

# Pupil premium strategy statement (The Rackham CE Primary School)

1. Summary information					
School	The Rackham CE Primary School				
Academic Year	2017-2018	Total PP budget	£39,480	Date of most recent PP Review	
Total number of pupils	306	Number of pupils eligible for PP	34	Date for next internal review of this strategy	April 2018

2. Attainment 2016/2017		
	<i>Pupils eligible for PP (Rackham)</i>	<i>Pupils not eligible for PP (national average)</i>
Expected standard Reading	63%	77%
Expected Standard Writing	38%	81%
Expected Standard Maths	50%	80%
Expected Standard Combined	38%	67%

3. Barriers to future attainment
<b>In-school barriers</b>
Gaps in prior learning.
Specific Learning needs-7 children in receipt of PPG are also SEND
Mobility-11 children in receipt of PPG did not join the school in Reception.
Readiness for learning-including self –esteem, behavioural difficulties and attitude to learning
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )
Changeable home environment.
Low attainment on entry to EYFS.
Access to resources and/or life experiences such as books, trips and visits.

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
Gaps identified and plugged through quality first teaching and targeted interventions.	Quality first teaching and targeted interventions will be successful in plugging the identified gaps.

Exposure to a wide range of opportunities that will enrich childrens' experiences.	Pupils will be given every opportunity to participate in new experiences such as learning a musical instrument, attending school clubs and day/residential trips. All learners will be able to take part irrespective of their financial background.
Learners who attain equally to or better than national figures	The gap between PP attainment in school and non-PP attainment nationally will diminish.

## 5. Planned expenditure

**Academic year**

**2017-2018**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality first teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Implementation	Staff lead	When will you review implementation?
Learners who attain equally to or better than national figures.	Support of School Improvement Plan to ensure that all teaching is at least good with a higher proportion of outstanding.	The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers compared with 0.5 years with poorly performing teachers. (Sutton Trust finding)	School's monitoring cycle	CB BH	December 2018
<b>Total budgeted cost</b>					N/A

### ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Implementation	Staff lead	When will you review implementation?
Gaps identified and plugged through quality first teaching and targeted interventions.	Small group tuition for reading-targeted at gaps identified by class teachers.	Develop reading skills and confidence of those children who need support to reach end of year expectations and/or make expected progress. Higher level boosters to develop higher level reading skills and enable children to exceed expectations at the end of the year.	Communication between class teacher and tutor and between tutor and PP lead.	CB JP	April 2018

Gaps identified and plugged through quality first teaching and targeted interventions.	Small group tuition for writing- targeted at gaps identified by class teachers.	Develop writing skills and confidence of those children who need support to reach end of year expectations and/or make expected progress. Higher level boosters to develop higher level writing skills and enable children to exceed expectations at the end of the year.	Communication between class teacher and tutor and between tutor and PP lead.	CB JP	April 2018
Gaps identified and plugged through quality first teaching and targeted interventions.	Small group tuition for maths targeted at gaps identified by class teachers.	Develop maths skills and confidence of those children who need support to reach end of year expectations and/or make expected progress. Higher level boosters to develop higher level maths skills and enable children to exceed expectations at the end of the year.	Communication between class teacher and tutor and between tutor and PP lead.	CB	April 2018
Gaps identified and plugged through quality first teaching and targeted interventions.	Reading intervention- Inference group	Develop inference in reading skills and confidence of those children who need support to reach end of year expectations and/or make expected progress.	Communication between class teacher and tutor and between tutor and PP lead.	CB	April 2018
Gaps identified and plugged through quality first teaching and targeted interventions.	Assertive Mentoring release time for class teacher.	Children can be coached individually to address issues, embed targets and increase the impact of quality first teaching. Issues with learning behaviours can be addressed to remove barriers to learning.	School's monitoring cycle.	CB	April 2018
Gaps identified and plugged through quality first teaching and targeted interventions.	Assertive Mentoring covered by HLTA	Children can be coached individually to address issues, embed targets and increase the impact of quality first teaching. Issues with learning behaviours can be addressed to remove barriers to learning.	Communication between HLTA and class teacher.	CB	April 2018
Gaps identified and plugged through quality first teaching and targeted interventions.	TA small group work/work in class. Extra funding to provide more TA hours.	Provide support for identified pupils, in and out of the classroom in small group work. Enhance quality first teaching.			April 2018

