Rackheath Primary Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	217
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2028
Date this statement was published	November 25
Date on which it will be reviewed	September 26
Statement authorised by	Chris Ashman
Pupil premium lead	James Cavender
Governor / Trustee lead	Vaughan Stevenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,495
Recovery premium funding allocation this academic year	£1,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67,995

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.
- Closely monitor Pupil Premium children and their progress at all stages of their learning.
- 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 of PP children through the use of a *Child and Family Mental Health and Wellbeing Practitioner*.
- Support PP children through the use of a *Child and Family Mental Health and Wellbeing Practitioner*.

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 Mental Health and 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 residentials 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
Well-Being improvement: 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.	- *Child and Family Mental Health and Wellbeing Practitioner* monitoring will show children's self-belief has improved. - *Child and Family Mental Health and Wellbeing Practitioner* 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.

	- Child voice and Parent voice will also be used to capture this information. - Attendance of this group will improve. Currently stands at 91.5% compared to 94.94% of Non PP.
Improved Learning Behaviours: 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.	- PP children engage actively in their learning with improved learning behaviour and attitudes to their education, developing positive aspirations. - *Child and Family Mental Health and Wellbeing Practitioner* 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. - Child voice and Parent voice will also be used to capture this information.
Gaps in knowledge addressed: 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.	- 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. - 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.
Home Support Offered 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.	- *Child and Family Mental Health and Wellbeing Practitioner* 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
PP Attendance: 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.	- PP attendance to improve. (Currently 91.5%) (Non PP attendance 94.95%)
Access to all aspects of the curriculum for PP children: No disadvantaged child will miss out on an experience in school.	- 100% of PP children will attend residentials (where able to barring financial issues) - PP children will take part in guitar lessons - 100% of PP children will take part in school trips

	- Books will be bought by school from visiting authors to allow PP children to borrow.
Sense of Belonging Created: 17 of our 44 PP children have joined our school since their year group started in Reception. Children must feel a sense of ownership and belonging in our school. This will impact their self-confidence.	- PP children will be represented in School Council through class voting - PP children will be represented in Eco-council through class voting - PP will be involved in Whole School projects such as Gardening Club. - Attendance of children in this group will rise

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: **£7,000**

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." (EEF)	1 2 3
Subscription to White Rose Maths as a base for Maths planning through the school to ensure consistency and	"A scheme of work takes all of the small parts of learning and brings them together to create a long-term progression of understanding across different year groups or across key stages support all children's understanding." (EEF Guidance)	1 2
Subscription to be part of VNET Network allowing access to regular training modules/conferences and courses for PP lead as well as all subject leaders and SLT.	"High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom." (EEF Effective Professional Development Guidance)	1 2 3 5
Subscription to Power of Reading to improve writing and reading outcomes of all children, particularly PP.	Writing and Reading data has remained strong at Rackheath during the use of Power of Reading.	2 3

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

Budgeted cost: **£38,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a *Child and Family Mental Health and Wellbeing Practitioner* 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 *Child and Family Mental Health and Wellbeing Practitioner* to run lunch sessions with PP children to improve emotional well-being through target support in a calm and relaxed environment.	Evidence from EEF indicates that children who undertake Social and Emotional support sessions during younger years make 4+ months progress.	1, 2, 3, 5
Targeted Phonics interventions 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.	2
Allocated TA time in each class to support Priority 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. Previous Phonic Check scores have shown that this is a highly impactful intervention.	2 3
Employment of a *Child and Family Mental Health and Wellbeing Practitioner* 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 4months.	1, 4, 5
'10 minute Maths' intervention to improve basic maths skills of pupils (focussing on PP) led by a trained Teaching Assistant.	Evidence from EEF indicates that children who undertake small group interventions led by a TA can make an additional 4 months progress.	2 5
Trained TA led SALT intervention in Reception and Year 1 to improve language skills.	Evidence from EEF indicates that children who undertake small group interventions led by a TA can make an additional 4 months progress. EEF research suggests that Oral Language interventions can make an additional 6 months progress.	1 2 3 5

The use of Precision Teaching in all year groups to identify and then target small, fundamental skills in phonics, Reading and Maths to raise attainment.	EEF research shows that: - Targeted feedback can improve learning by up to 6 months - 1:1 target intervention can improve learning by up to 5 months.	

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

Budgeted cost: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP children to have access to 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 aim to 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
Employment of TA for Gardening club to target improvement in Self-Esteem and Mental health of PP children.	Small projects that allow children a sense of belonging in school can begin to improve self-esteem, well-being and attendance.	1 2 5

Total budgeted cost: £61,000

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.

