

## Pupil Premium Funding & Expenditure 2024 – 2025

### THIS REPORT SITS ALONGSIDE THE RECOVERY PREMIUM REPORT

**Received:**

**£294,110 (financial year) April 2024 -March 2025**

#### ***Provisional Financial data***

This year we continued to hold regular meetings where teachers tracked the progress of these pupils in their year group and planned actions if any pupils from this group were falling behind.

<b>Desired outcome:</b> <b>Supporting pupils achieving below age related expectations or pupils who are not making the required progress in the early years foundation stage</b>		
<b>Cost: £76,130</b> (personnel – D Kebell; H Northcott; agency TA) YR 25 disadvantaged children (3 with EHCPs; 1 being written; 4 children with ASD diagnosis) N 27 disadvantaged children		
<b>Actions:</b> <ul style="list-style-type: none"><li>• Extra teaching assistants employed and trained to focus on learning through independent activities whilst the other staff (nursery nurse and teachers) focus on adult lead activities. This was to ensure that the appropriate learning was taking place in independent activities.</li><li>• Extra support for early phonics, maths and reading skills for identified children.</li><li>• Additional adult to provide communication and language and Personal, social and emotional support for identified children with high needs</li></ul>		
<b>Impact:</b>  <b>Reception Pupil Progress September 2024- July 2025</b>		
	<b>Literacy</b>	<b>Maths</b>

PROGRESS		Comprehension	Word reading	Writing	Number	Numerical pattern
All	Expected+	75	88	80	84	82
	Rapid	37	61	39	45	39
PP	Expected	71	81	72	86	76
29 chn	Rapid	48	52	43	57	43
Others	Expected	77	93	90	83	87
	Rapid	30	67	37	37	37

More pupils eligible for pupil premium made rapid progress compared to those not eligible for pupil premium in all areas except word reading.

### Overall Good Level of Development:

	John Ruskin School Pupils Eligible for the Pupil Premium	John Ruskin School Pupils not Eligible for the Pupil Premium	National figure for pupils not eligible for Pupil Premium
2014	48% (21 pupils)	69% (36 pupils)	64%
2015	60% (20 pupils)	59% (39 pupils)	69%
2016	71% (17 pupils)	68% (41 pupils)	72%
2017	76% main school/ 73% whole school (17/18 pupils)	72% (40 pupils)	72%
2018	75% (16 pupils)	69% (42 pupils)	74%
2019	72% (18 pupils)	73% (42 pupils)	74%
2020 PREDICTED	75% (18 pupils)	72% (42 pupils)	n/a

<b>2022</b>	67% (18 pupils)	52% (40 pupils)	n/a
<b>2023</b>	50% (25 pupils)	77% (30 pupils)	
<b>2024</b>	65% (29 pupils)	60% (27 pupils)	68%
<b>2025</b>	48% (25 pupils - 3 chn with EHCPs; 1 child with EHCP being written; 4 with ASD diagnosis)	50% (30 pupils -1 child with EHCP; 3 with ASD diagnosis)	Not published yet

**Data shows that:**

- Overall the percentage of pupils eligible for pupil premium who achieved a good level of development was greater than the percentage of pupils not eligible for pupil premium or similar with the exception of 2023.
- In 2023 the percentage of pupils eligible for pupil premium who achieved a good level of development dropped. However 5 of these pupils have EHCPs for ASD and a further 3 have a diagnosis of ASD with significant needs and are in the process of applying for an EHCP. The overall pattern of achievement remains good.
- In 2024 more pupils eligible for pupil premium achieved a good level of development than those not eligible. Of those pupils eligible for pupil premium, 2 children had EHCPs for ASD & a further 5 have a diagnosis of ASD and 1 other child has global delay)
- In 2025 the percentage of pupils eligible for pupil premium who achieved a good level of development was similar to the percentage of pupils not eligible for pupil premium and includes significantly more children with a high level of need

**Desired outcome:**

**Supporting pupils in year 1 achieve age related expectations in phonics**

**Cost: £32,577**

(personnel – M Honeybone;)

27 disadvantaged children – 1 with EHCP; 5 children at school support with diagnosis of ASD

**Actions:**

- Extra teacher employed part time to focus on phonics catch up programme for children who are off track.
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**Impact:****Year 1 Phonics Screening**

