



Pupil Premium Strategy Statement

| 1. Summary information | | | | | |
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| School | Ruskin Junior School | | | | |
| Academic Year | 2018/2019 | Total PP budget | £133,00 | Date of most recent PP Review | July 2018 |
| Total number of pupils | 304 | Number of pupils eligible for PP | 114 (37.5%) | Date for next internal review of this strategy | July 2019 |

| 2. Current attainment (data for KS2 SATs 2017/2018) | | | | | | | | | |
|---|--------------------------------------|-----|-----|-----|-----|-----|---|-----|-----|
| | 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 KS2 SATs | 38% | 76% | 58% | 76% | 54% | 76% | NYA | NYA | NYA |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | | |
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| In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i> | | |
| 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 <i>(issues which also require action outside school, such as low attendance rates)</i> | | |
| 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. |

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| 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. Greater opportunities for PP children to access residential trips |

5. Planned expenditure

Academic year

2018/2019

The four 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. | <p>CPD on providing effective differentiation: staff meetings relating to EEF research, 'timely and targeted interventions' that include pre and over learning</p> <p>Review of classroom environment in light of Inclusion Expert review</p> <p>Ongoing actions identified by Inclusion Expert</p> | <p>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)</p> <p>Inclusion Expert findings during PP review last year are being acted upon</p> | <p>Peer observation (form part of JPD)</p> <p>Subject leads monitor implementation of training.</p> <p>Staff meetings related to effective and timely intervention using research such as the Education Endowment Foundation</p> <p>Regular validation from SENDco and AHT</p> | English lead/maths lead/HT/AHT/PP Champions | Ongoing from term 1 |

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| <p>Broad and balanced curriculum creating enriching experiences.</p> | <p>Enquiry-based curriculum where central theme is taught to which other areas of the curriculum are pinned</p> <p>'Wow' lessons and rooms to enhance the learning experience and provide PP children with experiences they may not have the opportunity to do so</p> | <p>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)</p> <p>Provides context to children's learning and gives more opportunities to broaden children's experiences of learning</p> | <p>Subject leads monitor, evaluate and act on feedback.</p> | <p>Subject leads/HT/AHT</p> | <p>Ongoing from term 1</p> |
| <p>More opportunities for meta-cognition and self-regulation strategies</p> | <p>Use of the Learning Pit and Learning Toolkit</p> <p>Providing opportunities for children to reflect on their learning using the language of the learning toolkit</p> | <p>Whole school ethos of empowering children with learning to learn.</p> <p>High impact for low cost (+8 months EEF)</p> <p>Celebrating learning (Learning Warriors)</p> | <p>Monitoring cycle will evaluate the provision.</p> | <p>HT/AHT</p> | <p>Ongoing from Term 1</p> |

| Pupils in y4-6 to make expected (or exceed) progress. | All classes have been allocated a class TA. They are all aware of PP children in the class and understand that responsibility for their progress and attainment is while school responsibility Designated HLTA to work alongside class teachers to and provide support to allow class teachers to work specifically with groups that contain PP children | Greater opportunities for teachers to provide feedback Greater opportunities for teachers to promote meta-cognition and self-regulation strategies in line with whole school ethos using the Learning Toolkit (EEF +8) | SENDco to make regular learning walks and feed back to SLT | PPCs | Termly |
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| Total budgeted cost | | | | | £70 000 |
| 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? |

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| <p>Learning gaps identified and addressed.</p> | <p>Children who are behind ARE for year group are receiving additional support</p> <p>Nurture support HLTA will spend designated periods in classrooms and following input they will assist groups of children freeing up teachers to support groups that contain PP children</p> <p>Effective use of Target Tracker Assessment system</p> | <p>Small group tuition (+4 months, EEF TLTK). This will be conducted by class teachers whenever possible at designated points of the school day (i.e, assemblies)</p> | <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Monitor the impact of the interventions in the classroom and on data. Findings fed back at SLT meetings</p> | <p>PPCs</p> | <p>Ongoing from term 1</p> |
| <p>Children being emotionally ready to learn and building resilience.</p> | <p>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.</p> | <p>Social and emotional learning (EEF, TLTK, + 4 months), Behaviour interventions (EEF, TLTK, +3 months), Metacognition (EEF, TLTK, +8 months).</p> | <p>HLTA to lead on emotional wellbeing, keeping records of the interventions led and the impact it has had on the children.</p> <p>Liaise with teachers to see the impact of the intervention in the classroom.</p> | <p>PPCs, nurture lead/HT</p> | <p>Every term.</p> |
| <p>For pupils basic needs (Maslow) to be met so they are emotionally, physically and mentally ready to learn,</p> | <p>Daily breakfast club.</p> <p>In class support (Learning Pit and Learning Toolkit)</p> <p>Specific nurture support provided by HLTA (Three Houses etc)</p> | <p>EEF TLTK +2 months. Children have a calmer start to the day.</p> | <p>Attendance monitored and measured against PP who do not attend and non-PP pupils.</p> | <p>Pastoral lead/PPCs</p> | <p>Every term.</p> |

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| | Family support | Build relationships with pupils and families. Provide and locate support. Liaise with external agencies. Opportunities for parents to come into school: class assemblies, Safer Internet Day, productions, Church Visits etc. | PPCs to ensure information is disseminated and implemented | PPCs. | Ongoing from Sept |
| Total budgeted cost | | | | | £30 000 |

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? |
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| Pupils to access a range of social/cultural/sporting experiences, visits and activities. | <p>Partial funding for school trips; these include swimming, school visits to and from school.</p> <p>All after schools clubs to PP children are free.</p> <p>The school pays for sporting clubs during the school holidays</p> <p>Funding used to enable GMA PP children to attend GMA events in English, maths and science</p> | <p>Providing children with experiences which may not have been accessible to them otherwise. Outdoor adventure learning +4 months, EEF, TLTK.</p> <p>Emphasis on team-work and other such lifelong skills.</p> | Reviewing children's experiences of trips. Reviewing programme of trips and attendance. | Class teachers/A HT/HT. | Annually and after each trip. |

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| <p>Pupils to be able to continue their learning at home.</p> | <p>Online homework in English and maths.</p> <p>New online spelling homework introduced</p> <p>A number of opportunities provided during the school day to complete homework that is not completed at home. These include during breakfast club and at lunchtimes</p> <p>Community lunches where PP children and their parents get a free lunch.</p> | <p>Homework can have some beneficial impact on raising attainment. EEF, TLTK + 2 months.</p> | <p>Monitoring cycle.</p> | <p>Class teachers.</p> | <p>Weekly/fortnightly.</p> |
| <p>Increase pupil attendance.</p> | <p>Attendance monitored and absences quickly followed up by designated office staff.</p> <p>PP attendance updated termly and passed on to HT and gobs</p> <p>Closer discussions with EWO and escalation when necessary</p> | <p>Pupil premium attendance is less than non-PP attendance and it has been raised as an issue in the ASP report.</p> | <p>Attendance will be in line with non-PP children.</p> | <p>Office manager/HT</p> | <p>Termly.</p> |
| <p>Total budgeted cost</p> | | | | | <p>£30 000</p> |