

Pupil premium strategy statement for Ranvilles Junior School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, 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
Ranvilles Junior School	
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	25% or 96 Disadvantaged pupils based on October 2021 Census) Or 27% (105 pupils) including service families from October 2021 Census.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 2022 2022 2023 2023 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Angela Williams
Pupil premium lead	Rachael Lenaghan
Governor	Amanda Stevens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Made up of: <ul style="list-style-type: none"> • Deprivation: £28, 245 • Post LAC: £7,035 • Services: £22,320
Recovery premium funding allocation this academic year	£ 3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan - Statement of intent

At Ranvilles Junior School our motto is, 'Be you...Explore...Excel' and we focus on achieving this through our SMSC centred curriculum and 'Practise, Prove, Perfect' (PPP) strategy which facilitates securing core learning objectives. We embrace the concept of practising to improve and we appreciate we need to prove how well we are achieving in order to ensure the curriculum reflects our needs. We perfect to skilfully engage and demonstrate our depth of understanding. Our philosophy for education is summarised through our values – **Secure, Talented, Achievers, Respectful and Skilful**. We are committed to the holistic development of all children to ensure that they feel secure to achieve to the very best of their ability through a curriculum which builds on their needs.

We develop and refine our PPP approach to improve outcomes for all of our pupils, particularly those who are disadvantaged. The aim of the PPP strategy is to consider the needs of the whole child in relation to age-related expectations and to focus proactively on closing gaps to ensure provision meets need. We support pupils to realise their full capacity and focus to secure age-related expectations (and beyond) where possible.

The school focuses relentlessly on facilitating high quality teaching and learning opportunities, supporting every teacher to improve. Targeted academic support links to highly effective assessment for learning strategies that identify need. Wider strategies to support behaviour, social and emotional needs and attendance are additionally, carefully planned for to create a three tiered, targeted approach.

PPP Aims:

1. All children regardless of disadvantage or vulnerability, including those with Special Educational Needs, make at least expected progress in relation to age-related holistic expectations.
2. The attainment gap between disadvantaged and non-disadvantaged pupils is closed.
3. Pupil outcomes meet the school's high expectations, reflective of focused contextual provision.
4. Disadvantaged and vulnerable pupils meet and exceed nationally expected progress rates.
5. Pupils' health and wellbeing is a priority - 'being and feeling' safe emotionally, socially, physically and academically is secured.

Implementation

Data from a variety of sources, qualitative and quantitative, is used for the identification and detailed analysis of all pupils' individual needs, including those who are disadvantaged. We recognise that not all pupils who receive Free School Meals or who qualify for the Pupil Premium Grant will be underachieving academically or in need of support socially/emotionally. We also recognise that not all pupils who are underachieving are registered or qualify for Free School Meals. We use the Pupil Premium Grant to support pupils or groups of pupils that we legitimately believe to be underachieving and in need to additional, alternative or specialist support while focusing to meet the needs of the targeted group.

Quality First Teaching and Learning is constantly focused upon to ensure that pupils receive what they are entitled to (this is underpinned in the school strategic plan). This key driver considers the varying needs of cohorts/classes/individuals. PPP denotes designated time to practise core skills and knowledge to close gaps. Additional interventions, including those with EHCPs, are planned, implemented and evaluated assessing impact to ensure progress. The school uses research-based evidence from the Education Endowment toolkit to support decision-making.

Funding

The Pupil Premium Grant, totalling £57,600, and the Recovery Premium Funding of £3,480 are utilised in the following ways:

Actions	Budgeted Cost
<ul style="list-style-type: none"> Professional development opportunities to drive Quality First Teaching and Learning 	£4,413
<ul style="list-style-type: none"> A Pupil Premium Champion (PPC) works in close partnership with the Headteacher to plan strategically and oversee practical implementation. The PPC (non-class based) leads teaching and learning project groups 	£22,368
<ul style="list-style-type: none"> Provision of small group support, 1:1 teaching and release time for teachers to pupil conference/feedback Allocation of Teaching Assistant time in Year 3, 4, 5 and 6 to support pupils with specific interventions who may also have SEND needs too 	£14,152
<ul style="list-style-type: none"> Reading interventions to improve fluency and comprehension 	£1,511
<ul style="list-style-type: none"> Maths interventions 	£3,023
<ul style="list-style-type: none"> Part funding of ELSA and FEIPS to support pupils with emotional needs – including Post Covid support 	£2,301
<ul style="list-style-type: none"> Part funding of HSLW to work with pupils who have barriers to their learning – including Post Covid support 	£1,438
<ul style="list-style-type: none"> Funding of a school counsellor to support vulnerable children emotionally 	£3,510
<ul style="list-style-type: none"> Financial support for families with school uniform, before/after school provision. Financial support for extra-curricular clubs, visits and music tuition that enhance a child's social and mental wellbeing and build cultural capital for the child. 	£1,000
<ul style="list-style-type: none"> Service Children Club and other pastoral support and enrichment activities for Service families. 	£1,343
<ul style="list-style-type: none"> Reading resources and additional library area 	£6,000
<ul style="list-style-type: none"> Creation of Star Room to facilitate social and emotional needs 	£3,170
Total budgeted cost	£64,229

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	There is a need to build efficiently and effectively on KS1 outcomes to close any fundamental gaps in learning in reading, writing and maths.
2	There is a need to support children to confidently apply a wide range of reading strategies to become free readers and access the full curriculum.
3	There is a need to support children to write confidently and with accuracy in relation to age-related expectations to engage with and respond to curriculum expectations.
4	Children need to develop maths fluency and strategies to problem solve.
5	Wider complex family issues which impact on the child's readiness for learning need to be addressed and supported.

