

# Pupil premium strategy statement – The Rackham C of E Primary School and Pre-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	308
Proportion (%) of pupil premium eligible pupils	25% (78 children)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025- 2026 (Year 2 of 3 year plan)
Date this statement was published	Dec 25
Date on which it will be reviewed	Dec 26
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	£108,265
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£ 108,265

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils at The 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 The 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 The 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 The Rackham.

At The 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 to the 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 3 and Year 6 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>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 2027.</p>
<p>Supporting SEND and Pupil Premium children to improved academic attainment</p>	<p>Raise Pupil Premium children attendance to be closer to 96%.</p>

	Pupil Premium attendance of children to be closer to 95% by July 2026.
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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: £10,604

Activity	Evidence that supports this approach	Challenge number(s) addressed
Salary for monitoring and evaluation of Pupil Premium strategy.	<a href="https://educationendowmentfoundation.org.uk/teaching-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a>	1 - 6
Training of TAs to carry out diagnostic assessments and record outcomes in meaningful way for class teachers.	<a href="https://educationendowmentfoundation.org.uk/making-best-use-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	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.	<a href="https://www.website-files.com/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE REVIEW DIGITAL.pdf">5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE REVIEW DIGITAL.pdf (website-files.com)</a>	2, 3, 5, 6

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

Budgeted cost: £44,311

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.	<a href="#">Literacy   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	2, 3, 5
Diagnostic screening to inform choice of interventions.	<a href="#">Selecting_interventions_tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	2

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

Budgeted cost: £53,350

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.	<a href="#">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Cambridgeshire Steps (Therapeutic Thinking) - Learn Together (campslearntogether.co.uk)</a>	1, 2
Provision of additional food. When children are hungry, provision of additional food in school time.	<a href="#">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
Cultural events and financial support for parents to enable their children to take part in school	<a href="#">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	6

<p>trips, visits or instruction.</p> <p>Financial support for children to attend one after school club per term that is paid for them through Pupil Premium funding.</p> <p>50% payment for school trips from Pupil Premium funding.</p>		
<p>Headteacher to ensure parents are aware of expectation for children to attend school at target of &gt;96% of the time.</p> <p>Contact to be made when attendance shows signs of falling below 90%.</p>	<p><a href="#"><u>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</u></a></p>	4
<p>Pupil premium support to access wraparound care with a view to setting up provision with the purpose for homework completion and developing social skills.</p>	<p><a href="#"><u>Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</u></a></p>	1, 2, 4

**Total budgeted cost: £ 108,265**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

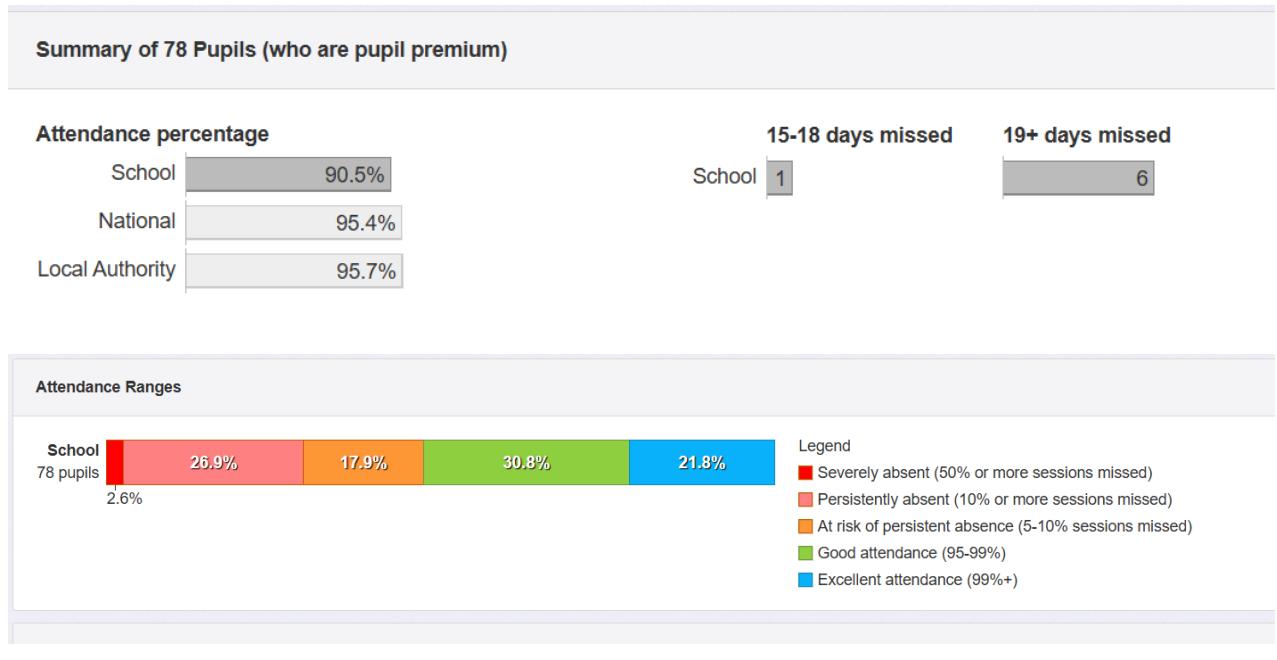
The planned outcome for far more rigorous diagnostic assessment of pupils has proven to be a success and teachers are continuing to utilise the results of these assessments to inform planning of intervention groups, specifically targeting identified needs. Identification of children who need further support to come into school is ongoing. A collaborative approach is used with SLT, attendance, SEND and pastoral.

