

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

1. Summary information					
<b>School</b>	The Rackham CE Primary School				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£41,820	<b>Date of most recent external PP Review</b>	June 2018
<b>Total number of pupils</b>	303	<b>Number of pupils eligible for PP</b>	35	<b>Date for next internal review of this strategy</b>	July 2019

2. Attainment 2017/2018		
	<i>Pupils eligible for PP (Rackham)</i> <b>(3 pupils)</b>	<i>Pupils not eligible for PP (national average)</i>
<b>Expected standard Reading</b>	33%	75%
<b>Expected Standard Writing</b>	33%	78%
<b>Expected Standard Maths</b>	33%	75%
<b>Expected Standard Combined</b>	33%	64%

3. Barriers to future attainment
<b>In-school barriers</b>
Gaps in prior learning.
Specific Learning needs-4 children in receipt of PPG are also SEND
Mobility-9 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

<b>Academic year</b>	<b>2018-2019</b>
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#### 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 AW	July 2019

<b>Total budgeted cost</b>					N/A
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#### 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	Every half term, final check July 2019

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	Every half term, final check July 2019
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	Every half term, final check July 2019
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.			Every half term, final check July 2019

**Total budgeted cost**

Tuition: £7500  
TAs: £18,720

**iii. Other approaches**

<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	July 2019
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.		July 2019

**Total budgeted cost**

Pastoral: £15,000  
Trips:£600

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.			
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.			
Gaps identified and plugged through quality first teaching and targeted interventions.	Small group tuition for writing- targeted at gaps identified by class teachers.			
Gaps identified and plugged through quality first teaching and targeted interventions.	Small group tuition for maths targeted at gaps identified by class teachers.			
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.			
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			
Exposure to a wide range of opportunities that will enrich childrens' experiences.	Funding towards residential/day trips. Burwell House (Y4) and Ravenstor (Y6)			

## 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)