2023-2024

Results:
Year 1 Phonics screening:

- 26/27 passing
- 1/2 PP children passing

These children all received target Phonics intervention through the course of the academic year with a group of 10 receiving the target support.

3/5 PP children scored 20+ on the Year 4 MTC test. Targeted intervention has been set up in year 5 to support those PP and Non PP children who scored below 20.

End of KS2 Data	23/24 National PP	23/24 Rackheath PP	23/24 National	23/24 Rackheath
Percentage of pupils meeting the expected standard in reading, writing and maths (combined)	46%	66%	61%	78%
Percentage of pupils meeting the higher standard in reading, writing and maths (combined)	3%	0%		6%
Percentage of pupils meeting the expected standard in reading	62%	83%	74%	84%
Percentage of pupils meeting the expected standard in writing TA	58%	66%	72%	81%
Percentage of pupils meeting the expected standard in maths	59%	66%	73%	84%

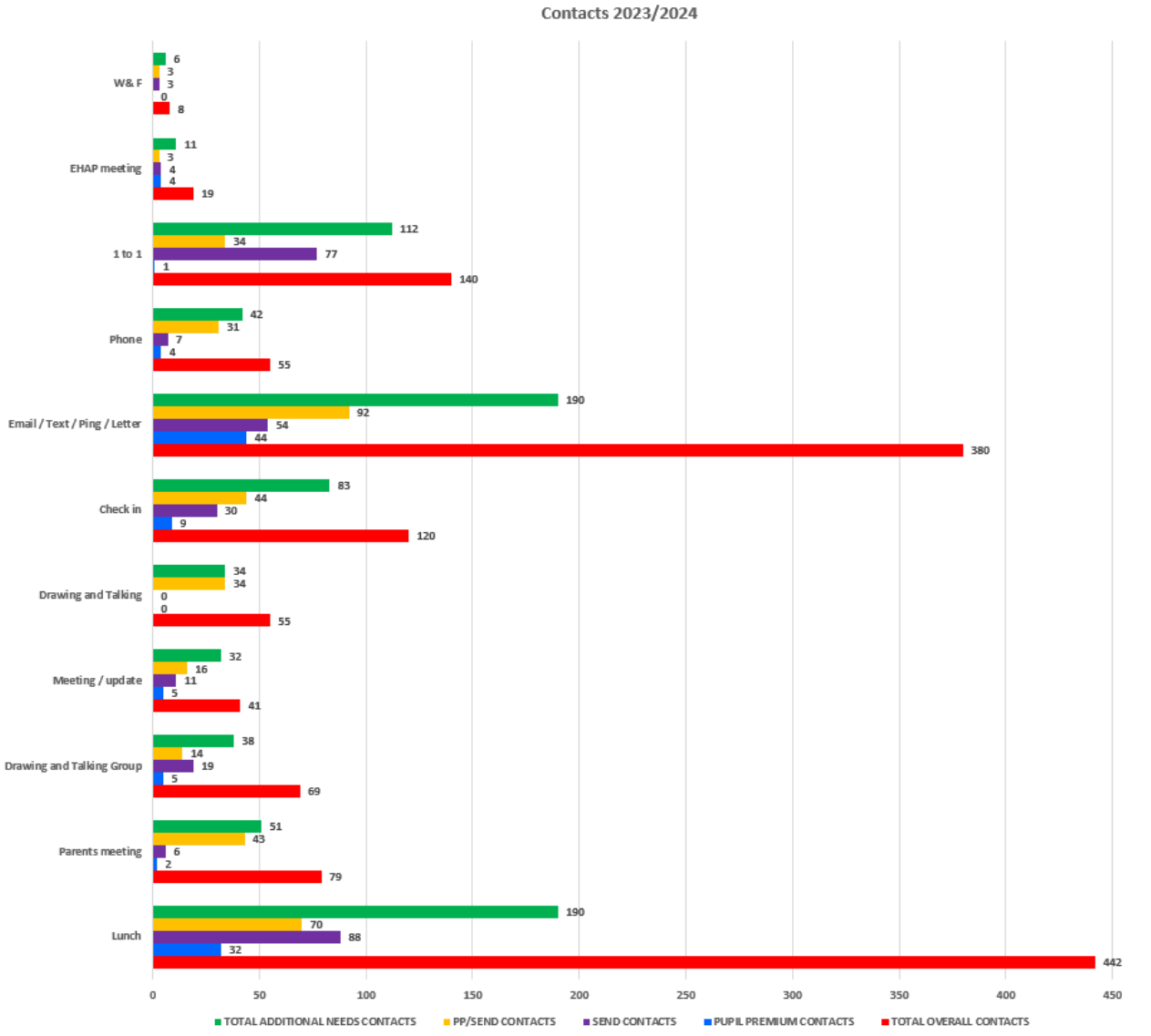
PP Attendance:

Year	21 - 22	22 - 23	23 - 24
PP % attended	92.5%	93.11%	91.5%
Minutes late	4,496	4,908	10,290

The attendance of our PP group has dipped this previous year. Lateness has also increased. We have joined VNETs Attendance project led by Wayne Harris (CEO of Inclusive Attendance) as a direct result of this to put in targeted steps in place.