	2015	2016	2017	2018	2019	2022	2023	2024	2025	5yr Mean
Pupils eligible for pupil premium at John Ruskin School achieving the required standard	85	89	92	86%	83%	84% whole school 88% main school	91% whole school 95% main school	85% whole school 88% main school	80% whole & main school	87 main school
National pupils achieving the required standard – other pupils	80	83	84	85	84	80	<b>83%</b>	<b>84%</b>	Not yet known	83
Difference between John Ruskin pupils eligible for pupil premium and national other	+5	+6	+8	+1	-1%	+4% whole school + 8% main school (from 2019)	<b>+8% whole school</b> <b>+12% main school</b>	+1% whole school +4% main school	Not yet known	+5% main school
National pupils	77	81	81	83	83	80	<b>79%</b>	<b>80%</b>	Not yet known	81

achieving the required standard – all pupils										
<p><b>Data shows that:</b></p> <ul style="list-style-type: none"> <li>The Year 1 phonics test results demonstrate that more disadvantaged pupils at John Ruskin achieved the threshold than <b>other</b> pupils nationally in 2014, 2015, 2016, 2017, 2018, 2022, 2023 &amp; 2025. The figures for whole school and main school in 2025 were similar to national other; this cohort had a high number of children with needs.</li> <li>This continues to show a significant impact on the achievement of disadvantaged children in phonics.</li> </ul>										
<p><b>Desired outcome:</b>  <b>Supporting pupils achieving age related expectations and making the required progress in key stage 1 (year 2)</b></p>										
<p><b>Cost: £10367</b>          (personnel: H Kheloufi, G Chambers,)          30 disadvantaged children – 7 with EHCPs; 2 with ASD;</p>										
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>Extra teaching assistant released from class pm to take target maths groups.</li> <li>Extra teaching assistant released from class pm to take target reading and writing groups.</li> </ul>										
<p><b>Impact:</b></p> <p><b>End of Key Stage 1 SATs at John Ruskin School</b></p> <ul style="list-style-type: none"> <li></li> </ul>										
	John Ruskin 2016	National 2016	Difference between John Ruskin	John Ruskin 2017	National 2017	Difference between John Ruskin	John Ruskin 2018	National 2018	Difference between John Ruskin	

% meeting expected standard	Pupil premium 29 pupils	Other pupils not eligible for pupil premium	All pupils	pupils eligible for pupil premium and national other	Pupil premium 23 pupils	Other pupils not eligible for pupil premium	All pupils	pupils eligible for pupil premium and national other	Pupil premium 29 pupils	Other pupils not eligible for pupil premium	All pupils	pupils eligible for pupil premium and national other
Reading	76%	78%	74%	-2	91%	79%	76%	+12%	90	79%	75%	+11
Writing	72%	70%	65%	+2	87%	72%	68%	+15%	83	74%	70%	+11
Maths	76%	77%	73%	-1	87%	79%	75%	+8%	79	80%	76%	-1

	John Ruskin 2019	National 2019		Difference between John Ruskin pupils eligible for pupil premium and national other 2019	John Ruskin 2021 PREDICTED	PREDICTED Difference between John Ruskin pupils eligible for pupil premium and national other 2019	John Ruskin 2022	Difference between John Ruskin pupils eligible for pupil premium and national 2022 (national other not reported)	John Ruskin 2023	Difference between John Ruskin pupils eligible for pupil premium and national
% meeting expected standard	Pupil premium 21 pupils whole school (19 main)	Other pupils not eligible for pupil premium	All pupils		Pupil premium 25 pupils whole school (24 main)		Pupil premium 36 pupils whole school (34 main)		Pupil premium 27 pupils whole school (26 main)	
Reading	81% (89%)	78%	75%	+3% (+11%)	88% (91%)	10% (13%)	69% (74%)	+2 (+7)	81% (84%)	+14 (+17)
Writing	81% (89%)	73%	69%	+8% (+16%)	80% (84%)	17% (21%)	78% (80%)	+20 (+22)	77% (81%)	+19 (+23)

Maths	81% (89%)	80%	76%	+1% (+9%)	88% (91%)	8% (11%)	69% (76%)	+1 (+8)	74% (77%)	+6 (+9)

