

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

1. Attainment 2018/2019		
	<i>Pupils eligible for PP (Rackham) (6 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
Expected standard Reading	83	78
Expected Standard Writing	67	83
Expected Standard Maths	83	84
Expected Standard Combined	67	71

Academic Year 2018-2019 reviewed			
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)
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, recent OFSTED and SIAMs inspections, it is evident that teaching is consistently good with a high proportion of outstanding lessons. Success criteria met.	Approach will be continued next year as part of Sip/ school monitoring cycle.
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)
Gaps identified and plugged through quality first teaching and targeted interventions.	Small group tuition for reading-targeted at gaps identified by class teachers.	Impact: Some/variable One tutor was absent through long term ill health which meant that some tuition planned did not happen because of lack of personnel.	Most effective when communication between class teacher and tutor was good. Need to think carefully about use of tutors next year but support will continue.
Gaps identified and plugged through quality first teaching and targeted interventions.	Small group tuition for writing-targeted at gaps identified by class teachers.	Impact: Some/variable One tutor was absent through long term ill health which meant that some tuition planned did not happen because of lack of personnel.	Most effective when communication between class teacher and tutor was good. Need to think carefully about use of tutors next year but support will continue.
Gaps identified and plugged through quality first teaching and targeted interventions.	Small group tuition for maths targeted at gaps identified by class teachers.	Impact: Some/variable One tutor was absent through long term ill health which meant that some tuition planned did not happen because of lack of personnel.	Most effective when communication between class teacher and tutor was good. Need to think carefully about use of tutors next year but support will continue.
Gaps identified and plugged through quality first teaching and targeted interventions.	TA small group work/work in class. Extra funding to provide more TA	Impact: high Success Criteria met	Enabled specific children to access learning in the classroom. Will continue next year.

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)
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.
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.