

# Pupil premium strategy statement – Rackenford Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail  | Data             |
|---|------------------|
| Number of pupils in school  | 74               |
| Proportion (%) of pupil premium eligible pupils                         | 8 children (11%) |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024        |
| Date this statement was published                                       | December 2023    |
| Date on which it will be reviewed                                       | December 2024    |
| Statement authorised by   | Emily Budden     |
| Pupil premium lead  | Emily Budden     |
| Governor / Trustee lead   | Flora Wood       |

## Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year  | £12,465        |
| Recovery premium funding allocation this academic year   | £2,000         |
| Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>                | £0             |
| <b>Total budget for this academic year</b>   | <b>£14,465</b> |
| <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> |                |

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention at Rackenford Primary School is that all pupils, irrespective of their background or the challenges they face, embrace their learning, build their social and physical well-being and make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges faced by disadvantaged pupils and also to the individual needs of the pupils in our school. Teachers are involved in the analysis of data and identification of pupils and therefore are aware of the strengths and weaknesses and can provide targeted responses. We understand that the disadvantaged children in our school may have more complex family situations that impede on them being able to flourish. The challenges are varied and there is no 'one size fits all'. Our approach will be rooted in diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

In addition we will use the following guiding principles to support the disadvantaged children at our school:

- ensure that all disadvantaged children are known, cared-for, noticed and understood by all teachers and support staff. We consciously build strong relationships with these pupils, gaining knowledge of their subject strengths and areas for development, their individual needs and aspirations.
- we focus on developing the whole child; noticing their talents, academic achievements and acknowledge, and address as appropriate, the unique barriers that they may face.
- every disadvantaged child will be prioritised for enriching academic and extra-curricular opportunities.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <b>Low attainment in Reading, Writing and Maths</b><br>Currently 75% (6/8) of PP children are working below in Reading, Writing and Maths |

|   |   |
|---|---|
| 2 | <b>SEND needs</b><br>63% of PP children have identified SEND needs, one is awaiting an EHCP   |
| 3 | <b>Social and emotional issues and complex family situations</b><br>Several PP children have complex family situations and backgrounds, including being adopted, resulting in social and emotional issues |

### 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  |
|--|---|
| Raise overall standards in reading, writing and maths among disadvantage children                                  | All PP children are making good progress from their starting points and that PP children without SEND are achieving in line with national average at the end of KS2.  |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils      | Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul> |
| SEND needs are identified early and supported to ensure that the needs of all pupils, particularly our PP, are met | Evidence trails for children are kept on Provision Map, including the use of GRT's to identify needs  |

### 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: £7,232

| Activity              | Evidence that supports this approach   | Challenge number(s) addressed |
|-----------------------|--|-------------------------------|
| High quality teaching | Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment.<br><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a><br>Teachers will evaluate closely to ensure misconceptions are addressed and that personalised learning takes place. | 1, 2, 3                       |

|   |  |             |
|---|--|-------------|
| <p>Purchase of Little Wandle scheme to secure stronger phonics teaching for all pupils.</p> <p>Training for staff to ensure teaching is assessments are interpreted and administered correctly.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br/> <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | <p>1, 2</p> |
| <p>Training for specific member of staff to conduct speech and language assessments</p>   | <p>Identifying and addressing speech and language difficulties early will enable children to make good, if not better, progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>   | <p>1, 2</p> |
| <p>Raise attainment in reading across KS2 by developing pupils understanding of language and inference skills.</p>  | <p>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</p>   | <p>1, 2</p> |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Teacher release time.</p> <p>CPD for staff - Teaching for Mastery.</p>                       | <p>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:<br/> <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:<br/> <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>1, 2</p> |
| <p>Knowledge organisers to be introduced in foundation subjects.</p>  | <p>Knowledge organisers can mean less of a pressure on working memory and create space for retrieval. They can increase the recall of facts and are a tool to enable pupils to refer back to. When sent home, these can also help to increase parental engagement.</p>   | <p>1, 2</p> |
| <p>Improve the quality of social and emotional learning (SEL) through jigsaw scheme and wider opportunities within curriculum and school life.</p>  | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br/> <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>  | <p>3</p>    |

