

Pupil premium strategy statement – The Rackham C of E Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	25% (83 chn)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024- 2025 (Yr 1 of 3 year plan)
Date this statement was published	Dec 24
Date on which it will be reviewed	Dec 25
Statement authorised by	G Turner
Pupil premium lead	S Herselman
Governor / Trustee lead	B Zielinski-Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£103,820

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Rackham, whatever their background, make good progress and attain highly across all subject areas. We have high aspirations for all our learners and believe everyone should have opportunity to be the best they can possibly be through development of necessary skills and values, regardless of background.

The purpose of our Pupil Premium strategy is to support our disadvantaged pupils so enabling them to achieve academically supported by development of the social, emotional and mental health needs to ensure they are able to access their learning. This aim encompasses all Pupil Premium children, including those who are already high attainers.

High quality teaching is the foundation on which this strategy is built, with emphasis on identifying the areas that disadvantaged pupils require most support. With a targeted response, we will have the greatest impact on closing the disadvantage gap while also benefitting the non-disadvantaged in our school, so advancing all our pupils.

We will use a research informed approach to address issues at Rackham by drawing on reports published by the Education Endowment Fund (EEF) to determine our strategy, making it both effective and good value for money.

Meaningful identification of pupils will be made through utilisation of robust diagnostic assessment. A combination of high quality teaching, use of diagnostic assessments alongside pastoral support provides a complementary approach to help pupils excel. Our strategy facilitates challenge for disadvantaged pupils in their work; early intervention at the point of need both on a pastoral and academic level and a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes by raising expectations of what they can achieve.

When making decisions about Pupil Premium funding and the development of our strategy plan it is important to consider the unique context of Rackham C of E Primary and the subsequent challenges we face. Common barriers to learning for disadvantaged children can be: less support at home; weak language and communication skills; lack of confidence; diminished self-esteem; more frequent behaviour difficulties and attendance and punctuality issues or complex family situations. Each combination of barriers is unique for each child.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school

meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our intention is to address strands of identified need and so raise the self-esteem, attainment and life chances of this group of young people to prepare them for life beyond Rackham.

At Rackham, data is shared with all staff so ensuring everyone is involved in identifying the strengths and weaknesses within our school to determine which children will be part of, and benefit from, this strategy.

Challenges

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

Challenge number	Detail of challenge
1	SEMH needs of children. Disadvantaged children may not be emotionally equipped to make accelerated progress in their learning. Disadvantaged pupils experience low self-esteem and a lack of resilience leading to low self-expectation. This challenge is linked with our STEPS therapeutic approach to behaviour and the importance of emotional literacy for our children to facilitate access to teaching and learning. Develop emotional literacy skills in children through the use of proven strategies.
2	Academic attainment in maths, reading and writing. Maths has maintained attainment however writing attainment is a challenge. Reading progress and attainment is a necessary prerequisite for writing development.
3	Supporting SEND and Pupil Premium children. We have a higher proportion of children in Year 4 (25%) and Year 5 (20%) who are identified as SEND and Pupil Premium. EEF research identifies these children are at far greater disadvantage.
4	Attendance. Pupil Premium children and their attendance is a challenge. Attendance of 96% and over is vital for academic progress.
5	Emotional literacy relies on Oracy skills being well developed in order to recognise and explain feelings. Oracy remains a priority and links with challenges in raising reading and writing attainment.
	Cultural capital and providing financial support for our students to develop a wider understanding of the world through access to school trips and visitors to school.

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
<p><i>SEMH needs supported in school. Children have access to Pastoral Lead and ELSA support.</i></p>	<p>Children to experience increased self-confidence and self-belief, understanding their emotions and how to regulate in order to access the curriculum and so make Academic progress.</p> <p>Informal Pastoral Meetings in school time for families to attend to offer advice and support on challenges being experienced at home. This to provide a step before raising an EHA that is no longer present since Sure Start centres closed.</p> <p>Pastoral team working together to identify families that would benefit from the support of a Family Worker through EHA.</p>
<p>SEMH needs supported in school by outside agencies. Acorn Counsellor to work in school one day per week.</p>	<p>Children identified will have opportunity to experience and benefit from SEMH support that will help alleviate barriers to learning that may otherwise have remained.</p> <p>Support for families offered to enable access to further support for adults as well as children.</p> <p>Acorn Project to identify children who can move from counselling with Acorn to ELSA / Pastoral Lead.</p>
<p>Academic attainment in maths, reading and Writing.</p>	<p>Pupil Premium children to attain 70% combined by summer 2027.</p> <p>By end of summer 2027, 10% - 20% of Pupil Progress children to have demonstrated accelerated progress.</p> <p>End of summer data will show 80% of Pupil Premium children remain on track and making progress</p>
<p>Supporting SEND and Pupil Premium children to improved academic attainment.</p>	<p>Children to have access to high quality teaching and targeted intervention to raise attainment and documented through the APDR process.</p> <p>Attainment target 70% combined by summer 2024.</p>

