

# Rackheath Primary Pupil Premium Strategy Statement 2019 - 2020

1. Summary information					
School	Rackheath Primary				
Academic Year	2019	Total PP budget	£29,040	Date of most recent PP Review	2019
Total number of pupils	200	Number of pupils eligible for PP	22	Date for next internal review of this strategy	2020
PP boys	12	PP girls	10		

2. Previous attainment – Year 1 Phonics Screening 2019			
	<i>Pupils eligible for PP</i>	<i>All Yr1 at RPS</i>	<i>National average</i>
% passing Year 1 Phonics Screening	100%	92%	82%

Previous attainment – End of KS1 2019			
	<i>Pupils eligible for PP (2 children)</i>	<i>All Yr2 at RPS</i>	<i>National average</i>
% achieving at or above in R/W/M	0%	73%	65%
% achieving at or above in Reading	50%	83%	75%
% achieving at or above in Writing	0%	77%	69%
% achieving at or above in Maths	50%	83%	76%

Previous attainment – End of KS2 2019			
	<i>Pupils eligible for PP</i>	<i>All Yr6 at RPS</i>	<i>National average</i>
% achieving at or above in R/W/M	50	71	65
% achieving at or above in Reading	75	86	73
% achieving at or above in Writing	50	82	78
% achieving at or above in Maths	100	89	79

Current attainment			
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Year group	Reading	Writing	Maths
6 (4)	74% of the class at expected or above in maths, 79% in writing, 79% in grammar and 68% in reading. 25% of children just below in reading. In other subjects that figure is around 15%. Current greater depth figures are around 20% in maths, reading, writing and grammar. There is a group of 6 children who could be greater depth across the board in the 2020 SATS. <b>3 of 4 disadvantaged children are at expected or greater depth in at least 1 subject.</b>		
5 (4)	72% of the class at expected or above in maths, 79% in writing, 76% in grammar and 66% in reading. 30% plus of children exceeding in maths, reading, writing and grammar – potential for high % of greater depth in 2021 SATS. Of these equal sized groups of above and just above. <b>1 of 4 of disadvantaged children at expected in all subjects.</b>		
4 (4)	78% of the class at expected or above in maths, 73% in writing, 60% in grammar and 72% in reading. Currently 10% of the class are working above with a further 15% just above. <b>50% of disadvantaged children at expected.</b>		
3 (2)	81% of the class at expected or above in maths, 75% in writing, 66% in grammar and 85% in reading. 20% plus of children exceeding in maths, reading, writing and grammar. <b>1 of 2 of disadvantaged children at expected.</b>		
2 (2)	75% of the class at expected or above in maths, 52% in writing, 70% in grammar and 70% in reading. 20% plus of children exceeding in maths, reading and grammar. <b>Both disadvantaged children at just below expected.</b>		
1 (4)	52% of the class at expected or above in maths, 60% in writing and 72% in reading. <b>25% of disadvantaged children at expected in all aspects.</b>		

1. Barriers to future attainment (for pupils eligible for PP, including high ability)	
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In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
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A.	Emotional well-being
C.	Self-belief (low aspirations)
D.	Gaps in prior learning

External barriers ( <i>issues which also require action outside school, such as low attendance rates</i> )	
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E.	Stability of family unit
F.	Punctuality and attendance

2. Desired outcomes	
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	Desired outcomes and how they will be measured	Success criteria
A.	Pupils are ready to learn and are resilient. PP social skills improve and better self-belief.	PSA monitoring will show children's self-belief has improved. (Emoji self assessment alongside cometary) To be completed half termly

<b>B.</b>	PP children to have improved learning behaviours. PP will come to school ready to learn. Homework (spelling, reading and activities) will be completed.	PP children engage actively in their learning with improved learning behaviour and attitudes to their education, developing positive aspirations
<b>C.</b>	Gaps are identified and targeted through Quality first teaching and then through targeted intervention. These gaps are highlighted on Intervention trackers.	Half termly data will show improvements Impact Review documents to be completed. Pupil Asset completed – progress being seen Intervention entry and exit data completed with progress being made.
<b>D.</b>	Home situations become more stable offering consistency and routine.	PSA monitoring will show children's self-belief has improved. (Emoji self assessment alongside cometary) To be completed half termly Parents will engage with children's education
<b>E.</b>	PP attendance to improve	PP attendance to improve. (Currently 94.1%) (Non PP attendance 96.6%)

<b>3. Planned expenditure</b>						
<b>Academic year</b>	<b>2019 - 2022</b>					
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.						
<b>i. Quality of teaching for all</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Review date</b>
Gaps in prior learning to be filled.	Target interventions for children based on AfL	Evidence from EEF indicates that children who undertake Small Group support make 4+ months progress. Children able to access curriculum further on in school.	PP and SEND trackers to monitor progress PP children to have intervention books Small milestone assessments to be used Regular monitoring and evaluation Staff meetings dedicated to improving maths and English teaching Regular monitoring of teaching and learning	JC HH (all staff involved)		Dec 2020
High Quality Teaching	High Quality teaching In School staff training in core subjects School Cluster sessions to share best practice In Class grouping based on	Evidence from EEF indicates that children who are supported through attainment grouping within class make 3+ months progress. Children able to access curriculum further on in school.	Lesson observations Book looks	JC CA HH (all staff involved)		Sept 2020
					Total Budget cost	£0
<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Review Date</b>
To improve Phonics skills of Reception and Year 1 pupils.	Read Write Inc phonics small group sessions	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.	Monitoring from EYFS leads and PP lead.	JR JH TB SP JP JP	<b>*£8000</b>	- Half termly assessments carried out - Termly intervention monitoring by JC

