

Pupil Premium strategy statement

The Rackham C. of E. Primary School, Witchford

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2021 to 2022 academic year) 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 effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	The Rackham C of E Primary
Number of pupils in school	282
Proportion (%) of Pupil Premium eligible pupils	50/282 17.7%
Academic year/years that our current Pupil Premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Bridget Harrison (Headteacher)
Pupil Premium lead	Georgina Turner (Deputy Headteacher)
Governor / Trustee lead	Simon Karger (Chair)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£63,110
Recovery premium funding allocation this academic year	£3,334.00
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£66,444

Part A: Pupil Premium strategy plan

Statement of intent

Our intention is that all pupils at Rackham, whatever their background, make good progress and attain highly across all subject areas. The purpose of our Pupil Premium strategy is to support our disadvantaged pupils so enabling them to achieve academically. 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.

Married with this approach is the utilisation of targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We will use a research informed approach to address issues at 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.

The 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 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; the impact of home learning on mental health; 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 Rackham.

At 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	Pupils and their families have social and emotional difficulties, including medical and mental health issues. 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
2	Higher proportion of SEND children who are also Pupil Premium in Year 1 (29%) and Year 5 (23%) relative to other year groups.
3	Weakened language and communication skills. Spoken language skills have significantly dropped. Some children do not have communication and oral language skills in line with their peers.
4	A large proportion of Pupil Premium children are in our Year 5 cohort (30%), and require additional support to achieve their individual progress targets in Maths and English. Disadvantaged children with SEND need higher levels of intervention to ensure closing of gaps and to provide educational support. Diagnostic assessment and observations have identified knowledge gaps leading to pupils falling behind age-related expectations.
5	Oracy issues identified affecting the development of phonic and early reading skills of all those eligible for Pupil Premium so there is some uncertainty regarding whether children will reach national expectations in phonics. This identified gap also affects spelling and writing.
6	Targeted support for areas of learning identified through diagnostic assessment. Training for TAs to carry out diagnostic assessments to support class teachers effectively and time efficiently to ensure data is

available to target interventions to specific areas of need. Training for teachers to utilise the results of diagnostic assessments in identification of appropriate interventions to address areas of need.

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
Progress in language and communication skills.	Achieve age related communication and oral language skills in 2024/25.
Progress in Reading	Achieve above national average progress scores in KS2 Reading 73% or above by 2024/25. KS2 outcomes in 2024/25 show that more than 70% disadvantaged pupils met the expected standard. Data based on FFT target setting 2021 and Government published data 2019.
Progress in Writing	Achieve above national average progress scores in KS2 Writing 78% or above by 2024/25. KS2 outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. Data based on FFT target setting 2021 and Government published data 2019.
Progress in Maths	Achieve above national average progress scores in KS2 Maths 79% or above by 2024/25. KS2 outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. Data based on FFT target setting 2021 and Government published data 2019.
Phonics	Achieve above national average expected standard in PSC by 2024/25.
To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils.	Sustained levels of wellbeing from 2024/25 demonstrated by data from student voice, student and parent surveys and teacher observations.
To achieve and sustain improved attendance for all pupils.	Ensure attendance of all pupils is equal to or above 97% by 2024/25.

Activity in this academic year

This details how we intend to spend our Pupil Premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the mental health and well-being of all pupils</p>	<p>Alongside our PSHE curriculum, we will utilise Social Skills groups for specific children along with Pastoral Support in the form of ELSA, counselling and utilise outside agencies.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>3. Wider strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>
<p>Accelerated progress in phonics for PP children in Key Stage 1.</p> <p>Phased phonics group teaching across the Key Stage supported by both teachers and TAs.</p> <p>Purchase of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>EEF research shows that there is very extensive evidence as to the impact of synthetic phonics on pupil outcomes.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>5</p>
<p>Improved spoken and receptive vocabulary to support writing. Oral</p>	<p>Extensive research evidence from EEF suggests that a focused approach on developing language skills has a significant impact on outcomes in both reading and writing.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 5, 6</p>

