

Pupil premium strategy statement for The Rackham C. of E. Primary School, Witchford, Ely, Cambridgeshire CB6 2HQ

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 effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	22% (69 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 (Year 3 of 3 year plan)
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	G. Turner
Pupil premium lead	S. Herselman
Governor / Trustee lead	P. Dossang

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88755
Recovery premium funding allocation this academic year	£8845.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£20369.41
Total budget for this academic year	£117969.41

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.
6	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>SEMH needs supported in school. Children have access to Pastoral Lead and ELSA support.</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 Lead and SENDCO 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 2024.</p> <p>By end of summer 2023, 10% - 20% of Pupil Progress children to have demonstrated accelerated progress.</p> <p>End of summer 2024 data will show 90% 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>
<p>Attendance</p>	<p>Raise Pupil Premium children attendance to be closer to 96%.</p> <p>Pupil Premium attendance of children to consistently be over 95% by July 2024.</p>

	Monitoring of absence by Headteacher and SLT and attendance officer, to increase attendance.
Cultural capital	Funding used to provide opportunities for families where cost would be make the opportunity prohibitive. Children to experience a broad, exciting and varied curriculum where a love of learning is instilled in them. Children will be exposed to a wide variety of cultural, social, enriching and sporting experiences both in and outside of school.

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: £18223.63

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

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

Budgeted cost: £ 32882.52

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
1:1 tutoring in maths (1:1 Third Space Learning) following diagnostic assessment to identify starting points and diagnostic assessment at the end to identify progress made and TA support in the sessions.	Mathematics EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ 66863.26

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)	1, 2

	Cambridgeshire Steps (Therapeutic Thinking) - Learn Together (cambslearntogether.co.uk)	
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 (cambslearntogether.co.uk)	1, 2
Provision of additional food. When children are hungry, provision of additional food in school time.	Magic Breakfast EEF (educationendowmentfoundation.org.uk)	1, 2, 3
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.	EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) Arts participation EEF (educationendowmentfoundation.org.uk)	6
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%.	EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	4
Pupuil premium support to access wraparound care with the purpose of supporting homework completion and developing social skills.	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 4

Total budgeted cost: £ 117969.41

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.

Pupil Premium progress 2022 - 2023 compared to non-pupil premium:

Phonics screening Summer 22:

Pupil premium:



Phonics Benchmark

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS
				0-15	16-23	24-31	32-36	37-40	
-	Local Authority	1,280	4.5%	17.0%	7.2%	9.8%	32.1%	29.5%	28.8
3058	The Rackham Church of England Primary School	6	33.3%	0.0%	0.0%	16.7%	33.3%	16.7%	34.0

Non Pupil premium:



Phonics Benchmark

Estab. No.	Estab. Name	Cohort	No Score	Mark					APS
				0-15	16-23	24-31	32-36	37-40	
-	Local Authority	5,740	2.1%	5.6%	3.7%	6.7%	32.5%	49.4%	33.9
3058	The Rackham Church of England Primary School	31	9.7%	0.0%	0.0%	16.1%	22.6%	51.6%	35.5

End of KS1:

3058	The Rackham Church of England Primary School	Reading ≥ EXS	8	54.2%	50.0%	50.0%	62.5%	-50.0% pts	0.0% pts	+12.5% pts	
		Writing ≥ EXS	8	50.0%	50.0%	50.0%	50.0%	-50.0% pts	0.0% pts	0.0% pts	
		Maths ≥ EXS	8	54.2%	50.0%	50.0%	62.5%	-50.0% pts	0.0% pts	+12.5% pts	
		RWM ≥ EXS	8	50.0%	50.0%	50.0%	50.0%	-50.0% pts	0.0% pts	0.0% pts	

MTC end of Year 4:

Pupil premium achieved higher than county on average score. Evidence of targeted intervention used for these children:



Multiplication Tables Check Benchmark

2023 | Disadvantaged

Estab. No.	Estab. Name	Cohort	Eligible ¹	Score						Average Score ³ (out of 25)
				No Score ²	0-5	6-10	11-15	16-20	21-25	
-	Local Authority - Cambridgeshire	1,690	1,661	5.5%	4.6%	11.9%	21.8%	20.0%	36.3%	17.1
3058	The Rackham Church of England Primary School	14	13	23.1%	0.0%	0.0%	23.1%	23.1%	30.8%	19.0

