



Pupil Premium Strategy Statement: Rackenford C of E Primary School



1. Summary information					
School	Rackenford Primary School				
Academic Year	2017 - 2018	Total PP budget	£9240	Date of most recent PP Review	Sept 2017
Total number of pupils	58	Number of pupils eligible for PP	7	Date for next internal review of this strategy	March 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	N/A (there were no PP pupils in year 6)	60%
% making progress in reading	N/A	0.3
% making progress in writing	N/A	0.1
% making progress in maths	N/A	0.2

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	All PP children are working below or well below age related expectations in Reading, Writing and Maths.
B.	72% of PP children are adopted and have social, emotional and mental health concerns which affect their readiness to learn and the way in which they access learning in the school environment – identified on IEPs.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	72% of PP children are adopted and have social, emotional and mental health concerns which affect their home life.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children to close the gap on their peers through targeted interventions and classroom support.	PP children to make accelerated progress in some areas of the curriculum.
B.	PP children develop their understanding of their emotions through mentoring/nurture and thrive activities so that they are able to fully engage in their learning.	PP children engage more positively and effectively with their learning because they have a greater level of control over their emotions. As a result, their progress is accelerated.

C.	Parent and families are able to have as positive a home life and relationship with their child as possible.	PP children are well adjusted and come into school ready to learn. Their parents effectively support their children's engagement with school and proactively take steps to maximise their learning.
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5. Planned expenditure					
Academic year	2017/18				
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 of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils become confident learners and have skills they can apply in different learning opportunities.	BLP introduced across the school	Metacognition has been researched by the EFFand OFSTED to have a very positive impact on all children's progress. Pupils across the school have the confidence to talk about their learning and will tackle different learning opportunities with more confidence. Pupils who are eligible for PP have the language to talk about learning.	Need to review BLP regularly and the key areas. Focus on one learning power at a time and ensure all staff are teaching this skill and the children are using it before moving onto another skill. Lesson observations, learning walks, staff meetings and assemblies to share best practise.	JD	Each half term through pupil progress meetings with teachers and pupil conferencing with children about their learning.
Raise attainment in reading across KS2 by developing pupils understanding of language and inference skills.	Encourage more reading at home. Encourage volunteers into school to hear children read and discuss what is read.	Children who read more often make better progress in this key skill. As a result, they are more able to access wider learning opportunities both within English and other subject areas.	We will be proactive in recruiting volunteers and will then ensure that they are effectively trained. We will regularly meet with volunteers and ask for feedback about how they are getting on. We will cross-reference this feedback with reports from teaching staff about the progress and attainment of the children as a result of this additional reading support.	JD / HW	Half termly
All children to receive high quality first teaching.	High quality first teaching.	OFSTED research in 2014 found that high quality first teaching has a big impact on the achievement of all pupils; especially PP children as the expectation for all rises.	Lesson observations. IRIS	JD	Half termly
Total budgeted cost					£3500

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children to develop a better understanding of their emotions.	Thrive Thursdays Mentoring – where required	Pupils who have a better understanding of their emotions will be able to cope in the school environment to ensure that they are ready to learn.	TA to implement it to receive training from staff within the federation. Regular meetings to help develop and promote approaches to use.	TT	Half termly
Raising expectations of PP children through financially supporting, where appropriate, to participate in other activities – e.g music tuition	Offer, where appropriate, funding for additional activities.	High expectations for all children and the ability for all children to achieve in all areas can boost confidence and allow children to develop self-esteem, which has a positive impact on their learning.	Monitor children who are interested in activities and speak to parents. Class teachers to monitor children and use sound knowledge of children to offer appropriate activities.	All staff	Termly
Total budgeted cost					£2250
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children to be able to identify their own areas within work to improve and talk about their work.	PP children given focussed conferencing time with class teachers – Class 3 weekly, Class 2 and Class 1 – once every two weeks.	Research by the EFF has showed that talking to the children and giving them verbal feedback through discussion has a greater impact on the level of achievement.	Pupil progress meeting with teachers, book scrutiny.	JD	Termly
PP children have positive home lives that fully support their learning and progress in school.	Regularly meeting with and discussing issues with parents. Offering them additional support and training in helping their child at home including drawing on the pastoral and family support team at HPS. Supporting them in relation to wider issues that might be negatively impacting on home life including proactively engaging with external services also working with them.	Research and experience shows that children who come into school in a dysregulated state are far less likely to engage positively in their learning. Our knowledge of the children in our school, and particularly those who are adopted or in care, shows that some of them have factors in their past that strongly influence the way in which they cope with life in the present. These factors obviously create huge challenges for their families to cope with.	We will seek to develop strong and open relationships with parents and families and use these relationships as the basis for evaluation of what is, and isn't, going well for them. We will regularly review their children's progress and talk more widely about what is influencing their developmental gains, both positively and negatively. We will seek feedback from external agencies working with families.	TT/JD	Half termly (Linked to review of THRIVE and wider pastoral support work)
Total budgeted cost					£3490

