

# Rackheath Primary Pupil premium strategy statement

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	Rackheath Primary
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	12.5
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	September 22
Date on which it will be reviewed	September 23
Statement authorised by	Chris Ashman
Pupil premium lead	James Cavender
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,835
Recovery premium funding allocation this academic year	£16,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£59,835

# Part A: Pupil premium strategy plan

## Statement of intent

### Our Objectives

- Provide additional educational support to raise the achievement of our pupils in receipt of Pupil Premium.
- Narrow the gap between the educational achievement of these pupils and their peers.
- Address underlying inequalities, as far as possible, between these pupils and others.
- Ensure that the Pupil Premium funds reach the pupils who need them most.
- Make a significant impact on the education and lives of these pupils.
- Work in partnership with the parents of pupils to collectively ensure their success.
- To monitor and evaluate funding to ensure that it has a significant impact on pupils and their education while at our school.
- To fully support the Social, Emotion and Well-being health of our Pupil Premium children.

### Our Strategies

- Assigning a Pupil Premium Lead to champion the educational needs of Pupil Premium recipients and ensure the implementation of this policy.
- Ensuring Pupil Premium funds can be identified within the school's budget.
- The Headteacher, in consultation with the Pupil Premium Lead, governors, staff and parents, will decide how funds are spent.
- Monitor Pupil Premium children and their progress.
- Assessing the individual provisions required for each pupil in receipt of Pupil Premium.
- Create a Pupil Premium register that highlights the needs of these children and ensure that all members of staff are aware of their needs.
- Ensure that 'Quality First' teaching is the top priority within every classroom to ensure all children receive the highest possible standards of education.
- Allocate a PP advocate who will support PP children and their families.

### Potential Measures

- Ensure outstanding teaching is present in each classroom to meet the needs of all pupils.
- Providing 1:1 and small group work with experienced adults to address specific knowledge gaps.
- Creating additional teaching and learning opportunities using teaching assistants.
- Targeting English and maths in pupils below age expectations.
- Allocating funds to enable these pupils to participate in extra-curricular activities.
- Targeting pupils who require additional help to reach age related expectations and beyond.
- Recognise that the wider curriculum supports and enriches children's development in English and Maths and therefore allocate funding to enable children to participate fully and actively in wider and extra curriculum activities.
- Ensure that PP funds are used to support child's emotional and social needs through target support work.
- Support families to PP children through the use of a PSA.

## Challenges

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

Challenge number	Detail of challenge
1	Observations of pupils have indicated the well-being of our PP children has been impacted as a result of school closures. These findings are also supported by national studies. This has resulted in poorer learning attitudes when compared to non PP children, which is having a negative impact on progress of PP children.
2	Assessments and observations have shown that the attainment of PP children is lower than the Age Expected standard as a result of significant gaps in prior learning.
3	Early assessments suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Several of our Disadvantaged families need further support at home. This may include: support with their own well-being, an understanding of the social and emotional needs of children, support with engaging with school, support with external services.
5	Our attendance data over the last 2 years suggest that attendance among disadvantaged pupils has been lower than that of non-disadvantaged pupils. This lower attendance can lead to missing key aspects of the curriculum as well as intervention sessions.
6	Disadvantaged families find it difficult to pay for trips/services or residential set up by the school. This would lead to a loss of learning or experiences for this group. Disadvantaged families may not be available to access milk that is available in school.

## 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
<p><b>Well-Being improvement:</b></p> <p>Pupils are ready to learn and are resilient. PP social skills improve and better self-belief. Due to how much school has been missed, many children are currently struggling with their emotional well-being. Targeting this through small group and 1:1 sessions will be vital to ensure children feel supported and are ready to learn.</p>	<ul style="list-style-type: none"> <li>- PSA monitoring will show children's self-belief has improved.</li> <li>- PSA to keep notes on children and case studies will be built up. Improvement in attendance and assessments will show that this approach is having a positive impact.</li> <li>- Child voice and Parent voice will also be used to capture this information.</li> </ul>

