

Pupil premium strategy statement (The Rackham CE Primary School)

1. Summary information					
School	The Rackham CE Primary School				
Academic Year	2020-2021	Total PP budget	£50,385	Date of most recent external PP Review	June 2018
Total number of pupils	281	Number of pupils eligible for PP	44	Date for next internal review of this strategy	July 2021

2. Attainment 2018/2019 (data for 2019/2020 not available due to Covid 19)		
	<i>Pupils eligible for PP (Rackham)</i> (6 pupils)	<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

3. Barriers to future attainment
In-school barriers
Gaps in prior learning, exacerbated by Covid 19 school closures.
Specific Learning needs
Mobility-12 children in receipt of PPG did not join the school in Reception.
Readiness for learning-including organisation and resources, self –esteem, behavioural difficulties and attitude to learning
External barriers (<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 uniform, PE kit, books, trips and visits.

4. Desired outcomes					
Desired outcomes and how they will be measured			Success criteria		
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. PP will perform as well as non-PP pupils.		
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		2020-2021			
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) Research has found that allocating the best teachers to disadvantaged children can have a huge impact, much greater than the difference made for other pupils. (Improving the impact of teachers on pupil achievement, London School of Economics and Stanford University) • High Quality first wave teaching – Research from the EEF shows that what happens in the classroom makes the biggest difference and that improving teaching quality leads to the greatest improvements (EEF Closing the Attainment Gap, 2018)	School's monitoring cycle	CB BH SW GT AB	July 2021
Total budgeted cost					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.	Training/CPD 1 x TA and 1 x teacher to be trained to deliver targeted writing intervention "Dragon Hunters"	Staff will deliver efficient targeted intervention which in turn will develop skills and confidence of those children who need support to reach end of year expectations and/or make expected progress.	2 x staff to be trained. 3 day course from Jan 2021.	CB LG NH	July 2021
Gaps identified and plugged through quality first teaching and targeted interventions.	Small group tuition for reading-targeted at gaps identified by class teachers.	In their 2018 'Closing the Attainment Gap' report, the EEF stated that 'Targeted small group and one - to one interventions have the potential for the largest immediate impact on attainment.' The Oxford University Press Pupil Premium report highlights the process of 'analysis, action, evaluation and review' as key to sustaining school improvement. They highlight the importance of using data to identify needs of PP children and explains the need to 'match strategies and interventions to current learning needs to prevent or close gaps'.	Communication between class teacher and tutor and between tutor and PP lead. Targeted assessments to be carried out first to identify need and track progress.	CB SW CW ML	Every half term, final check July 2021.
Gaps identified and plugged through quality first teaching and targeted interventions.	Small group tuition for writing- targeted at gaps identified by class teachers.	Develop 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 skills and enable children to exceed expectations at the end of the year.			
Gaps identified and plugged through quality first teaching and targeted interventions.	Small group tuition for maths targeted at gaps identified by class teachers.				
Total budgeted cost					Tuition: £12,000

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Implementation	Staff lead	When will you review implementation?
Improved cooperation and communication between school and home, early identification of needs and problems.	PP champion to work alongside PP lead who will have close contact with families.	Improved cooperation and communication, supporting families in need will help to create conditions under which children will better be able to learn and thrive.	Member of staff already in position	CB LS	July 2021
Readiness for learning, including self-esteem, behavioural difficulties and attitude to learning.	Targeted counselling through YMCA for specific children where a need has been identified.	- Extended schools have been found to make a difference through breakfast clubs, after school programmes, multi-agency teams in schools and parenting support. They help create the conditions under which improved teaching and learning approaches can work. (Extended services in practice – A summary of evaluation evidence for head teachers, DfE, 2011). Research into pupil resilience demonstrates that a key factor that helps disadvantaged children buck the trend and succeed in life against the odds is their strong personal and social skills... (Aiming high for children, HM Treasury and DfES, 2007)	PP champion to liaise with PP lead to identify and organise sessions for those children where a need has been identified.	CB LS	July 2021
Readiness for learning, including self-esteem, behavioural difficulties and attitude to learning.	Pastoral/Mentoring/ELSA Funding for PP to attend breakfast club and eventually after school club. Funding for uniform and PE kit, water bottles.	- Extended schools have been found to make a difference through breakfast clubs, after school programmes, multi-agency teams in schools and parenting support. They help create the conditions under which improved teaching and learning approaches can work. (Extended services in practice – A summary of evaluation evidence for head teachers, DfE, 2011). Research into pupil resilience demonstrates that a key factor that helps disadvantaged children buck the trend and succeed in life against the odds is their strong personal and social skills... (Aiming high for children, HM Treasury and DfES, 2007) To resolve issues so that children are able to focus on learning. Barriers to learning are removed.	Communication between class teachers, parent support officer and ELSA TA.	CB LS AP	July 2021

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.	CB SW	July 2021
Improved communication between school and home	Use of teacher PP champions. Regular parents meetings, forums and celebrations with children and parents (Covid 19 dependant-possibly on-line if not possible in person. Teachers to champion pupils in their own bubbles at this present time.	Increase involvement of parents in childrens' learning and school experiences. Make school and staff more inviting/approachable for parents of PP children.	Introduce in staff meeting. Initial parents meetings to be held in early spring 2021 with further meetings through the year.	CB LS	July 2021
Total budgeted cost					£38,000