6. Review of expenditure				
Previous Academic Year		2016/17		
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
To narrow the gap to national expectation for those pupils in year 2 receipt of pupil premium.	Additional class added for year 2 children.	Progress and attainment in year 2 went up and was in line with, or above, national expectation.	Whilst this was a successful strategy, it was also a significant financial investment and is not something that the school can afford to do again next year.	£22,456 (paid for in part through PPG: £3584)
To ensure that all pupils in receipt of pupil premium make better than average progress between key stage 1 and 2.	Embedding and improving changes to Early years and Key Stage 1 teaching and learning provision so that it better meets the needs of the children and in particular the needs of the pupil premium children who previously made insufficient progress.	Although the attainment of PP children in KS1 was below their peers, there was evidence in their books and classwork that they had made significant progress. It was also recognised that the PP children also had a range of other needs that created barriers to their learning and these were supported well in order that good progress from the relative starting points was made.	The development of greater focused learning activities with class 1 is something that we will continue to develop through ongoing shared work between the head of school and the class teacher. We will also invest in further training and professional visits to outstanding settings as well as invest in the purchase of some new resources and upgrading the outdoor learning environment.	£855
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
Vulnerable PP children are supported so that they access the classroom and are ready to learn	Further development of pastoral work: Mentoring sessions led by staff trained in Attachment Based Mentoring Additional members of staff trained in delivering THRIVE type support. Increased number of children accessing THRIVE support.	We have evidence from teachers, children and their families that targeted pastoral support enabled vulnerable children to better access learning. This support was designed to match the individual issues being faced by each child and drew upon THRIVE and counselling methods to meet each cases aims.	This was a highly complex area of work where the building of strong relationships with the children was of tremendous importance. Reduced staffing next year will make this a challenging area to replicate and so we will need to ensure that we are highly focussed in the use of teacher and TA time so that impact is maximised. It was, however, hugely valuable for some children to have this additional support and so this will be something that we try to incorporate into provision next year.	£1853

Develop the self-esteem, confidence and educational enjoyment of PP children so that they are more positive and engaged learners.	Qualified 'Bushcraft' leader employed to extend outdoor learning and pastoral provision for one day each week with a particular focus on supporting wider needs of PP children and particularly those with behavioural issues.	Bushcraft sessions had a positive impact on the children's enjoyment in school and they very easily identified these activities as being of worth to them. Teaching and support staff identified that pupil's attitudes to learning and taking risks were improved through engaging in outdoor learning. It was, however, difficult to track any direct impact on the children's academic progress and attainment as a result of this investment.	Due to the lack of evidence of impact and the high investment of money and TA support, continuing to run Bushcraft in 2017/18 is not a viable option. The school will instead investigate how it's partnership with Heathcoat Primary could support further outdoor learning opportunities through the use of their forest schools provision.	£3154
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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
PP children are able to access a broad and balanced curriculum experience including activities that develop their wider understanding of the world around them.	Subsidising educational visits to enrich learning opportunities for pupils.	Feedback from PP children and their families was overwhelmingly positive concerning the beneficial impact that attending enrichment activities had on them. Follow-up classwork demonstrated that these activities had a positive impact on the children's learning as well as their self-esteem and enjoyment of school.	We will continue to offer subsidies as and when they are vitally needed in order for PP children to access enrichment activities and trips that they might otherwise be unable to take part in.	£1114