From 2024 there were no statutory KS1 SATs

	2025		
	Reading	Writing	Maths
% of all pupils achieving the expected standard	80	75	71
% of pupils eligible for pupil premium achieving the expected standard	78	72	70
% of all pupils achieving the higher standard	25	22	20
% of pupils eligible for pupil premium achieving the higher standard	22	15	19

**Data shows that:**

- The percentage of children eligible for pupil premium at John Ruskin achieving the expected standard or greater was greater than the percentage of all pupils nationally who achieved the expected standard or greater in all subjects in 2017. In 2018 the percentage achieving the expected standard was higher than the percentage for other pupils nationally in reading and writing and 1% below in maths.
- In 2019 & 2021 the percentage/ predicted percentage of children eligible for pupil premium at John Ruskin achieving the expected standard or greater was greater than the percentage of all pupils nationally who achieved the expected standard or greater in all subjects.

- In 2022 the percentage of children eligible for pupil premium achieving the expected standard was higher than the percentage achieving the expected standard for all pupils nationally for reading and maths and significantly higher for writing. In 2023 and the percentage of children eligible for pupil premium achieving the expected standard was significantly higher than the percentage achieving the expected standard for all pupils nationally in 2022 in all areas.
- Children eligible for pupil premium achieved similar to other pupils in 2025.

**Desired outcome:**

**Supporting pupils in year 4 achieve age related expectations in multiplication tables check**

**Cost: £4429**

(personnel: N.Crawford, N Farrington)

34 disadvantaged children – 5 with EHCP; 1 with a diagnosis of ASD

**Actions:**

- Extra teacher & TA employed part time to focus on tables catch up programme for children who are off track.

**Impact:**

%/ year	2023	2024	2025	2024 national figure for all pupils
% of children eligible for pupil premium achieved a score of 20+	63%	73%	74%	64%
% of children eligible for pupil premium who achieved a score of 25	25%	34%	35%	34%

**Data shows that:**

- The percentage of children eligible for pupil premium who scored 20+ exceeded the national score for all pupils in 2024 and 2025 and was equal to it in 2023



- The percentage of children eligible for pupil premium achieving full marks was the same as the national score for all pupils in 2024 and 2025

#### Desired outcome:

**Supporting pupils achieving age related expectations and making the required progress in key stage 2 (years 3 – 5)**

**Cost: £80463**

(personnel: V. Tawaih, B Date, S Smith, S Siebert,)

120 disadvantaged children – 22 with EHCP; 8 with diagnosis of ASD; 3 with diagnosis of ADHD

#### Actions:

- Targeting key pupils who were falling behind in English or maths in year 3-5 with interventions led by a teacher or a teaching assistant.
- These interventions were coordinated and regularly reviewed by a member of the Senior Leadership team with responsibility for student and family support and interventions.

#### Impact:

**Pupil Progress Sept 2024 – July 2025**

Yr gp	Reading		Writing		Maths	
	At least typical	Rapid	At least typical	Rapid	At least typical	Rapid
<b>3 (PP)</b>	85	23	88	19	83	19
<b>3 (non PP)</b>	79	25	82	21	86	4
<b>4 (PP)</b>	84	7	81	11	82	4
<b>4 (non PP)</b>	75	7	78	0	75	4
<b>5 (PP) 27p</b>	84	7	83	7	81	14
<b>5 (non PP)</b>	89	8	85	8	89	17

#### Data shows that:

- In years 3 & 4 pupils eligible for pupil premium achieved similar or faster progress than those not eligible.
- In year 5 pupils eligible for pupil premium achieved similar progress in writing but slightly slower in reading and maths.

