Enquiry-based curriculum	Children have enjoyed their Big Ideas. They are excited about learning about new things. They have really enjoyed the art which runs alongside the topic. They enjoy learning about things which aren't normally there.	An integrated approach to the curriculum will continue next year. Ensure next year's curriculum is integrated with clear outcomes for the children. Ensure the children have access to high quality learning experiences.	

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).	<p>Year 3 have also had access to a TA so children are having more contact with an adult in the classroom. Year 3 data is showing that the children are more secure with the curriculum than in previous years of the new curriculum. Smaller class sizes has led to an increase in feedback for the children.</p> <p>All children (Spring data): NFER reading data: 2016/2017 31% standardised score of 100+, 2017/2018: 54% standardised score of 100+ NFER maths data: 2016/2017 30% standardised score of 100+ 2017/2018: 57% standardised score of 100+ NFER GPS data: 2016/2017 22% standardised score of 100+ 2017/2018: 57% standardised score of 100+ Pupil Premium (Spring data): NFER reading data: 2016/2017 25% standardised score of 100+ 2017/2018 36% standardised score of 100+ NFER maths data: 2016/2017 17% standardised score of 100+ 2017/2018 43% standardised score of 100+ NFER GPS data: 2016/2017 7% standardised score of 100+ 2017/2018 42% standardised score of 100+</p>	Year 3 will continue to have smaller class sizes next year. We will continue to monitor the impact of reduced class sizes in year 3 throughout the school.	
Pupils in y4-6 to make expected (or exceed) progress.	Each class to have a TA in the morning so staff:pupil ratio increases.	<p>After February half term, all classrooms in year 4-6 had a morning TA. <i>NFER tests to be used alongside Summer 2 data to show impact.</i></p> <p>Children feel like they can access support from TAs to support them in the classroom.</p>	Class TAs will continue next year and will be more stable.	
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
Learning gaps identified and addressed.	Children who are behind ARE for year group are receiving additional support.	<p>PL has worked with PP children on their barriers to learning and helping them overcome their barriers. PL has supported children and class teachers to enable this to happen. This is helping the children to become more independent learners.</p> <p><i>Teachers- how has the data been used to enable this to happen?</i></p>	Continue next year; look at focusing on individual children and engaging the parents with helping their children.	£52,674.66

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.	Aspirational group run by family co-ordinator. Promoting a sense of belonging through a collaborative art project. Using termly intervention tracker. Clear exit criteria identified. Group is completely focused on PP children who were identified by the class teacher as needing support with their confidence. Additional support offered to pupils who are identified with a specific need. Children feel like they have people around school to talk to including the pastoral lead. PL also working with families by offering support when needed. Children enjoy 1:1 time with the pastoral lead. Many young carers are also PP: the PL also runs the young carers group in school.	Children showing a positive attitude towards the collaborative project. Continue with next year. Look into other curriculum subject focus areas. Ensure it is compared with the PASS data. Can use as success data. PL to continue to liaise with parents. Continue emotional wellbeing work with a more focused outcome.
For pupils basic needs (Maslow) to be met so they are emotionally, physically and mentally ready to learn,	Daily breakfast club & family co-ordinator.	All the children who attend enjoy breakfast club: they get to see their friends, eating, the activities and socialising before school. They feel they can go straight into school as it helps with socialising. They are happier as they are in school on time. They enjoy mixing with children from other year groups. Working with PL has enabled some children to make new friends. <i>Gayle to look at attendance in relation to attendance to breakfast club.</i>	Continue with breakfast club. Look at how to extend breakfast club provision for PP children.

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
Pupils to access a range of social/cultural/sporting experiences, visits and activities.	Partial funding for school trips; including swimming.	Parental engagement event with year 4. Parents and children enjoyed it (as did siblings). Children have enjoyed the trips. Enjoyed the year 4 museum trip as they had active learning and learnt a lot. Year 3 loved Cotswold Farm Park- seeing things they haven't seen before and experience new things, e.g. milking cows. Kew Gardens was enjoyed as they got to see things in real life rather than just in pictures. They got to experience the heat from the rainforest. Seeing the Gods in Ashmolean. They feel that being there helps them to learn. Feedback from PGL Year 4 was not as positive due to activities. Houses of Parliament was enjoyed by the school councillors, particularly the history of it.	Continue with Family Fun but maintaining a specific year group focus throughout the school. Liaise with year group staff about aspect of learning to improve. Year groups to look at their Big Ideas and arrange suitable trips/visits/learning experiences based around this. Year 4 residential to change providers for next year.	£14,058.98

Pupils to be able to continue their learning at home.	Online homework.	Children have mixed feelings: sometimes they feel it is alright but others think it is too much. Spellings are good as it means they practise them.	Homework to continue alongside homework policy. Increase children's awareness of homework to help become secondary-ready.
Increase pupil attendance.	Attendance monitored and absences quickly followed up.	Family support co-ordinator meets with EWO. <i>Gayle to provide breakfast club data.</i>	<i>Attendance improving, need to look at supporting the children to arrive on time. Look into celebrating good attendance.</i> PL to look at strategies to decrease lateness with PP.

2. Additional detail

Pupil premium children are an integral part of Ruskin Junior School. They are involved in all aspects of school life: they are school councillors, learning ambassador and representatives of the school in sports and on stage. The children enjoy many aspects of school life including being nominated for sports person of the week, being nominated as a 'Learning Warrior', gaining their handwriting license and participating in clubs. They are also proud of their athletics certificates and receiving house points towards the 'House Cup'. Ruskin enables and encourages children to 'try their hand' at as many different things as they can: class assemblies have helped some children to overcome stage fright and going on trips has meant some children are now feeling more confident and independent. We pride ourselves on offering equal opportunities to all children regardless of their background. We aim for all the children in our care to become confident, independent learners who leave us ready for the next stage in their lives.