

## **John Ruskin School Pupil Premium Report to Parents 2018-19**

Pupil Premium is additional funding provided to schools in England to raise the attainment of disadvantaged students, close the attainment gap between them and their peers and to ensure that pupil premium students make progress in line with other, non-pupil premium students.

There are three categories of children that qualify for pupil premium:

- Ever 6 Free School Meals (Ever6/FSM) - £935 per student. Students in Years 7 to 11 that are in receipt of or have received free school meals in the past six years.
- Adopted from care (Adopted) and Looked After Children (LAC) - £2300 per student. Students in Years 7 to 11 that are in local authority care or have been adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order.
- Service children - £300 per student. Students in Years 7 to 11 with Parent(s) who are either; currently serving in the armed forces or have served in the last 4 years. This premium is also for students that are in receipt of a child pension from the Ministry of Defence.

At John Ruskin School we believe that all students should be assisted to achieve their academic potential. Students who are not classed as pupil premium are not disadvantaged and are able to access help and support as necessary (within the scope of the funding available).

**The total money allocated for this period was £36,950. This figure is based on 45 students being eligible from the January 2018 census.**

### **Pupil Premium Impact 2018-19**

The Progress 8 Figure for PP students in the provisional tables is -0.04

- English element = -0.17
- Maths element = -0.56

### **CURRENT COHORTS**

#### **Year 10 (9 students)**

##### *English*

Year 10 are tracked to their end of GCSE target. At the end of Year 10, 56% of PP students had already achieved this and 47% of non PP students.

##### *Maths*

In Maths 33% of PP students have already achieved their end of GCSE target as opposed to 47% of non PP students.

### **KS3**

| Year Group | English<br>% at or above target |        | Maths<br>% at or above target |        |
|------------|---------------------------------|--------|-------------------------------|--------|
|            | PP                              | Non PP | PP                            | Non PP |
| Y9 (13)    | 82%                             | 77%    | 55%                           | 58%    |
| Y8 (9)     | 67%                             | 83%    | 33%                           | 69%    |
| Y7 (9)     | 75%                             | 83%    | 100%                          | 94%    |

Pupil Premium students are well represented around school:

- 25% of Prefects are PP students (current Year 11)
- 50% of the PP students in Year 11 and 77% of the PP students in Year 10 are participating in the Duke of Edinburgh scheme
- Nearly a quarter (23%) of our PP students in Year 10 were Peer Mentors last year and it is expected to be a similar figure again this year
- PP students are also represented on the School Council and we actively encourage them to put themselves forward

Further Pupil Premium Case Studies are available on request from school.

## Pupil Premium Expenditure 2018/19

|   |                   |
|---|-------------------|
| Literacy Intervention   | £3155.25          |
| Numeracy Intervention   | £3858             |
| Accelerated Reader  | £2589             |
| Pupil Premium Champion  | £1654.33          |
| Pupil Premium Learning  | £3369.87          |
| Small Group Support Year 11                                     | £5049             |
| Music Lessons   | £2356.25          |
| Lunchtime Homework Club   | £586.50           |
| Pastoral Interventions  | £4759.95          |
| Additional Staffing for Core Subjects                           | £9500             |
| Direct Student Support  | £2483.53          |
| Curriculum Enrichment   | £1390             |
| Raising the Profile of PP students within Teaching and Learning | £100              |
| Careers Intervention  | £550              |
| <b>TOTAL Expenditure</b>  | <b>£41,401.68</b> |

**It is planned to continue this expenditure for 2019-20, reviewed on a child by child basis at the point of need.**

**2019-20**

The total money allocated to the school for this period is expected to be £48,544. This applies to 47 students, 22% of our cohort.

For 2018-19 we will continue to have bespoke plans in place for each child, overseen by the Pupil Premium Champion in school, the Headteacher and the Pupil Premium School Link Governor. The budget has been allocated as below because of the success of these strategies in previous years.