Writing attainment within KS2 for pupil premium is a priority and the focus of interventions within this Key Stage.

#### Attendance:

Continued support for families is in place along with provisions offered to support. School continues to work with families who have lower than expected attendance and this will continue.

PP chn:



Compared to non PP chn:

## Summary of 268 Pupils (who aren't pupil premium)

### Attendance percentage

School	96.3%
National	95.4%
Local Authority	95.7%

### 15-18 days missed

School 0

### 19+ days missed

School 2

### Attendance Ranges



#### Legend

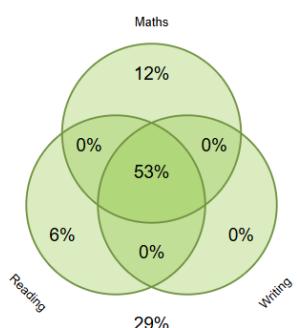
- Severely absent (50% or more sessions missed)
- Persistently absent (10% or more sessions missed)
- At risk of persistent absence (5-10% sessions missed)
- Good attendance (95-99%)
- Excellent attendance (99%+)

## End of KS2:

### Disadvantaged pupils:

### Combined attainment

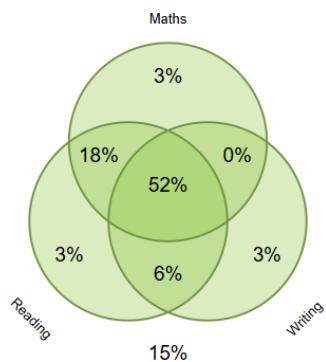
At/above expected



### Compared to non PP:

## Combined attainment

At/above expected



## Phonics Screening:

PP chn 2025:

62.5% of PP chn passed phonics screening. This year we have further invested in interventions and training to support key groups and lower attaining pupils. Focus of interventions within KS2 are phonics based and using the school scheme for those that need further support.

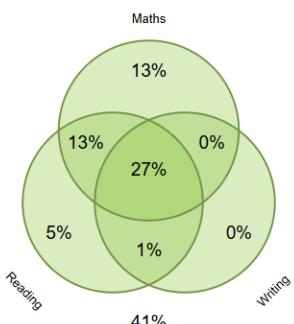
MTC:

Multiplication Tables Check (MTC)									
Statistic	2021-2022		2022-2023		2023-2024		2024-2025		Cohort
	School	National	School	National	School	National	School	National	
% of pupils scoring full marks (25/25)	28% <span style="color: green;">●</span>	27%	8% <span style="color: red;">■</span>	29%	19% <span style="color: red;">■</span>	34%	41	17% <span style="color: red;">■</span>	37%
Average score (out of 25)	21.8 <span style="color: blue;">●</span>	19.8	19.4 <span style="color: orange;">■</span>	20.2	17.4 <span style="color: red;">■</span>	20.6	40	17.8 <span style="color: red;">■</span>	21.0

PP at or above combined for end of academic year 2025:

## Combined attainment

At/above expected



## 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)

*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***

This year we have used this element of pupil premium funding to support children with emotional support when family members are deployed.

### **The impact of that spending on service pupil premium eligible pupils**

This has supported them to continue to make individual progress both academically and emotionally.

## 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.*