

Pupil premium strategy statement

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
School name	John Ruskin School
Number of pupils in school	234
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Nov 21
Date on which it will be reviewed	Nov 22
Statement authorised by	P Blackburn

Pupil premium lead	S Stergiaki
Governor / Trustee lead	H Glaister

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43200
Recovery premium funding allocation this academic year	£3045
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46245

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*
 - *That our disadvantaged students leave John Ruskin School with:*
 - *The literacy, numeracy and oracy skills to enter post 16 education, training or employment*
 - *The cultural capital so that they are not disadvantaged in later life*
 - *Progress outcomes in line, or better than, non-disadvantaged students*

- *How does your current pupil premium strategy plan work towards achieving those objectives?*
 - *By focussing on early literacy and numeracy intervention in Year 7 and 8*
 - *By developing staff through high quality INSET to be able to provide teaching that is best able to support and challenge our disadvantaged students*
 - *By implementing and reviewing a curriculum both within timetabled lessons and the wider community that allows disadvantaged students to develop their skills and talents to the full*

- *What are the key principles of your strategy plan?*
 - *The key principle of our plan is to review any support regularly for effectiveness through intervention maps and data tracking*
 - *To use our small size as a school to know our students well and provide bespoke support wherever possible for each disadvantaged child*

Challenges

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

Challenge number	Detail of challenge
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1	Our disadvantaged children often have low literacy (including oracy) and numeracy skills on entry to the school
2	Some of our disadvantaged children do not make as rapid progress as the rest of the cohort
3	Our disadvantaged students can have attendance lower than that of whole school, many also travel a long distance to school and struggle to access revision and after school clubs
4	Some of our disadvantaged students come from complex families receiving multi-agency support
5	Many of our disadvantaged students are also on the SEN register and have a spectrum of needs

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
Our disadvantaged students will progress in line or better than their peers	<p>Support in place where there is a barrier to achievement</p> <p>Regular meetings between staff and the most vulnerable students</p> <p>Positive progress scores in both internal and external data at GCSE</p>

<p>By the time they enter Key Stage 4, our disadvantaged students will have made sufficient progress in literacy and numeracy to access GCSE level study</p>	<p>Students not at the level (SEND) will be supported with bespoke timetables</p> <p>Reading / numeracy age data from IDL support shows progress</p> <p>All relevant exam access arrangements are in place and fully supported</p>
<p>Professional discussions within school and, where appropriate, will be in place as required for our most complex families</p>	<p>Meetings take place and are attended by all relevant staff</p> <p>Attendance and behaviour of children with complex families is good and in line with their peers</p>
<p>Disadvantaged students will be supported to enrich their cultural capital</p>	<p>Disadvantaged students attendance on cultural and sporting trips is high</p> <p>Disadvantaged student engagement with DofE and outdoor opportunities is in line with their peers</p> <p>Student voice feedback from disadvantaged students is good</p> <p>Disadvantaged students make a full and valued contribution to our school through school council, prefects, JRS Express etc</p>

Activity in this academic year

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)

Budgeted cost: £ [10 500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide high quality CPD and training for staff</p>	<p>Quality teaching and a well planned and delivered curriculum has the strongest impact on outcomes</p> <p>High quality individual feedback has a great impact on each student and is an essential part of their learning (+6 EEF Teaching and Learning Toolkit). In turn, this can lead to improved metacognition and self-regulation (+7 EEF Teaching and Learning Toolkit)</p> <p>Developing oracy skills across the curriculum is of high importance. Oral language interventions (+6 EEF Teaching and Learning Toolkit)</p> <p>Mastery learning (+5 EEF Teaching and Learning Toolkit)</p>	<p>1,2,3</p>
<p>Our disadvantaged lead to work with our SENDCO and EAA lead to ensure the best possible support for</p>	<p>Barriers to progress are reduced</p> <p>Staff are confident that students are supported to make progress in class</p>	<p>1,4,5</p>

disadvantaged students is in place		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [25 000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support students with their NEA in GCSE courses where they are unable to access this at home	EAA folders providing level access to the curriculum and course as per national guidelines	1
IDL literacy and numeracy intervention in Y7 and 8 to ensure students can access KS4 curriculum	<p>Students unable to read or without basic numeracy skills cannot access the curriculum at KS4, are more likely to become disengaged leading to poor attendance and risk of becoming NEET.</p> <p>The IDL Literacy programme is used by over 216,800 pupils per year in over 3,300 schools. In October 2018 IDL Literacy won the National SEND Award.</p> <p>IDL Numeracy is a maths software resource developed with the intention to improve outcomes for low-attaining pupils in particular by reducing the stress that those with low level maths ability or dyscalculia</p>	1, 2, 3

	would ordinarily feel when faced with mathematical problems.	
Accelerated reader curriculum support and time to encourage reading throughout KS3 for all disadvantaged students and maintain a culture of reading	<p>Students are encouraged to read for pleasure and disadvantaged students in KS3 are regular readers.</p> <p>The Accelerated Reader Programme is a powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure. (Reading Comprehension Strategies (+6 EEF Teaching and Learning))</p>	1, 2, 3
Purchase and supply revision guides, text books and reading books	Removing this financial barrier to allow students to access the full range of resources as their non-disadvantaged peers	1
Targeted support for Y11, offering bespoke support to students in GCES NEA and reduced curriculum	Y11 students are engaged, have high attendance and show progress outcomes in line or better than non-disadvantaged peers	1, 2
Targeted small group support for recovery post C-19 in Y10 maths, Y7 reading and Y11 1:1 support	<p>Students unduly affected by the pandemic lockdowns are supported to achieve their potential as evidenced in reading ages and GCSE progress indicators</p> <p>Small Group Tuition (+4 EEF Teaching and Learning Toolkit)</p> <p>1:1 Literacy Intervention has a significant impact on all areas of literacy and boosts self esteem and</p>	1, 2