We will:

- Continue to allocate the role of Pupil Premium Champion to a member of staff
- Continue to invest in literacy and numeracy programmes where that presents as the barrier to progress
- Support all students with resources where that presents a barrier to learning or attendance (for example, uniform, revision guides and educational visits)
- Offer small group and one to one support with specific issues as appropriate
- Support music lessons and Duke of Edinburgh awards for those students who show an interest in this area
- Review our Key Stage 4 curriculum around each Year 9 child as an individual, using PPG funds where possible to ensure they are on a pathway that will sustain them in education or training post 16
- Improve attendance of PPG students by engaging with students and parents to overcome any barriers to full time attendance
- Ensure a journey of cultural experiences is weaved from Year 7 to 11 (Cultural Capital)

We will monitor and review the impact of these plans around each child at our two data captures during the year. The next review of the whole school approach will be with governors in October 2020.

The rationale for the strategies adopted is shown below:

| Strategy  | Rationale  |
|---|--|
| <p>IDL Literacy<br/>Accelerated Reader<br/>Reading Partners</p>         | <p>On average Reading Ages for PP students have increased by 10 months in 2018-19 academic year for all students accessing IDL Literacy and Reading Partners.</p> <p>The students are generally highly motivated to participate in IDL. Parents/Carers are informed and encouraged to use IDL Literacy at home.</p> <p>The IDL Literacy programme is used by around 40,000 pupils per year in over 2,000 schools and in October 2018 IDL Literacy won the National SEND Award.</p> <p>The Accelerated Reader Programme is a powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure.<br/>(Reading Comprehension Strategies (+6 EEF Teaching and Learning))</p> <p>Reading Partners ran successfully last year and enabled older students to be 'peer mentors' to younger students. Year 10 students could also use Reading Partners as part of their Duke of Edinburgh 'volunteering', thus benefiting all involved.</p> |
| <p>1:1 Literacy Intervention</p>  | <p>A range of students are chosen for a term each and given personalised targets. This has a significant impact on all area of literacy and boosts self esteem and confidence.<br/>(+5 EEF Teaching and Learning Toolkit)</p>  |
| <p>IDL Numeracy</p>   | <p>IDL Numeracy is a new software package introduced in 2018-19 based on the success of IDL Literacy. Excellent progress has been made by each year group, particularly the younger students. On average, the following sub-levels of progress were made by each year group:</p> <ul style="list-style-type: none"> <li>● Year 7 = +4.5</li> <li>● Year 8 = +3</li> <li>● Year 9 = +2</li> </ul> <p>All PP students in Year 7 have reached or exceeded their Y7 target. All students in Year 9 have now reached a level of 4b or above.</p>  |
| <p>Small Maths Groups</p>   | <p>Small Group Tuition (+4 EEF Teaching and Learning Toolkit)</p>  |
| <p>Duke of Edinburgh</p>  | <p>Outdoor Learning is an integral part of the curriculum at JRS and PP students are encouraged to complete their Bronze Award.<br/>(+4 EEF Teaching and Learning Toolkit)</p>   |
| <p>INSET Training/ Lesson Observations/ Book Scrutiny / Pupil Voice</p> | <p>High quality individual feedback has the greatest impact on each student and is an essential part of their learning. In turn this can then lead to improved metacognition and self-</p>   |

|  |   |
|--|---|
| <p>The importance of 'Feedback' as part of high quality teaching and learning combined with 'Metacognition and self-regulation'.</p> | <p>regulation.<br/>(+8 EEF / +7 EEF Teaching and Learning Toolkit)</p>  |
| <p>Homework Club</p>   | <p>All children have access to a Homework Club on a daily basis and the opportunity to use a computer and printer is always available. The club is staffed by different subject staff each day to enable specialised support.</p> <p>All Year 7 students also received 'additional' TA support at homework club for one term.</p> <p>(+5 EEF Teaching and Learning Toolkit)</p> |
| <p>Widened Option Choices and Smaller Class sizes</p>  | <p>(+3 EEF Teaching and Learning Toolkit)</p>   |