



Pupil Premium Strategy Statement: Rackenfords C of E Primary School



1. Summary information					
School	Rackenfords Primary School				
Academic Year	2019 - 20	Total PP budget	£13,500	Date of most recent PP Review	Feb 2020
Total number of pupils	73	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Feb 2021

2.	3. Current attainment		
	All pupils	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	50%	0%	65.2%
% making progress in reading	75%	0%	73.6%
% making progress in writing	75%	0%	78.9%
% making progress in maths	50%	0%	79%

4. 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.	69% (9/13) DA children are working below or well below age related expectations in Reading, Writing and Maths.
B.	31% (4/13) of DA 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/EHCPs.
C.	31% (4/13) DA children have an EHCP (two are adopted)
D.	54% (7/13) DA children are SENd
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	31% (4/13) of DA children are adopted and have social, emotional and mental health concerns which affect their home life.
B.	23% (3/13) DA children are PA and are in the same family.
C.	23% (3/13) DA children are on RFC system (one family)
5. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	DA children to close the gap on their peers through targeted interventions and classroom support.	DA children to make accelerated progress in some areas of the curriculum.
B.	DA children develop their understanding of their emotions through mentoring/nurture and thrive activities so that they are able to fully engage in their learning.	DA 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.	DA 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.
D.	DA children to have good attendance in line with all children	97% attendance

6. Planned expenditure

Academic year

2029/20

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.	Building learning Power is embedded and used across the school	Metacognition has been researched by the EFF and 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 DA 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.	SCM	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. Book audit (DLS)	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.	SH	Half termly

Raise attainment across all subjects	All children have a right to a universal provision within their usual class. All children all assessed against the Graduated response tool. This will identify any areas of need and suggest strategies for support in class.	Reduced time out of class. Research indicates that children thrive when part of their usual setting and amongst peers.	EQ process	CS	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.	SCM	Half termly
Raise overall standards in spelling, reading, handwriting and times tables	'non-negotiable' elements to QFT. Daily teaching of spelling, phonics, handwriting and number facts	Daily synthetic phonics leads to improved reading. Targetted intervention programme. Daily reading. Guided reading 3 times per week.	EQ process. Learning walks, observations.	SCM SH HW	Half termly
Raise children's thinking and problem-solving skills. Raise children's use of their imagination and creativity.	Curriculum changes: Build upon good practice in EYFS – use of 'curiosity approach', loose parts and continuous provision through our KS1 and 2. Give all children opportunities to learn through play	Evidence from EYFS demonstrates that play provides a central and integral part of brain development especially around skills and capabilities such as critical thinking, resilience, problem solving, etc. Thus having an impact on children's ability to be resilient and life long successful learners.	EQ process	SCM	Half termly
Total budgeted cost					£5000

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?
DA children to develop a better understanding of their emotions.	Daily 'Check ins' Mentoring both timetabled and where required Daily mindfulness for all pupils Weekly yoga for all children	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.	Up to date training for staff L3 safeguarding training for TA Mentoring training for staff Other appropriate training for staff	TT	Half termly

DA families to have access to school counsellor and family/parenting support through Early Help process.	Weekly counselling and play therapy sessions	Pupils and their families who have a better understanding of their emotions, triggers will be able to cope in the school environment to ensure that they are ready to learn.	Monitor and evaluate	SCM Bounce	Termly
DA children to make rapid progress to close gaps in phonetic knowledge and understanding	Precision teaching phonics intervention	In house evidence shows that 5 minutes a day works to close gap.	EQ process	SCM	Half termly Data sweep
Raising expectations and cultural capital of DA children through financially supporting, where appropriate, to participate in other activities – e.g music	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					£3500
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?
DA children to be able to identify their own areas within work to improve and talk about their work.	DA 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.	Class teachers	Termly
DA 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 via Early Help process and other agencies such as SPLITZ, etc. Supporting them in relation to wider issues that might be negatively impacting on home life including proactively	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/SCM	Half termly (Linked to review of THRIVE and wider pastoral support work)

	engaging with external services also working with them.				
Total budgeted cost					£5000

7. Review of expenditure				
Previous Academic Year		2018 - 19		
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 £3500
Pupils become confident learners and have skills they can apply in different learning				
Raise attainment in reading across KS2 by developing pupils understanding of language and inference skills.				
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 £2250

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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 £3490