Non disadvantaged:



Multiplication Tables Check Benchmark

2023 | Not Disadvantaged

Estab. No.	Estab. Name	Cohort	Eligible ¹	Score						Average Score ³ (out of 25)
				No Score ²	0-5	6-10	11-15	16-20	21-25	
-	Local Authority - Cambridgeshire	5,464	5,392	1.7%	1.4%	5.0%	10.7%	18.0%	63.2%	20.6
3058	The Rackham Church of England Primary School	36	36	8.3%	0.0%	5.6%	13.9%	25.0%	47.2%	19.6

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

End of KS2:

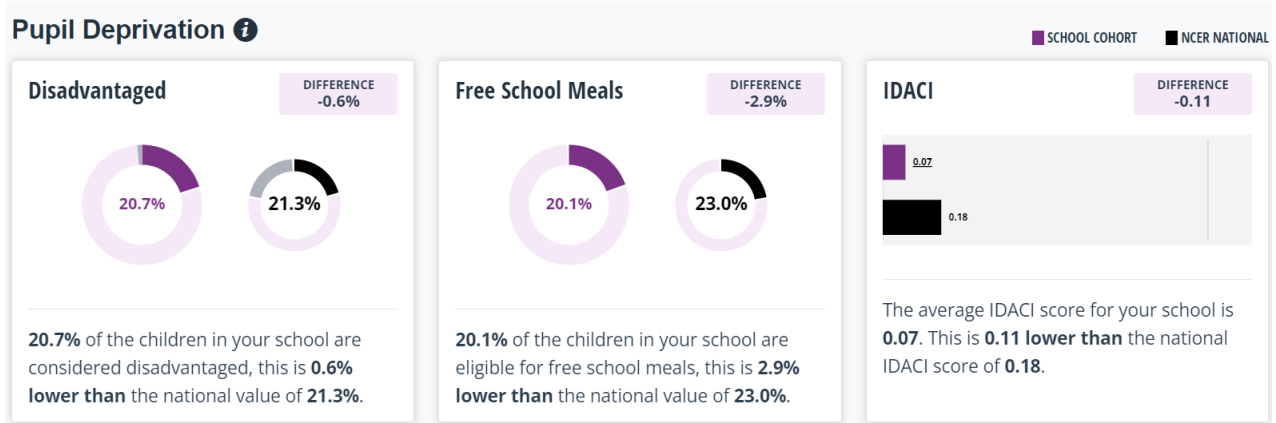
Non disadvantaged:

Total Cohort	Avg. KS1 Pt Score	READING				WRITING				MATHS			
		Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.
5,743	8.0	91.6%	58.2%	+1.18	±0.17	92.1%	56.8%	-0.17	±0.16	91.6%	55.8%	+0.50	±0.16
33	8.3	93.9%	32.3%	-2.94	±2.21	100.0%	30.3%	-5.03	±2.06	97.0%	12.5%	-6.71	±2.05

Disadvantaged:

Total Cohort	Avg. KS1 Pt Score	READING				WRITING				MATHS			
		Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.	Cover.	% Prog. Score ≥0	Avg. Prog. Score	Conf. Int.
2,069	7.0	92.3%	44.5%	-0.88	±0.28	92.9%	46.8%	-1.95	±0.27	92.0%	41.6%	-1.71	±0.27
15	7.3	93.3%	7.1%	-7.90	±3.29	100.0%	20.0%	-4.47	±3.06	100.0%	13.3%	-8.75	±2.99

Pupil Premium and attendance data Academic year 22-23:



Attendance for the academic year Sep 23- Dec 2023

	1	2	3	4	5	6	All Years
Pupil Premium: No	95.34%	96.14%	97.54%	96.24%	96.26%	94.33%	95.86%
Pupil Premium: Yes	92.05%	91.67%	92.14%	95.17%	94.95%	92.09%	93.08%

Attendance for academic year Sep 2022- July 2023:

	1	2	3	4	5	6	All Years
Pupil Premium: No	94.27%	94.56%	96.33%	95.16%	95.43%	95.11%	95.15%
Pupil Premium: Yes	84.40%	92.31%	89.04%	91.77%	93.80%	87.37%	90.07%

Overall Absence

Your school's Disadvantaged cohort of 58 enrolments have an **Overall Absence** of **9.8%**.