Supporting SEND and Pupil Premium children to improved academic attainment	Raise Pupil Premium children attendance to be closer to 96%. Pupil Premium attendance of children to consistently be over 95% by July 2024.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Salary for monitoring and evaluation of Pupil Premium strategy.	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1 - 6
Training of TAs to carry out diagnostic assessments and record outcomes in meaningful way for class teachers.	Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	2, 3
Monitoring time for subject leaders to identify impact of curriculum throughout the school with particular focus on disadvantaged pupils, ensuring everyone has access to a high quality curriculum in all subjects.	5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE REVIEW_DIGITAL.pdf (website-files.com)	2, 3, 5, 6

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

Budgeted cost: £38500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted tutoring in small groups (1:1, 1:2 or 1:3) with a qualified teacher.	Literacy EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 3, 5
Diagnostic screening to inform choice of interventions.	Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)	2

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

Budgeted cost: £57425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Team. Provision of 1:1 pastoral support and access to adult support when needed.	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Cambridgeshire Steps (Therapeutic Thinking) - Learn Together (camblearntogether.co.uk)	1, 2
Acorn Counsellor. Timetabled access to 1:1 counselling session weekly for identified children.	Social and emotional learning EEF (educationendowmentfoundation.org.uk) Cambridgeshire Steps (Therapeutic Thinking) - Learn Together (camblearntogether.co.uk)	1, 2

<p>Provision of additional food. When children are hungry, provision of additional food in school time.</p>	<p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>Cultural events and financial support for parents to enable their children to take part in school trips, visits or instruction. Financial support for children to attend one after school club per term that is paid for them through Pupil Premium funding. 50% payment for school trips from Pupil Premium funding.</p>	<p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>
<p>Headteacher to ensure parents are aware of expectation for children to attend school at target of >96% of the time. Contact to be made when attendance shows signs of falling below 90%.</p>	<p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>4</p>
<p>Pupil premium support to access wraparound care with a view to setting up provision with the purpose for homework completion and</p>	<p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>

developing social skills.		
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Total budgeted cost: £ 103820

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The planned outcome for far more rigorous diagnostic assessment of pupils has proven to be a success and teachers are continuing to utilise the results of these assessments to inform planning of intervention groups, specifically targeting identified needs.

Attendance:

PP chn:

Summary of 83 Pupils (who are pupil premium)

Attendance percentage

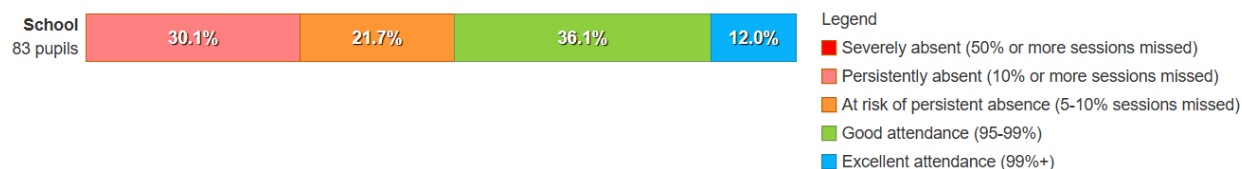
School	90.6%
National	95.3%
Local Authority	95.6%

DfE penalty notice consideration threshold

(10+ unauthorised absences in 10 rolling school weeks)

- 0 pupils currently meet the threshold
- 3 pupils previously met the threshold in 2024-2025

Attendance Ranges



Compared to non PP chn:

Summary of 238 Pupils (who aren't pupil premium)

Attendance percentage

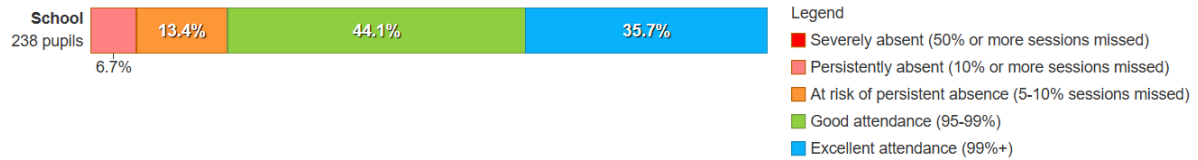
School	96.5%
National	95.3%
Local Authority	95.6%

DfE penalty notice consideration threshold

(10+ unauthorised absences in 10 rolling school weeks)

- 2 pupils currently meet the threshold
- 6 pupils previously met the threshold in 2024-2025

Attendance Ranges



End of KS2:

Disadvantaged pupils:

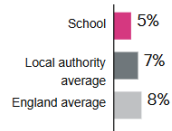
	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	7	5601	459173
Percentage of pupils meeting the expected standard in reading, writing and maths	43%	64%	67%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	9%	10%
Average score in reading	102	107	106
Average score in maths	104	106	106

Compared to the whole cohort:

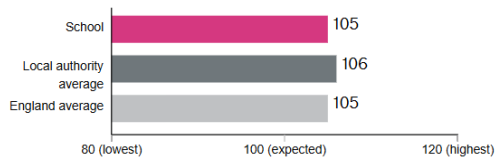
Pupils meeting expected standard in reading, writing and maths ?