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
Progress in curriculum transition	Assessment for learning priorities identify immediate need of pupils on entry
Progress in reading	Pupils achieve at least national average progress scores in KS2 reading
Progress in writing	Pupils achieve at least national average progress scores in KS2 writing
Progress in maths	Pupils achieve at least national average progress scores in KS2 maths
Wider strategies are supported to develop the whole child	The social and emotional needs of vulnerable children are met.

Academic Year 2021 – 2022 Planned Activity

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transition CPD KS1 – KS2	<ul style="list-style-type: none"> • KS1 to KS2 assessment outcomes directly and immediately influence pupil provision in KS2 to focus on closing learning gaps • KS2 teachers develop phonic knowledge and understanding of reading journey in KS1 	1,2,3,4
Teaching and whole school strategies planned for and prioritised	<ul style="list-style-type: none"> • Refinement of Quality First Teaching planning to reflect prioritised needs of pupils in core subjects for each year group • Target setting to focus positive behaviour for learning attitudes • Target setting to prioritise individual and group needs to practise core skills • Reconfiguration of lesson structure to implement PPP – Practise, Prove and Perfect opportunities to secure core skills in reading, writing, SPaG and maths • Purchase of books to develop learning across the curriculum 	1,2,3,4
Whole class Teaching and Learning strategies are enhanced to support cognition and learning	<ul style="list-style-type: none"> • A wide range of strategies employed are inclusive and evidence good pupil progress and engagement • Gaps in learning close 	1,2,3,4
Whole class Teaching and Learning strategies are enhanced to support communication and interaction	<ul style="list-style-type: none"> • Pupils' confidence and independence is strengthened through whole school approaches • Gaps in learning close 	1,2,3,4
ECT implements RJS standards and expectations effectively to lead QFT	<ul style="list-style-type: none"> • CPD supports good practice • Pupils make expected progress • Mentor evidences progress 	1,2,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Every Child Counts / Evaluation Strategy Meetings</p> <p>Small group tuition from a qualified teacher</p>	<ul style="list-style-type: none"> • Small group Tuition (EEF+4) • Individualised Feedback (EEF+4) <p>Small group tuition from a qualified teacher. These sessions take place weekly and focus on elements of reading and maths. This could involve a pre teach of new vocabulary and new learning, reinforcing new learning or even using different approaches to ensure an aspect of learning has been proficiently learnt.</p>	1,2,3,4
<p>Every Child Counts / Evaluation Strategy Meetings</p> <p>PPP Interventions for Reading and Writing</p>	<ul style="list-style-type: none"> • Reading is deconstructed to support reconstruction • Focused groups secure phonics / grapheme correspondence • Fluency and comprehension skills develop • Handwriting skills are developed • SPaG skills are prioritised • RJS Writing Pathways weaves pupil need with spiral planning to close gaps and accelerate learning • Pupils have key learning steps identified to understand the Big Picture 	1,2,3,
<p>Every Child Counts / Evaluation Strategy Meetings</p> <p>PPP Interventions for maths</p>	<ul style="list-style-type: none"> • Whole school strategies focus on the 'Big Problem' to develop independence and problem solving skills • Pupils have key learning steps identified to understand the learning journey • Flashback Four facilitates opportunities to recall and practise previously taught skills/ knowledge • PPP for place value and number knowledge skills in maths • Intervention groups close gaps in learning and help accelerate progress 	1,4
<p>Every Child Counts / Evaluation Strategy Meetings</p> <p>Small group tuition and individualised feedback</p>	<ul style="list-style-type: none"> • Feedback (EEF+6) • Individualised Feedback (EEF+4) <p>Pupil Conferencing time provides additional opportunities for teachers to provide individualised feedback and/or instruction feedback on one to one/small group basis.</p>	1,2,3,4

