



Pupil premium strategy statement for Ranvilles Junior School

This statement details our school's use of £81,850 pupil premium funding received after the July 23 census adjustments, and recovery premium of £5,365 for the 2023 to 2024 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	245 (Y3 to Y6: October 23 Census)
Proportion (%) of pupil premium eligible pupils	16% - 40 disadvantaged pupils based on October 2023 census 41% - 100 pupil premium pupils, (including service families from October 2023 Census).
Academic year/years that our current pupil premium strategy plan covers	Year 3 of 3 years 2023 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
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: £49,470 • Post LAC: £7,590 • Services: £24,790 •
Recovery premium funding allocation this academic year	£5,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Funding	£87,215



Part A: Pupil premium strategy plan - Statement of intent






At Ranvilles Junior School we are committed to the holistic development of all children irrespective of their socio-economic background. We intend to ensure that all pupils, and especially the most socio-economically disadvantaged children, feel secure to achieve to the very best of their ability through a carefully crafted curriculum that reflects and builds on needs. Our motto is, 'Be you...Explore...Excel!' We focus on achieving this through our SMSC centered curriculum **Exploring the World...Exploring Me...** in which every child has a place, expectation and opportunity to excel. Robust internal systems and strategies support staff and children alike to understand and access provision with equitability. There is a culture of reaching for high standards in a supportive environment.

High Quality Teaching and Learning

A relentless focus on facilitating high quality teaching and learning is underpinned in our practice and strategic plan, with a dedicated commitment to reflect to improve as practitioners. Strategies are adopted through research and collaboration, amended through evaluation and abandoned if the impact is not significant enough and warrants fundamental change. We invest in high quality teaching through focused collaboration that is further underpinned in professional development and Performance Management strategies. Training and support for Early Career Teachers builds on professional expertise and facilitates opportunities to self-evaluate to ensure impact is optimum. Ranvilles *Learning for Success* strategy specifies whole school pedagogical intentions and strategies (such as focused reading / writing, Flashback Four and Maths Application Time) and ensures a common approach for equality and equity of provision.

Our philosophy for education is depicted through our school values:

School Values – Ranvilles STARS

-  Secure and happy individuals
-  Talented contributors
-  Ambitious learners
-  Responsible teammates
-  Successful communicators

Targeted Academic Support

Targeted academic support is identified through highly effective assessment for learning systems and strategies that underpin need. The whole school daily intervention of '**Practise, Prove, Perfect**' (PPP) is an inclusive strategy. This intervention supports pupils, of all abilities, to master key learning objectives – critical stepping stones that must be secure to make good progress in learning in English and maths. The concept of *practising to improve* is reflective of whole class teaching, implemented as a daily intervention and woven into independent tasks in subject



disciplines. We also appreciate we need to *prove* how secure our learning is through curriculum application of knowledge and skills. We *perfect* to demonstrate our independence and depth of understanding across the curriculum.

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

Practise Prove Perfect (PPP) Intervention 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 of Practise Prove Perfect (PPP) Intervention

Data from a variety of sources is used for the identification and analysis of all pupils' individual needs, and very specifically 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 or 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 principally support pupils or groups of pupils that we legitimately believe to be underachieving and in need of additional, alternative or specialist support **while focusing to meet the needs of the officially identified group**. We do this through an inclusive strategy that enables all learners to appreciate the need to master key concepts.

Teachers and Teaching Assistants work in close partnership to deliver targeted academic support. Small, structured groups follow systematic routines to develop familiarity of expectations, confidence and to focus on opportunities to drill down to bespoke need. This is linked to the curriculum through integrated whole class teaching and subsequent independent activities that build on what has been revised and consolidated. Interventions are carefully linked to the whole curriculum for purposeful and practical engagement and guide and support pupils to answer our Big



Debate SMSC Questions every term.