To improve emotional well-being of PP children to allow them to be better learners	Thrive	Evidence from EEF indicates that children who undertake Social and Emotional support sessions during younger years make 4+ months progress.	Thrive assessments to show improvements in well-being Better learners in class	DG	<b>*£8000</b>	6 weeks reviews undertaken.
To improve learning habits of PP children	Employment of School PSA to improve children's attitude towards learning	Evidence from EEF indicates that children who undertake Metacognition and Self-Regulation training are able to make up to 7 months progress.	Childrens attitude towards learning will improve shown using Emoji forms Appraisal meetings Drop in sessions Discussions with pupils	CC JC CA	<b>**£16000</b>	Termly
To improve emotional well-being of PP children to allow them to be better learners	Employment of School PSA to improve children's emotional and social needs - Lego Group	Evidence from EEF indicates that children who undertake Social and Emotional support sessions during younger years make 4+ months progress.	Childrens emotion well-being will improve shown using Emoji forms Appraisal meetings Drop in sessions Discussions with pupils	CC JC CA	<b>**£16000</b>	Termly
To improve attendance of PP children and to ensure they start the day ready to learn	Monday morning breakfast club for specific PP children. Could be rolled out if this proves to be a success.	Some PP children have lower than average attendance. These children may also arrive late, meaning that they are not ready to learn. Evidence from EEF indicates that children who have a change in school hours make 2+ months progress.	Attendance to club will be high. Overall attendance will improve.	JC CA HH	£1000	Termly

\* budget include multiple approaches  
\*\* budget includes multiple approaches

**Total budgeted cost £25,000**

### 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	Cost	Review date
Improved reading attitude	Buying children books to improve attitude towards reading	Engage children in reading by purchasing them their own book from book fayre to ensure they have a love of books.	Checking reading records. Pupil voice.	JC	£200	July (each year)
PP children to have access to milk	Providing milk for PP children	Ensuring PP children have access to milk as a drink option.		JC	£200	July (each year)

PP children to be able to access entire curriculum	Allocate funds to ensure no PP children miss on a out of school activity which would benefit their education	Learning in class can often be stimulated by outdoor adventure. Funds allocated to ensure PP children do not miss out.	Are PP children going on all school trips?	JC MR	£800	July (each year)
Music tuition	PP children to be offered music sessions at reduced price	Evidence from EEF indicates that children who undertake extra music sessions can make 2+ months progress.		EB JC	£200	
<b>Total budgeted cost</b>					<b>£1,400</b>	

1. Review of expenditure				
Previous Academic Year		2018 - 2010		
i. Quality of teaching for all				
Action	Intended outcome	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
Gaps in prior learning to be filled.	Target interventions for children based on AfL	SC met (see school PP data at beginning of document.	Targeted interventions (that are quick and fun) are key. Continue.	£0
ii. Targeted support				
Action	Intended outcome	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
SALT Elklan	Improved Speech and Language skills of children in Reception, Year 1 and Year 2.	All year 1 PP children passed phonics screening 92% of RPS children passed phonics screening compared to 82% nationally.	Children who used this approach made progress. Adult who ran program, has left school – another member of staff must be trained.	£8000*

Read Write Inc phonics small group sessions	To improve Phonics skills of Reception and Year 1 pupils.	All year 1 PP children passed phonics screening 92% of RPS children passed phonics screening compared to 82% nationally.	Continue provision	£8000*
Thrive	To improve emotional well-being of PP children to allow them to be better learners	All children (PP and non PP) who took part in these sessions have made significant progress.	Finding time to ensure this takes place is essential. Progress is made by children who take part – Playground behaviour improves as a result.	£8000*
Employment of School PSA to improve children's attitude towards learning	To improve learning habits of PP children	All children (PP and non PP) who took part in these sessions have made significant progress. High % of PP children receive PSA sessions through a variety of groups.	A very valuable resource to have in school. Must continue Can this be utilised before school to help attendance of certain PP children?	£1500 0**
Employment of School PSA to improve children's emotional and social needs - Lego Group	To improve emotional well-being of PP children to allow them to be better learners	All children (PP and non PP) who took part in these sessions have made significant progress. High % of PP children receive PSA sessions through a variety of groups.	A very valuable resource to have in school. Must continue	£1500 0**

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Action	Intended outcome	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
Reading Rockets	Improved reading skills and attitudes	SC met. 18 of 22 children attended Reading Rockets.	A group with incentives is important. High take up – children who did not attend lived out of catchment or had siblings in separate group which made transport difficult. During School hours?	£500
Buying children books to improve attitude towards	Improved reading attitude	SC met. PP children kept these books at school and took home. Feedback from parents shows PP children enjoying these books at home.	Repeat in 2020 for current PP children	£200

Allocate funds to ensure no PP children misses out of school activity which would benefit their education	PP children to be able to access entire curriculum	Used to ensure all residential and trips are accessed by PP children. 100% of PP children went of school residential in Years 3, 4 & 6	Repeat each year.	£800
Providing milk for PP children	PP children to have access to milk	Drinks available for PP children	Continue	£200