**Desired outcome:**  
**Supporting pupils achieving age related expectations and making the required progress in key stage 2 (year 6)**

**Cost: £ 91,344**

**(personnel – H.Nwokolo, S Meticos, S Siebert, K Cole, N Crawford)**

32 disadvantaged pupils – 3 with EHCP

**Actions:**

- Small group tuition focusing on high achievers (higher standard) and children needing additional support to achieve the expected standard led by teachers.
- TA focusing on targeted children during lessons and interventions
- Extra ability sets in English and maths
- TA targeting Y6 children in LU

**Impact:**

**End of Key Stage 2 SATs at John Ruskin School**

	<b>John Ruskin 2016</b>	Difference between John Ruskin pupils eligible for pupil premium and national other	<b>John Ruskin 2017</b>	Difference between John Ruskin pupils eligible for pupil premium and national other 2017	<b>John Ruskin 2018</b>	Difference between John Ruskin pupils eligible for pupil premium and national other	<b>John Ruskin 2019</b>	Difference between John Ruskin pupils eligible for pupil premium and national other	Difference between John Ruskin pupils eligible for pupil premium and national other for this cohort at KS1
<b>% meeting expected standard</b>	Pupil premium pupils includes 3 children with EHCP (Main school only 14 pupils)		Pupil premium 54 pupils includes 5 children with EHCP (Main school only 51 pupils includes 2 chn with EHCP)		Pupil premium 35 pupils includes 3 children with EHCP (Main school only 32 pupils)		Pupil premium 17pupils includes 3 children with EHCP (Main school only pupils)		
<b>Reading</b>	74%	+3	57%	-20%	75%	-5%	71%	-9%	-15%

	(79%)	(+8)	(60%)	(-17%)	(79%)	(-1%)	(86%)	(+6%)	
<b>Writing</b>	86% (92%)	+7 (+13)	85% (90%)	+4% (+9%)	86% (88%)	+3% (+5%)	71% (86%)	-12% (+3%)	-13%
<b>GPS</b>	81% (87%)	+3 (+9)	83% (88%)	+1% (+6%)	86% (88)	+4% (+6%)	76% (93%)	-6% (+11%)	N/A
<b>Maths</b>	84% (89%)	+9 (+14)	87% (92%)	+7% (+12%)	75% (77%)	-6% (-4%)	76% (100%)	-5% (+19%)	-17%
<b>Reading, writing and maths</b>	67% (71%)	+7 (+11)	54% (57%)	-13% (-10%)	63% (66%)	-7% (-4%)	71% (86%)	+1% (+16%)	n/a

	<b>John Ruskin 2022</b>	Difference between John Ruskin pupils eligible for pupil premium and national 2022  (national other not reported)  (main school)	<b>John Ruskin 2023</b>	Difference between John Ruskin pupils eligible for pupil premium and national	<b>John Ruskin 2024</b>	Difference between John Ruskin pupils eligible for pupil premium and national 2023  (awaiting 2024 data)	<b>John Ruskin 2025</b>	Difference between John Ruskin pupils eligible for pupil premium and national 2024  (awaiting 2025 data)
<b>% meeting expected standard</b>	Pupil premium 32 pupils includes 6 children with EHCP (Main school only 26 pupils)		Pupil premium 32 pupils includes 3 children with EHCP (Main school only 30 pupils)		Pupil premium 31 pupils includes 3 children with EHCP (Main school only 30 pupils)		Pupil premium 32 pupils includes 6 children with EHCP (Main school only 27 pupils 1 with EHCP)	
<b>Reading</b>	78% (86%)	+4 (+12)	72% (77%)	-6 (-1)	79% (87%)	+1 (+9)	63% (70%)	-11 (-4)

<b>Writing</b>	78% (81%)	+9 (+12)	81% (87%)	+3 (+9)	73% (81)	-4 (+4)	69% (81)	-3 (+9)
<b>GPS</b>	91% (100%)	+19 (+28)	91% (100%)	+19 (+28)	88% (94%)	+16 (+22)	72% (84%)	= (+12)
<b>Maths</b>	81% (84%)	+10 (+13)	88% (90%)	+7 (+11)	79% (87)	= (+8)	69% (77)	- 4 (+4)
<b>Reading, writing and maths</b>	72% (77%)	+14 (+19)	69% (73%)	+3 (+8)	73% (80%)	+7 (+14)	56% (67%)	- 4 (+7)