Additional – 1-1

Academic 1-1 sessions are carefully planned to support the very specific needs of pupils. A wide ability range can demand bespoke and small group provision. Our '*Learning for Success*' strategy is focused, specific and detailed. It is also used as an assessment benchmark for '*Every Child Counts*' meetings planned for at the end of every term. The specificity of what and how a child will be supported is identified through the '*Learning for Success*' strategy enabling precise practice to support pupil development through a school common language.

Supporting Wider Strategies

Wider strategies to support behaviour, social and emotional needs and attendance are additionally, carefully planned for to create a three-tiered, targeted approach. This approach is detailed in our '*Learning for Success*' strategy – a common approach to assess and identify and implement practice that reflects and secures pupil needs.

We ensure children are ready to learn. We develop social and emotional skills in alignment with our school values. Ensuring learners feel safe and secure as individuals is critical to enable them to focus on curriculum learning. We employ a Home/School Link Worker to connect readily with parents. Using ClassDojo parents can communicate readily and easily. Evidence proves this to be an effective strategy amongst other opportunities to connect with the school through planned meetings, online meetings and via the phone. Understanding the background of our children is critical. Connecting closely with families through an open-door policy enables trust to be built and a culture of support and mutual commitment to be fostered.

Social and emotional needs are met through ELSA, TALA and through our school counsellor. The Inclusion Leader oversees and works in close partnership with the Home/School Link Worker to connect with and/or refer families for external support. 1-1 sessions enable pupils to feel valued and heard. The opportunity for them to express themselves is critical and supports them to focus on the academic curriculum. The social and emotional support system progresses from ELSA to TALA to the school counsellor as appropriate.



Funding

The Pupil Premium Grant, totaling £81,850, and the Recovery Premium Funding of £5,365 are utilised in the following ways:

Actions	Budgeted Cost
Universal Provision – Quality First Inclusive Teaching and Learning Provision and Support <ul style="list-style-type: none"> • Interventions • CPD – MITA – Maximising Impact of Teaching Assistants – Mediation • CPD – Educational Psychologist – Helping Harry • CPD – Inclusive environments 	29,485.00 2,455.00
Universal Provision – Quality First Inclusive Teaching and Learning personnel <ul style="list-style-type: none"> • Personnel - Inclusion Leader • Personnel - School Counsellor • Personnel - Reading Teacher until April 24 • Personnel - ELSA • Personnel - Therapeutic Active Listening Assistant • Personnel - Home / School Link Personnel • Personnel - HMS Ranvilles Link Worker 	1,920.00 2,555.00 1,770.00
Targeted Additional Support: Additional Teaching and Learning Provision - Recovery Premium <ul style="list-style-type: none"> • Tutoring Group 1 • Tutoring Group 2 	5,365.00
Targeted Additional Provision provided: <ul style="list-style-type: none"> • Sunrise Learning Transition Breakfast Club – emotional support through key personnel • Food • Lunch club facilitated through key personnel to develop social and emotional skills / group interaction • Reflections at the end of the day 	5,351.00 11,968.00 21,000.00
Targeted Additional Support: Resources purchased <ul style="list-style-type: none"> • Residential trip • School trips • Stormbreak • Reading Books – Book Bands • PSHE / SCARF Resources 	1,325.00 740.00 350.00 2,500.00 750.00
Total budgeted cost	87,534

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

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 2023 – 2024 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 • Development of vocabulary 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 daily over the spring term and focus on reading and maths core skills. This could involve a pre teach of new vocabulary and new learning, reinforcing new learning or using different approaches to ensure an aspect of learning has been secured proficiently.</p>	<p>1,2,3,4</p>
<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 	<p>1,2,3,</p>
<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 	<p>1,4</p>



	<ul style="list-style-type: none"> Intervention groups close gaps in learning and help accelerate progress 	
<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
<p>Every Child Counts / Evaluation Strategy Meetings</p> <p>Teaching Assistants to lead interventions</p>	<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

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
TALA (Part funding of)	<ul style="list-style-type: none"> TALA supports those who have suffered emotional trauma to engage with peers and adults to be successful in school 	5
Home School Link Worker (Part funding of)	<ul style="list-style-type: none"> Parental Engagement (+4) HSLW connects and communicates effectively with parents 	5



	<ul style="list-style-type: none"> Based on 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. 	
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 Stormbreak is implemented as a proactive strategy to link mental health and physical well-being 	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 Trips are paid for 	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 2022 to 2023 academic year.