<p><b><u>Improved Learning Behaviours:</u></b> All children will be at school after a missed period of education. PP children to have improved learning behaviours. This will mean work in class is completed, they will share opinions and children will take pride in work. Social behaviours will also improve through better interaction and group work with peers. PP will come to school ready to learn. Homework (spelling, reading and activities) will be completed.</p>	<ul style="list-style-type: none"> <li>- PP children engage actively in their learning with improved learning behaviour and attitudes to their education, developing positive aspirations.</li> <li>- PSA to keep notes on children and case studies will be built up. Improvement in attendance and assessments will show that this approach is having a positive impact.</li> <li>- Child voice and Parent voice will also be used to capture this information.</li> </ul>
<p><b><u>Gaps in knowledge addressed:</u></b> Children have missed huge chunks of Learning in school due to National Lockdowns. This has left children will gaps in their knowledge. These gaps are identified through assessments and QLA. These are then targeted through Quality first teaching and through targeted intervention. These gaps are highlighted on Provision Map.</p>	<ul style="list-style-type: none"> <li>- Half termly data will show improvements</li> <li>- Impact Review documents to be completed.</li> <li>- Pupil Asset completed – progress being seen</li> <li>- Intervention entry and exit data completed with progress being made.</li> <li>- Provision Map will show that small interventions to support these children is having a positive impact and will reflect this with above 0 progress tracking.</li> </ul>
<p>Home situations become more stable offering consistency and routine. PSA to work closely with children and families to support. For the children, this will be through 1:1 and group sessions.</p>	<ul style="list-style-type: none"> <li>- PSA monitoring will show children’s self-belief has improved. (Emoji self-assessment alongside cometary) To be completed half termly</li> <li>- Parents will engage with children’s education</li> </ul>
<p><b><u>PP Attendance:</u></b> PP attendance to improve. PSA to work closely with children and families to support. For the children, this will be through 1:1 and group sessions. Action plans to be set up to support those families where attendance has become a concern.</p>	<ul style="list-style-type: none"> <li>- PP attendance to improve. (Currently 96%) (Non PP attendance 98%)</li> </ul>
<p><b><u>Access to all aspects of the curriculum for PP children:</u></b> No disadvantaged child will miss out on an experience in school.</p>	<ul style="list-style-type: none"> <li>- Uptake of trips/residentails/experiences in school will be at the same % as non-PP pupils</li> </ul>

## 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: **£700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of standardised testing to assess and monitor progress and use this data to inform teaching of Reading, Maths and SPAG. Money used to purchase appropriate testing materials.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction With children missing a huge part of the 2019-2020, 2020 - 2021 school years, it is vital that gaps are highlighted to ensure progression. Children able to access curriculum further on in school. Evidence from EEF indicates that children who receive targeted feedback (including the use of standardised assessments) can have an impact of up to 6months progress.	1 2 3
High Quality Teaching through input and PD led from English, maths and SEND coordinators.	The most effective approach for raising the standards of all children is through the use of High Quality teaching for pupils.	1 2 3

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

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a PSA to be able to run targeted Zones of Regulation work to behaviour and improve learning habits of PP children.	Evidence from EEF indicates that children who undertake Metacognition and Self-Regulation training are able to make up to 7 months progress.	1, 2, 3
Employment of a PSA to run lunch sessions with PP	Evidence from EEF indicates that children who undertake Social and Emotional	1, 2, 3, 5

children to improve emotional well-being through target support in a calm and relaxed environment.	support sessions during younger years make 4+ months progress.	
Targeted Phonics intervention to improve Phonics skills of Reception and Year 1 pupils following RWI scheme of work led by trained TA.	Evidence from EEF indicates that children who undertake small group Phonics sessions during younger years make 4+ months progress. Children able to access curriculum further on in school.	2 3
Target basic number intervention to improve basic maths skills of Reception and Year 1 pupils to allow them a secure base led by TA.	Evidence from EEF indicates that children who undertake small group interventions led by a TA can make an additional 4 months progress. Early data has shown that maths has been affected due to Lockdown.	2
Allocated time in each class to support Priorities Readers to improving reading and comprehension ability of PP children in every class; this will allow each target PP child to be heard read at school at least once a week.	Evidence from EEF indicates that children who undertake small group reading and comprehension sessions can make 6+ months progress. Early data has shown that reading and comprehension has been affected due to Lockdown.	2
Employment of a PSA to be able to allocate time to provide support for families of PP children through 1:1 meetings, communication, FSP leads and services support.	Some PP families have felt extra pressures during these uncertain times. Extra help has been needed to support these families. If a child is not supported at home, they are not ready to learn in school. Evidence from EEF suggests that where parental engagement is improved, progress of children can increase by up to 3months.	1, 4, 5
Targeted Catch-up intervention (taught by a trained teacher) to support with children who need further support in maths.	Evidence from EEF indicates that children who take part in small group tuition make on average 4 months improved progress over the course of an academic year.	1, 2, 3
Targeted Catch-up intervention (taught by a trained teacher) to support with children who need further support in Reading.	Evidence from EEF indicates that children who take part in small group tuition make on average 4 months improved progress over the course of an academic year.	1, 2, 3

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

Budgeted cost: **£16,290**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children to have access to partake in extra-curricular Music tuition through funding of lessons and instrument hire.	Evidence from EEF indicates that children who undertake extra music sessions can make 2+ months progress.	6
To provide a TA in each class during the start of the day to meet and greet children and ensure they are ready to begin learning.	Attendance has been an issue since Lockdown and children's mental health has suffered as a result. Having someone to prepare children for the day will ensure they are ready to learn and will hopefully improve attendance and progress.	5, 1
PP children to be able to access entire curriculum through funding being allocated for trips and residential trips.	Learning in class can often be stimulated by outdoor adventure. Funds allocated to ensure PP children do not miss out.	6
PP children to have access to milk as a health drink during the day.	Ensuring PP children have access to milk as a drink option.	6

**Total budgeted cost: £170,970 (over 3 years)**

## 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 previous academic years.

#### 2020-2021

Our in school assessments of 2020/21 have suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. This, coupled with lower than expected attendance figures, have highlighted to us that our disadvantaged pupils are at risk of falling further behind.