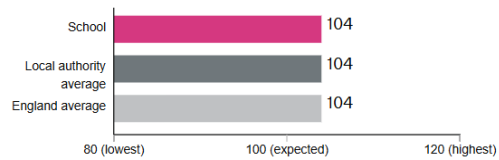
Pupils achieving at a higher standard in reading, writing and maths ?



Average score in reading ?



Average score in maths ?



Phonics Screening:

PP chn 2024:



Phonics Benchmark

Estab. No.	Estab. Name	Cohort	Mark					APS	
			No Score	0-15	16-23	24-31	32-36		37-40
-	Local Authority	1,280	6.8%	15.5%	7.4%	9.3%	31.6%	29.3%	29.0
3058	The Rackham Church of England Primary School	7	14.3%	28.6%	14.3%	14.3%	14.3%	14.3%	23.0

Cohort: Current Year 1 pupils entered for phonics

The threshold mark to be working at or above the standard in phonics is 32

Q = Maladministration | A = Absent | D = Disapplied | WT - Working towards standard | WA - Working at or above standard

Non PP chn:



Phonics Benchmark

Etab. No.	Etab. Name	Cohort	Mark					APS	
			No Score	0-15	16-23	24-31	32-36		37-40
-	Local Authority	5,828	2.1%	5.7%	2.8%	6.1%	33.9%	49.3%	34.1
3058	The Rackham Church of England Primary School	44	0.0%	4.5%	0.0%	11.4%	34.1%	50.0%	34.8

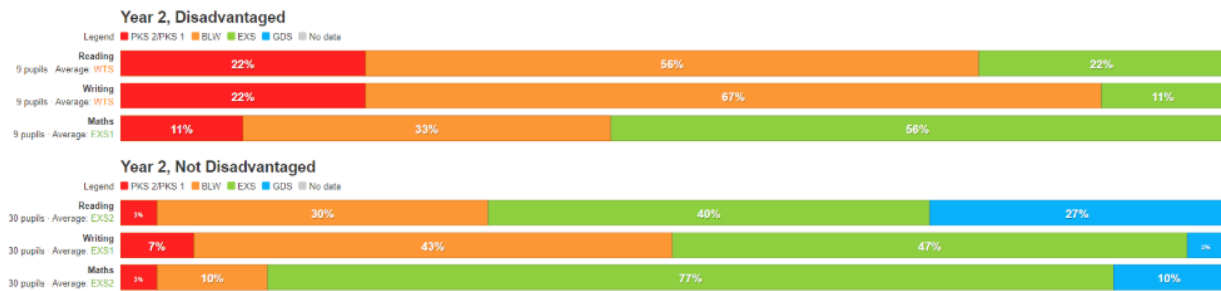
Cohort: Current Year 1 pupils entered for phonics

The threshold mark to be working at or above the standard in phonics is 32

Q = Maladministration | A = Absent | D = Disapplied | WT - Working towards standard | WA - Working at or above standard

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End of KS1:



MTC:



Multiplication Tables Check Benchmark (Keypas)

2024 | FSM6 | FSM Eligible

Etab. No.	Etab. Name	Cohort Eligible ¹	Score					Average Score ³ (out of 25)
			No Score ²	0-5	6-10	11-15	16-20	

¹Eligible pupils: 0-25 | A | B | J | NAA | Q | U

²Included in the "No Score" column:

A - Absent | B - Working below expectation | J - Just arrived in the school | NAA - Not able to administer | Q - Maladministration | U - Unable to access test

³Only pupils with a numerical result score are included in the average score calculation.

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Etab. No.	Etab. Name	Cohort	Eligible ¹	Score					Average Score ³ <small>(out of 25)</small>
				No Score ²	0-5	6-10	11-15	16-20	

¹Eligible pupils: 0-25 | A | B | J | NAA | Q | U

²Included in the "No Score" column:

A - Absent | B - Working below expectation | J - Just arrived in the school | NAA - Not able to administer | Q - Maladministration | U - Unable to access test

³Only pupils with a numerical result score are included in the average score calculation.



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Ongoing access to CPD for all staff.	National College

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>This year we have used this element of pupil premium funding to support children with ongoing interventions in the core subjects.</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>This has supported them to continue to make individual progress.</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.