Pupil and Family Wellbeing Practitioner:
A large proportion of our PP budget is used to support PP children and families through the employment of our Pupil and Family Wellbeing Practitioner. Below, is summery of how this has been used:

	Lunch	Stormbreak Referral	Stormbreak Sessions	Social Services meeting	Socialising Lunch	Socialising	Parents meeting	Drawing and Talking Group	Meeting / update	Drawing and Talking	Check in	Email / Text / Ping / Letter	Phone	1 to 1	Breakfast	EHAP meeting	W& F	Lift
% OF CONTACTS = PP	7%	25%	17%	100%	12%	14%	3%	7%	12%	0%	8%	12%	7%	1%	0%	21%	0%	0%
% OF CONTACTS = SEND	20%	0%	0%	0%	8%	5%	8%	28%	27%	0%	25%	14%	13%	55%	0%	21%	38%	0%
% OF CONTACTS = PP/SEND	16%	0%	0%	0%	0%	0%	54%	20%	39%	62%	37%	24%	56%	24%	100%	16%	38%	100%
% OF CONTACTS WITH ADDITIONAL NEEDS	43%	25%	17%	100%	20%	18%	65%	55%	78%	62%	69%	50%	76%	80%	100%	58%	75%	100%



Extra Curricular:
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, 89% of disadvantaged children were able to attend the residential to Aylmerton.
All PP children had access to each trip/excursion/themed day, supported using this funding. 100% of PP children attended all of these.

5 PP children accessed weekly in peripatetic music lessons paid for by the school, learning to play the guitar.

2024 – 2025

DATA:
Year 1 Phonics screening:

- 25/30 passing
- 3/6 PP children passing

These children all received target Phonics intervention through the course of the academic year with a group of 10 receiving the target support.
By the end of year 2, 100% of children had passed their phonics assessment.

4/10 PP children scored 20+ on the Year 4 MTC test with another two scoring 19. Targeted intervention has been set up in year 5 to support those PP and Non PP children who scored below 20.

End of KS2 data	24/25 Rackheath PP	24/25 Rackheath
% of pupils meeting the expected standard in Reading	50%	75
% of pupils meeting the expected standard in Writing	50%	68
% of pupils meeting the expected standard in Maths	75%	87.5
% of pupils meeting the expected standard in SPAG	37.5	62.5

PP Attendance:

Year	21 - 22	22 - 23	23 - 24	24-25
PP % attended	92.5%	93.11%	91.5%	92.11%
Whole school				96%
Minutes late	4,496	4,908	10,290	9230

The attendance of our PP group has improved since 23/24 but still needs further improvement. Lateness has improved but this is still an area of focus. VNETs Attendance project led by Wayne Harris (CEO of Inclusive Attendance) has been a continuing focus for us to help improve this area. Closing the gap between PP and the School will be focus.

Child and Family Mental Health and Wellbeing Practitioner Data is still being collated.

Extra Curricular:
In year 3, 100% of disadvantaged pupils were able to attend the trip 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.
All PP children had access to each trip/excursion/themed day, supported using this funding. 100% of PP children attended all of these.

5 PP children accessed weekly in peripatetic music lessons paid for by the school, learning to play the guitar.
100% of all PP children in years 3 – 6 had ukulele sessions taught by a specialist teacher.

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 *Child and Family Mental Health and Wellbeing Practitioner*. 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 Child and Family Mental Health and Wellbeing Practitioner. 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 and Breakfast 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 Child and Family Mental Health and Wellbeing Practitioner.*
- *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.*
- *PP children are actively targeted to join after schools clubs. Extra support is offered to help sign up or remind about these activities.*
- *Child and Family Mental Health and Wellbeing Practitioner has supported families with:*
    - *Doctor visits,*
    - *Booking eye tests,*
    - *Securing dentists,*
    - *High School applications,*
    - *Securing funding for bills,*
    - *Housing applications,*
    - *Collecting children from home for school when parents have been unable to do so.*