Our monitoring of disadvantaged pupils found that these children were less likely to attend zoom teaching sessions during lockdowns. All disadvantaged pupils were invited in to school during lockdown. Our use of the PP spending towards a PSA allowed us to be able to monitor and support disadvantaged pupils when working at home. Regular contact was made with these families, as well as the organisation of vouchers for food.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 96.89%, it was higher than the national average. Attendance among disadvantaged pupils was at 88.57% (which was lower than our previous pre-covid year's attendance of 95.41%). This change in attendance and difference between Whole School and disadvantaged pupils is why attendance is a focus of our current plan.

Our in school monitoring and observations have once again highlighted the importance of mental health and wellbeing amongst all of our children, especially that of our Disadvantaged. We used Pupil Premium funding to target this through the use of small group sessions with the PSA. With this targeted support we were able to target PP children with:

- 41 check in meetings
- 58 1:1 sessions
- 124 Lunch sessions
- 29 phone calls and 174 emails to support families

Initially, 0% of disadvantaged pupils in KS2 took part in peripatetic music lesson in school. We used Pupil Premium funding to help support any children who came forward looking to take part in music tuition. After the first year of funding support, 13% of disadvantaged pupils had taken up the offer. We will now better highlight this support to all PP families, not just those who show an interest and will be rolled out again this year. Already this figure has risen to 43%.

#### 2021-2022

Year 1 Phonics screening:

- 26/30 passing
- 5/7 PP children passing

These children all received target Phonics intervention through the course of the academic year.

Year 2 SATs PP data

	Working towards	Expected
<b>Maths</b>	60%	40%
<b>Reading</b>	80%	20%
<b>Writing</b>	80%	20%

Y6 SATs Data:

	Working Towards	Expected Plus Rackheath	Expected Plus National All Pupils
Maths	40%	60%	71%
Reading	40%	60%	74%
Writing	40%	60%	69%
Grammar, punctuation and spelling	20%	80%	72%

During this academic year, a large proportion of our PP budget has been targeted at support disadvantaged families through the use of a PSA. Support sessions that have been used and number of times PP have been supported through these:

Lunch group Social support sessions	42
1:1 emotional support sessions	29
Zones of regulation 1:1 meetings	15
Play therapy sessions	6
Small group well-being sessions	25
Family meetings	10
Home-school communication	9 phone meetings 127 email communications
FSPs	1

In year 3, 100% of disadvantaged pupils were able to attend the Residential to Horstead.  
 In year 4, 100% of disadvantaged children were able to attend the Residential to Horstead.  
 In year 6, 100% of disadvantaged children were able to attend the residential to Aylmerton.

In the 2020 – 2021 attendance among disadvantaged pupils was at 88.57%. Target support of families, and a combination of PSA support work has meant that the attendance of disadvantaged pupils for the 2021-2022 improved to 92.5% (with 6.8% of absences authorised). Records show that although attendance of this group has improved, lateness is an issue (4496 minutes missed education through lateness of PP children). This will be a new focus for this coming academic year.

## 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

## 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?	This allocation was embedded into a target linked to supporting families through the use of a PSA. We identified a need in this area as one parent is often away from the family home for lengths of time.
What was the impact of that spending on service pupil premium eligible pupils?	Time was/has been allocated for Lunch Sessions to allow Services children to attend. 100% of service children attended these sessions.  Family support sessions were allocated to help services families. 100% of services families attended these sessions.

## Further information (optional)

- *A key aspect of our Pupil Premium planning at Rackheath Primary is to support children's Emotional, Social and Mental wellbeing through our PSA. This takes place during 1:1 sessions, group sessions, Lunch sessions, support in class, class sessions and through family support.*
- *All of our PP children are also given access to computers and classrooms (including materials) at lunchtimes to support with any homework they may wish to complete.*
- *Should PP families need it, our After School Club is available at short notice to support parents – these places are offered outside of the normal PP funding. They have been used to help families at Agency Involvement meetings (such as with Social Workers).*
- *Snacks are available for all PP children to ensure that they are in the right frame of mind to learn – these healthy options are available from the PSA.*
- *To ensure PP children are prepared and ready to learn, we have a selection of school uniform for children/families to use should they need them.*
- *No child is left out, so during dress-up days at Rackheath, staff ensure that PP children have access to costumes should they be needed to ensure inclusion.*
- *All staff are aware of PP children and ensure that changes in behaviour/attitude are noted and time is spent to unpick why. Each class has a dedicated TA to be able to engage with this.*