**Data shows that:**

- Predicted outcomes for 2021 in the main school, the percentage of pupils eligible for pupil premium achieving at least the expected standard in all subjects is greater than the percentage of all pupils achieving this nationally and of other pupils nationally not eligible for pupil premium in 2019.
- In 2022 the percentage of children eligible for pupil premium who achieved the expected standard was significantly than the percentage of children who achieved the expected standard nationally in all areas.
- In 2023 the percentage of children eligible for pupil premium who achieved the expected standard was significantly greater than the percentage of children who achieved the expected standard nationally in all areas, apart from reading for the whole school.
- In 2024 the percentage of children eligible for pupil premium in the main school who achieved the expected standard was significantly higher than national other for 2023 and the percentage of children eligible for pupil premium in the whole school who achieved the expected standard was significantly higher in reading, writing and maths and GPS and the same in maths and reading.
- In 2025 the percentage of children eligible for pupil premium in the main school who achieved the expected standard was higher than national other for 2024 for all subjects except reading, where it was similar.

<p><b>Desired outcome:</b>  <b>Supporting pupils access learning in class through ensuring their social and emotional needs are addressed</b></p>
<p><b>Cost: £13,373</b>  <b>(personnel –S Metikos, Nadia Sheltaway)</b>  32 disadvantaged pupils</p>
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Counselling and pupil development centre activities to support children’s emotional needs</li> </ul>
<p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• 93% of the children targeted for intensive 1:1 support achieved at least expected progress in reading, writing and maths.</li> </ul>

**JOHN RUSKIN SCHOOL 2023 - 2024**

<b>Academic Year</b>	2024 - 2025	<b>Total PP budget</b>	£292,455	<b>Date of most recent PP Review</b>	July, 2024
<b>Total number of pupils</b> October 2022 census	481	<b>Number of pupils eligible for PP</b> October 2022 census	219	<b>Date for next internal review of this strategy</b>	Dec, 2023
<b>Barrier</b>		<b>Desired outcome:</b>		<b>Actions</b>	
Pupil premium pupils enter the Early Years foundation stage with low levels of independence and poor skills in communication and language, which impacts on their ability to gain the most from the independent learning opportunities provided		Supporting pupils achieving below age related expectations or pupils who are not making the required progress in the early years foundation stage		Extra teaching assistants employed and trained to focus on learning through independent activities whilst the other staff (nursery nurse and teachers) focus on adult lead activities.	
Phonics levels at the end of reception are lower for pupil premium pupils and this results in fewer pupil premium pupils meeting the standard in the phonics test		Supporting pupils in year 1 achieve age related expectations in phonics		Extra teacher employed part time to focus on phonics catch up programme for children who are off track. Plus teaching assistants trained by + liaising regularly with the teacher so that key children had daily extra phonics	
Rates of progress for pupil premium pupils across key stage 1 can be slower than for other pupils, resulting in lower attainment		Supporting pupils achieving age related expectations and making the required progress in key stage 1 (year 2)		Extra teaching assistant trained to work on reading and reading comprehension with small target groups part-time. Extra teaching assistant released from class pm to take target maths groups.	

Quick recall of table facts are lower for pupil premium pupils and this could result in fewer pupil premium pupils meeting the standard in the MTC	Supporting pupils in year 4 to develop quick recall of tables and achieve age related standard	Extra TA employed part time to focus on tables catch up programme for children who are off track.
Rates of progress for pupil premium pupils across key stage 2 can be slower than for other pupils, resulting in lower attainment	Supporting pupils achieving age related expectations and making the required progress in key stage 2 (years 3 – 5)	Targeting key pupils who were falling behind in English or maths in year 3-5 with interventions led by a teacher or a teaching assistant. Particularly in Y5
In the current years 5 & 6 there are a high number of pupils eligible for pupil premium and rates of progress for pupil premium pupils across key stage 2 can be slower than for other pupils, resulting in lower attainment. In Year 5 Disadvantaged pupils from this cohort did less well than other Year 5 pupils in all areas.	Supporting pupils achieving age related expectations and making the required progress in key stage 2 particularly in reading and writing (year 6)	In Y6 small group tuition focusing on high achievers (higher standard) and borderline expected standard led by teachers. In Y5 & Y6 extra sets in English and maths.
Due to external factors pupils are not always 'ready to learn' in class	Supporting pupils access learning in class through ensuring their social and emotional needs are addressed	Counsellor employed to support children managing emotional needs so they are able to focus on their learning more effectively Pupil development coordinator supporting targeted children to develop resilience and good attitudes to learning