Every Child Counts / Evaluation Strategy Meetings	<ul style="list-style-type: none"> Teaching Assistant Interventions (EEF+4) Reading Comprehension strategies(EEF+6) <p>PPP Reading interventions prioritise the development of focused reading strategies and align with RJS Reading Masters to develop phonic skills, fluency and comprehension.</p>	1,2
Teaching Assistants to lead interventions		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellor	<ul style="list-style-type: none"> School counsellor works proactively to meet and develop the emotional needs of pupils 	5
ELSA (Part funding of)	<ul style="list-style-type: none"> Social and emotional learning (EEF+4). Interventions that target social and emotional learning seek to improve pupil's interaction with other's and self-management of emotions, rather than focusing directly on the academic or cognitive aspects of learning. 	5
FEIPS (Part funding of)	<ul style="list-style-type: none"> FEIPS supports those who have suffered emotional trauma to engage with peers and adults to be successful in school 	5
HSLW (Part funding of)	<ul style="list-style-type: none"> Parental Engagement(+4) HSLW connects and communicates effectively with parents Based on the Every Child Counts Strategy, parental self-referral and/or Children's Services requests, families are identified who may require additional support to improve the outcomes for their child. 	5
Physical wellbeing	<ul style="list-style-type: none"> The well-being of physically vulnerable pupils is invested in through PE / sport / education Children learn life-long skills to invest in their fitness and wellbeing 	5
Financial Support	<ul style="list-style-type: none"> Vulnerable pupils are supported financially to access the whole curriculum and have the uniform required to do so 	5

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 2020 to 2021 academic year.

Key Priorities from Strategy September 2020 2021

Every Child Counts Strategy

The strategy was planned ready for full implementation in September 2020.

In January 2020, the country went into a national lockdown. The school remained open for direct teaching for a significant number of key worker children while facilitating the needs of all children through blended or remote learning. Provision was adapted to meet the needs of PP pupils during lockdown.

The table below documents the Pupil Premium children accessing curriculum learning during this period.

	Year 3		Year 4		Year 5		Year	
Direct Teaching	7	35%	13	59%	5	22%	10	48%
Blended Learning	2	10%	1	5%	3	13%	3	14%
Remote Learning	11	55%	8	36%	15	65%	8	38%
Total PP children	20	100%	22	100%	23	100%	21	100%

Provision to support PP pupils during Lockdown

1. HSLW contacted pupils regularly
2. Inclusion Team focused on PP pupils
3. Online ELSA lessons / ELSA support in school and after school hours
4. FEIPS work
5. Employed a school counsellor to support vulnerable children
6. Teachers monitored and contacted engagement of pupil
7. Every Teaching Assistant was linked with a vulnerable pupil to support online working
8. SENDCO led teaching and learning sessions online
9. Learning support – encouragement and guidance for parents on how to help their children
10. Resources
11. Technological support and resources
12. Personalised learning provision reflective of home conditions
13. Attendance on EHH meetings
14. Physical wellbeing focus through sport
15. Year 3 phonics – led by SENDCO and HLTA
16. Phonic interventions
17. HT / DHT small group teaching interventions
18. TA teaching and learning interventions

19. Ready to Progress teaching programmes

20. Focus on PSHE curriculum

Teachers facilitated online teaching via Google Classroom. Teachers received training and support on using this platform and became highly skilled very quickly. They provided focused teaching linked to the curriculum intentions, created video clips to support learning and fully embraced the online support tools such as Oak Academy to ensure that children continued to receive their full curriculum. In addition to this, teachers continued to provide small group support to targeted pupils remotely and one to one conferencing time to enable pupils to access their learning. Teaching Assistants also continued to deliver intervention groups remotely. The Inclusion Team supported children and their families. The school provided laptops and offered parents/carers internet access so that their children could continue to engage with their learning. In addition to this, one to one support was offered.

Registers for engagement enabled the school to take action in identifying any disengagement and take action to improve the engagement of some of our pupils. Engagement Registers also identified a quality grading to note if pupils were exceeding, meeting or falling below teacher expectations. Despite everything that was in place, some of our PP pupils and their families found remote learning challenging. Some children were invited in to return to school prior to the full return of school.

A recovery curriculum was established to support all pupils on their return to school using all the diagnostic and qualitative information to hand. The 'catch-up' programme facilitates pupils to practise, prove and perfect key elements of learning and core skills to close gaps and create opportunities for accelerated learning. Additional resources to support the teaching and learning of phonics were purchased as well as real books to develop confidence and continue to encourage a love for reading.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This information is detailed in the categories above. The majority of the provision was providing academic support to those identified and as outlined on the ECC agenda. In addition to this, pastoral support has been given during lockdowns and as a result of lockdowns.

	Some of our families were deployed in order to support the government managing the COVID 19 pandemic and therefore additional support was offered through pastoral provision.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils who attended school for direct teaching benefitted from personalised provision with access to key learning to support academic, social and emotional needs.

Further information- linked to Service Premium

The vast majority of this funding focuses on supporting our Service Families pastoral needs. This is particularly pertinent when supporting children and those left behind when a member of their family is deployed overseas. Such support might include:

- a member of the inclusion team regularly checking in with the child
- facilitating communication between the deployed adult and child
- providing a link between home and school during a period of change
- provision of before and after school care in order to support the wider needs of the child and family
- ELSA / FEIPS / school counsellor support

The pupils' academic needs are supported through 1-1 and small group provision.

We aim to give our Service Families a sense of belonging within our school community and have whole school days focused on the Armed Services to promote values, focus on historical impact and inclusion.