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

Budgeted cost: £3616

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| PP families to have access to school counsellor and family/parenting support through Early Help process.   | 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.   | 2, 3                          |
| PP children to make rapid progress to close gaps in phonetic knowledge and understanding<br>Precision Teaching Training                                    | Precision Teaching plans to meet the needs of an individual child who is experiencing difficulty with acquiring or maintaining some skills. It is an effective teaching strategies for ensuring high levels of fluency and accuracy.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a><br><a href="https://develop.clf.uk/content/pedagogy/precision-teaching-an-introduction/">https://develop.clf.uk/content/pedagogy/precision-teaching-an-introduction/</a> | 1, 2                          |
| Raising expectations and cultural capital of DA children through financially supporting, where appropriate, to participate in other activities – e.g music | 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.   | 3                             |
| Little Wandle Reading intervention –phonics  | The EYFS lead teacher and other support staff will deliver targeted, rapid interventions.<br>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 1, 2                          |
| Speech and Language interventions as required.<br>Language link Leona<br>Speech therapy  | PP children are prioritised.<br>Strategies to be shared with parents.<br>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning.  | 1, 2                          |

|  |   |  |
|--|---|--|
|  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a> |  |
|--|---|--|

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

Budgeted cost: £3616

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Attendance release time for staff to develop and implement procedures. | Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.<br><br>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  | 3                             |
| Contingency fund for acute issues.                                     | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.   | 1, 2, 3                       |
| Extra-curricular activities and curriculum enrichment.                 | Many benefits are cited for attending extra-curricular clubs including, stress managements, finding their talent, confidence, development of social skills.<br><a href="https://homeeducator.com/extracurricular-benefits/">https://homeeducator.com/extracurricular-benefits/</a><br><a href="https://hammondpsychology.com/how-extracurricular-activities-help-child-development/">https://hammondpsychology.com/how-extracurricular-activities-help-child-development/</a><br>Attendance would be prioritised for PP pupils.<br>Book visits to theatres/visiting theatres to school. Attendance prioritised for PP children.<br><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a> | 3                             |
| Increasing parental engagement -especially of Pupil premium children.  | Encouraging parents to attend parents evenings, plays, wider aspects of the school life.<br>Following up with phone calls if parents of pupil premium children do not attend parent consultations.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  | 1, 2, 3                       |
| Further developing the school behaviour policy relational approach.    | Developing relationships and a sense of belonging for children. Teachers create an atmosphere where all feel valued, where the life chances of all children are improved and where children take with them the ability to form meaningful and caring relationships.<br><a href="https://educationendowmentfoundation.org.uk/public/files/Publication/s/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publication/s/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a>   | 1, 2, 3                       |

**Total budgeted cost: £14,464**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Due to small numbers, the use of percentages when talking about the outcomes and performance of PP pupils is not helpful. Of the PP pupils in 2022-2023 only 1 achieved age related expectations at the end of the year. It is important to note as well that the majority of PP children were also SEN. The EHCP process has been started for one of these pupils. The others either do not meet the threshold to qualify for an EHCP or are at the start of the evidence gathering process.

There continues to be a larger percentage of PP children accessing extra-curricular opportunities such as drumming, piano and sports clubs. Also, PP children have been able to attend school trips with financial aid.

PP children and their families have been prioritised for in-school counselling and support and those that have accessed it are showing improvements in their social, emotional and mental health.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| <b>Programme</b>                   | <b>Provider</b> |
|------------------------------------|-----------------|
| TT Rockstars                       | Maths Circle    |
| Nessy Learning- - dyslexia support | Nessy Learning  |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*