Ranvilles Junior School: SATs Headline Trends over Time

	2015.16	2016.17	2017.18	2018.19		2021.22	2022.23
Maths ARE or above	72% (2% above NA)	71% (4% below NA)	67% (9% below NA)	81% (2% above NA)		75% (4% NA)	81% (8% above NA)
Maths GD	7%	13%	21%	19%		12%	27%

	2015.16	2016.17	2017.18	2018.19		2021.22	2022.23
Reading ARE or above	67% (1% above NA)	75% (4% above NA)	69% (6% below NA)	76% (3% above NA)		82% (7% above NA)	79% (6% above NA)
Reading GD	10%	27%	25%	19%		22%	16%

	2015.16	2016.17	2017.18	2018.19		2021.22	2022.23
GPAS ARE or above	74% (2% above NA)	70% (7% below NA)	77% (1% below NA)	81% (3% above NA)		74% (1% above NA)	78% (6% above NA)
GPAS GD	18%	27%	27%	32%		28%	28%

	2015.16	2016.17	2017.18	2018.19		2021.22	2022.23
Writing ARE or above	89% (15% above NA)	80% (4% above NA)	83% (5% above NA)	84% (6% above NA)		82% (12% above NA)	85% (13% above NA) Moderated by the LA
Writing GD	34%	27%	29%	24%		18%	11%
Combined							69% (10% above NA)



Estab. No.	School	Cohort	RWM*			READING			WRITING TA			MATHS			GPS			
			≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS	Avg. SS	<Exp	≥Exp	High	Avg. SS	<Exp	≥Exp	High
-	Local Authority	3,522	39.6%	2.4%	101.9	42.8%	57.2%	14.7%	54.2%	5.5%	100.4	45.4%	54.6%	9.1%	100.7	47.3%	52.7%	13.8%
2289	Ranvilles Junior School	11	63.6%	9.1%	104.2	27.3%	72.7%	18.2%	72.7%	9.1%	104.1	18.2%	81.8%	18.2%	103.4	36.4%	63.6%	27.3%

End of Year Internal Summary Data 2023

Reading - Book bands

Legend: WBS/SBS (Red), WTS (Orange), EXS (Green), GDS (Blue), No data (Grey)

All Pupils	14 pupils - Average: Brown	100%
Boys	7 pupils - Average: Lime	100%
Girls	7 pupils - Average: Brown	100%
No SEN	6 pupils - Average: Brown	100%
SEN Support	8 pupils - Average: Lime	100%
Middle Prior Attainers	4 pupils - Average: Brown	100%
Low Prior Attainers	4 pupils - Average: Lime	100%
Unknown Prior Attainers	6 pupils - Average: Brown	100%

Attainment overview for pupils (2022 – 2023) who are Disadvantaged

Summer 2 Main Assessment

Reading – 74% on track to meet the expected age-related standard

Writing – 72% on track to meet the expected age-related standard

Maths - 73% on track to meet the expected age-related standard

Learning and Behaviour Maps analyse the impact of social and emotional provision facilitated for identified pupils. These records are sent home to all parents at the end of every term.

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

Service pupil premium funding (optional)

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



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/support team regularly checking in with a 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
- Lunchtime support clubs during school led by a key adult

The pupils' academic needs are supported through provision as identified above.

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. We have visitors who lead learning opportunities and assemblies, strengthening community and school links.