<p>explanations and rehearsal; modelling by teacher and high expectations of language' PWP to develop vocabulary and application.</p>		
<p>Alteration of timings for Pupil Progress meetings to discuss progress and monitor.</p>	<p>Autumn Term 1 an initial discussion of data from previous year. Early identification of focus groups and interventions.</p> <p>Autumn Term 2 following diagnostic assessments and interventions having had time to run.</p> <p>Spring Term 2 following a further cycle of interventions and diagnostic assessment.</p> <p>Summer 2 following end of Key Stage assessments and further cycle of interventions.</p> <p>Discussion and training to identify the continuum between using test scores diagnostically and identifying appropriate interventions to match identified need.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>6</p>
<p>National College CPD</p>	<p>Ongoing training available to all staff.</p>	<p>6</p>
<p>Staff Meeting led INSET that includes: Pupil Premium; High Quality Teaching; Diagnostic Assessments and how to use the results to provide targeted academic support; How to use TAs effectively.</p>	<p>EEF Guide to Pupil Premium - A tiered approach to Pupil Premium spending: The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p> <p>High Quality Teaching: High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Diagnostic assessment and targeted academic support: Targeted academic support EEF (educationendowmentfoundation.org.uk)</p> <p>When considering how to best utilise Teaching Assistants: Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>6</p>

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

Budgeted cost: £46,975.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for named children: interventions with Teaching Assistants.	EEF Guide to Pupil Premium - A tiered approach to Pupil Premium spending The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)	4, 6
Targeted support for named children: Quality First Teaching; Use of Pupil Premium First to prioritise these children during lessons, intervention sessions and whilst providing high quality, personalised feedback	EEF Guide to Pupil Premium - A tiered approach to 3 Pupil Premium spending The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk) EEF Evidence into Action – Teacher Feedback to Improve Pupil Learning Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) EEF The Attainment Gap Report Closing the attainment gap EEF (educationendowmentfoundation.org.uk)	4, 6
Social Skills / Interest Groups established, led by adult each week. 30 minute long sessions initially rolled out in Year 5, then Year 3/4 before KS1.	Social and Emotional Learning guidance: Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3
TA support in classroom prioritising	When considering how to best utilise Teaching Assistants: Making Best Use of Teaching Assistants EEF	2, 4, 6

groups / focus children to offer personalised support when necessary e.g. pre-teach.	(educationendowmentfoundation.org.uk)	
Maths 1:1 tutoring (Third Space Learning) to raise attainment to ARE and close gap.	Third Space Learning to provide 1:1 tuition for children identified as having gaps following diagnostic testing. One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 4, 6
To accelerate the progress of PP children in maths to close the gap in attainment between them and their peers.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Third Space Learning to provide 1:1 tuition for children identified as having gaps following diagnostic testing. One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 4, 6
To accelerate the progress of PP children in writing to close the gap in attainment between them and their peers.	Targeted small groups and individual tuition by experienced teachers. Small group tuition Toolkit Strand Education Endowment Foundation EEF One to one tuition EEF (educationendowmentfoundation.org.uk)	2, 4, 6

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

Budgeted cost: £18,469.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase the cultural capital and opportunities for	EEF Guide to Pupil Premium - A tiered approach to Pupil Premium spending The EEF guide to supporting school planning - A tiered approach to 2021.pdf	4, 5, 6

<p>children by supporting with costs towards termly trips and visits. Enrichment opportunities including external visitors such as theatre companies, workshops. Financial support for PP families to take part in residential trip to Burwell and Ravenstor.</p>	<p>(educationendowmentfoundation.org.uk)</p> <p>EEF The Attainment Gap Report Closing the attainment gap EEF (educationendowmentfoundation.org.uk)</p>	
<p>Pastoral support for children and families.</p>	<p>Presence and availability of Pastoral Team that offers ELSA and bespoke SEMH support. Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experience, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £ 66,444.00

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous Pupil Premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National College training for all staff	National College

Service Pupil Premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service Pupil Premium allocation last academic year?	We pay for an HLTA dedicated to the emotional wellbeing of service children. Funds also paid for Social Skills group reference material for planning and associated resources to develop positive SEMH.
What was the impact of that spending on service Pupil Premium eligible pupils?	Provided steps leading towards developing social skills and positive self-esteem.