<b>Total budgeted cost</b>					£32,550
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Implementation</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Readiness for learning, including self-esteem, behavioural difficulties and attitude to learning.	Pastoral/Mentoring	To resolve issues so that children are able to focus on learning. Barriers to learning are removed.	Weekly meetings with LS, LG, BH. Communication between Pastoral TAs, class teachers, HT.	CB AB LS LG	April 2018
Exposure to a wide range of opportunities that will enrich childrens' experiences.	Funding towards residential/day trips. Burwell House (Y4) and Ravenstor (Y6)	To ensure that all children have access to residential/day trips. These help to widen horizons, raise self-esteem, build on skills such as teamwork and help children to gain new experiences in a safe and enriching environment.	Y6 trip planned for Autumn term. Y4 is a shorter residential trip early in the Spring term. Planned by year group leaders and their teams.		
<b>Total budgeted cost</b>					£5591

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Learners who attain equally to or better than national figures.	Support of School Improvement Plan to ensure that all teaching is at least good with a higher proportion of outstanding.	Impact: high Through school's monitoring cycle, it is evident that 95% of teaching is consistently good with a high proportion (40-50%) of outstanding lessons. Success criteria met.	Approach will be continued next year as part of Sip/ school monitoring cycle.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £32,550 for this section
Gaps identified and plugged through quality first teaching and targeted interventions.	Small group tuition for reading-targeted at gaps identified by class teachers.	Impact: High Observed increased confidence and improved learning behaviours. Attainment of pupils improved.	Most effective when communication between class teacher and tutor was good. Need to think carefully about when sessions take place Support will continue next year.	
Gaps identified and plugged through quality first teaching and targeted interventions.	Small group tuition for writing- targeted at gaps identified by class teachers.	Impact: High Observed increased confidence and improved learning behaviours. Attainment of pupils improved.	Most effective when communication between class teacher and tutor was good. Need to think carefully about when sessions take place Support will continue next year.	
Gaps identified and plugged through quality first teaching and targeted interventions.	Small group tuition for maths targeted at gaps identified by class teachers.	Impact: High Observed increased confidence and improved learning behaviours. Attainment of pupils improved.	Most effective when communication between class teacher and tutor was good. Need to think carefully about when sessions take place Support will continue next year.	
Gaps identified and plugged through quality first teaching and targeted interventions.	Reading intervention- Inference group	Impact: medium Success Criteria partially met.	Group did not happen as often as planned due to higher priority issues with pastoral/family issues. Will not continue next year as higher priority on personnel involved in pastoral/family issues.	
Gaps identified and plugged through quality first teaching and targeted interventions.	Assertive Mentoring release time for class teacher.	Impact: high Success criteria met	1:1 time between teachers and pupils very valuable. Will not continue next year due to moving away from Assertive Mentoring system. However, tutor may use results/identified gaps and areas for development from skills checks in tutoring sessions.	

Gaps identified and plugged through quality first teaching and targeted interventions.	Assertive Mentoring covered by HLTA	Impact: medium Success Criteria partially met.	1:1 time between TA and pupils very valuable. Will not continue next year due to moving away from Assertive Mentoring system. However, tutor may use results/identified gaps and areas for development from skills checks in tutoring sessions.	
Gaps identified and plugged through quality first teaching and targeted interventions.	TA small group work/work in class. Extra funding to provide more TA hours.	Impact: high Success Criteria met	Enabled specific children to access learning in the classroom. Will continue next year.	

### iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Readiness for learning, including self-esteem, behavioural difficulties and attitude to learning.	Pastoral/Mentoring	Impact: high Success criteria met.	Highly successful when timetabled sessions are run and not taken over by other matters. Will continue next year and ensure these sessions take absolute priority over other school matters.	£4591
Exposure to a wide range of opportunities that will enrich childrens' experiences.	Funding towards residential/day trips. Burwell House (Y4) and Ravenstor (Y6)	Impact: high Success criteria met.	All children had access to residential/day trips. Of great benefit to all children, not just PP. Will continue next year.	£1000

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)