This is **4.3%** higher than the **national Non-Disadvantaged** cohort at **5.5%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **increased by 4.5%** from -0.2% in 2021/22, to +4.3% in 2022/23.

Your Disadvantaged cohort's **Overall Absence** has **increased by 4.9%** from 4.9% in 2021/22, to 9.8% in 2022/23.

The Disadvantaged pupil(s) in your school are in **percentile 75** for **Overall Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged +4.3%

National: Disadvantaged +1.2%

School: Non-Disadvantaged +4.2%

School: Value

9.8%



Persistent Absence

43.1% of your school's Disadvantaged cohort are **persistently absent, 25 pupils** out of 58.

This is **26.0%** higher than the **national Non-Disadvantaged** cohort at **17.1%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **increased by 27.2%** from -1.2% in 2021/22, to +26.0% in 2022/23.

Your Disadvantaged cohort's **persistent absence** has **increased by 27.4%** from 15.7% in 2021/22, to 43.1% in 2022/23.

The Disadvantaged pupil(s) in your school are in **percentile 86** for **persistent absence** when compared to other schools.

GAP TO:

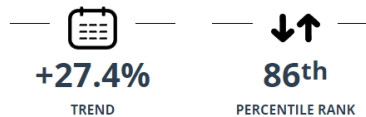
National: Non-Disadvantaged +26.0%

National: Disadvantaged +11.5%

School: Non-Disadvantaged +23.0%

School: Value

43.1%



Severe Persistent Absence

1.7% of your school's Disadvantaged cohort are **severely persistently absent**, 1 pupils out of 58.

This is **1.0%** higher than the **national Non-Disadvantaged** cohort at **0.7%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **increased by 1.6%** from -0.6% in 2021/22, to +1.0% in 2022/23.

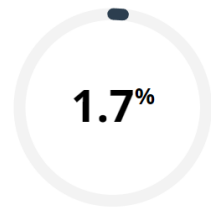
Your Disadvantaged cohort's **severe persistent absence** has **increased by 1.7%** from 0.0% in 2021/22, to 1.7% in 2022/23.

The Disadvantaged pupil(s) in your school are in **percentile 82** for **severe persistent absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+1.0%
National: Disadvantaged	+0.8%
School: Non-Disadvantaged	+1.7%

School: Value



Authorised Absence

Your school's Disadvantaged cohort of 58 enrolments have an **Authorised Absence** of **8.8%**.

This is **4.4%** higher than the **national Non-Disadvantaged** cohort at **4.4%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **increased by 3.9%** from +0.5% in 2021/22, to +4.4% in 2022/23.

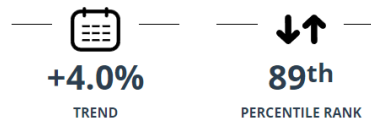
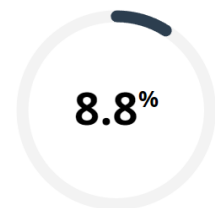
Your Disadvantaged cohort's **Authorised Absence** has **increased by 4.0%** from 4.8% in 2021/22, to 8.8% in 2022/23.

The Disadvantaged pupil(s) in your school are in **percentile 89** for **Authorised Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+4.4%
National: Disadvantaged	+2.7%
School: Non-Disadvantaged	+3.7%

School: Value



Unauthorised Absence

Your school's Disadvantaged cohort of 58 enrolments have an **Unauthorised Absence** of **1.0%**.

This is **0.1%** lower than the **national Non-Disadvantaged** cohort at **1.1%**.

Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **increased by 0.6%** from **-0.7%** in 2021/22, to **-0.1%** in 2022/23.

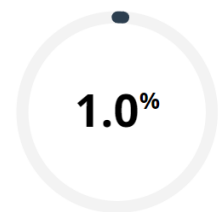
Your Disadvantaged cohort's **Unauthorised Absence** has **increased by 0.9%** from **0.1%** in 2021/22, to **1.0%** in 2022/23.

The Disadvantaged pupil(s) in your school are in **percentile 25** for **Unauthorised Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	-0.1%
National: Disadvantaged	-1.5%
School: Non-Disadvantaged	+0.5%

School: Value



Externally provided programmes

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

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

Service pupil premium funding (optional)

<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>
The impact of that spending on service pupil premium eligible pupils