	confidence (+5 EEF Teaching and Learning Toolkit)	
Pastoral and well-being mentoring from disadvantaged lead in school / school nurse / peer to peer support etc	Higher attendance and improved well being reported Mentoring (+2 EEF Teaching and Learning Toolkit) Social and emotional learning (+4 EEF Teaching and Learning Toolkit)	3

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

Budgeted cost: £ [10 745]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra support around events such as DofE, fell race, canoe days, theatre trips to remove any barriers to participation	Higher levels of engagement lead to better attendance and avoid truancy where there is a risk that the event itself could highlight disadvantages Arts Participation +3 EEF Teaching and Learning Toolkit. Outdoor adventure learning - although the impact is unclear based on insufficient evidence according to the EEF Teaching and Learning Toolkit, it is very important for our students to be able to safely access, enjoy and appreciate our National Park	5

Music lessons, Y7 residential and all educational trips and events linked to the curriculum, where voluntary contributions would typically be expected, are met from disadvantaged funding	Removes any barrier to attendance and encourages engagement	3, 5
Careers support at Y9 for all disadvantaged students	Students make aspirational GCSE choices connected to future post-16 destinations and beyond	2, 3

Total budgeted cost: £ [46 245]

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.

Analysing data and attendance for the preceding year has been incredibly difficult due to the impact of the C19 pandemic. Impact, whether linked to data or not, that we do have available is:

Year 11

Year 11 GCSE outcomes are not being published nationwide this year and as a result we are unable to publish the full impact of outcomes in our school for 2021. Headline information would demonstrate that:

- 40% (4/10) of our students achieved a strong pass in English and Maths (5 or above)
- 70% of students (7/10) achieved a pass in English and Maths (4 or above in both)
- 100% PP students reached their post-16 destination of choice with 90% (9/10) remaining in full-time education and one student entering employment.

IDL Literacy / Accelerated Reader

On average, Year 7 PP students have increased their word reading age by 12 months and their sentence reading age by 2 months in 2020-21. In 2020-21, these figures have decreased slightly reflecting the Covid measures in place and the 8 week lockdown incurred by the students, reading partners was unable to take place due to Covid measures

The students are generally highly motivated to participate in IDL. Parents/Carers are informed and encouraged to use IDL Literacy at home.

IDI Literacy 2020-21

Year 7

Reading = +11.5 months (Range 0 - 30 m)

Spelling = +3.1 months (Range 0 - 16 m)

Year 8

Reading = +12 months (Range 0 - 24m)

Spelling = +13.2 months (Range 5 - 27m)

IDL Numeracy

On average, for 2020/21 the following sublevels of progress were made by each year group:

- Year 7 = +2.1 (PP students = +1.2)
- Year 8 = +2.8 (PP students = +3)

Supportive Measures taken during Covid

- In school support during lockdown with 50% of Y11 PP students attending our 'school hub'
- 'On-line' learning clinics for all year groups and attendance of disadvantaged checked
- Laptop provision - ensuring access to ICT at home
- School/Home support - fortnightly telephone conversations with both parents/carers and students
- Individual specialised support as per intervention map
- Student group surveys per year group for PP students in KS3
- Y10 returned early to access lessons in school 3 days/week
- Y10 survey on return and re-surveyed after 5 weeks regarding well-being

Disadvantaged students are well represented around school:

- Over 15% of Pupil Premium students are prefects (current Year 11)
- 80% of the PP students in Year 11 and 82% of the PP students in Year 9 participated in the Duke of Edinburgh scheme this academic year
- PP students are also represented on the School Council and we actively encourage them to put themselves forward

The Peer Mentors programme was unable to take place this year due to Covid-19. We hope to reinstate it in September 2022.

Attendance:

Whole school attendance for 2020-21 for Non Pupil Premium students was 97% and for Pupil Premium students it was 88%. For all students, average attendance was 95%.

Due to Covid-19, performance measures have not been published for 2020 to 2021.

We are unable to publish our usual analysis of data on the impact of interventions for our cohorts.

INSET Training/Lesson Observations/Book Scrutiny/ Pupil Voice

Regular staff INSETS were prioritised when the pandemic allowed.

High quality teaching and learning and 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-regulation.

(+8 EEF / +7 EEF Teaching and Learning Toolkit)

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
IDL numeracy	IDL

IDL literacy	IDL
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Service pupil premium funding (optional)

We are not entering information as the small number of service students means they would be easily identifiable. Intervention map is maintained internally and provides a detailed breakdown of their support

Further information (optional)

Following the pandemic of 2019 we have supported students well being and happiness through the following external support

- The Blues Programme
- The Bouncing Back programme

These programmes are both run by Action for Children and are aimed at supporting students' well-being

The Be Me project also supports student well being through lunch time drop ins and intervention groups