

Pupil premium strategy statement 2018 – 2019

1. Summary information					
School	Rack House Primary School				
Academic Year	2018	Total PP budget	£242,120	Date of most recent PP Review	N/A
Total number of pupils	447	Number of pupils eligible for PP	181	Date for next internal review of this	2019

2. Current attainment			
Keystage 2 outcomes 2018 – see continuation sheet page 7	20 Pupils eligible for PP -35% SEND	National Average for all pupils	17 Pupils not eligible for PP
% achieving the expected level in reading	70%	71%	94%
% achieving the expected level in writing	85%	76%	100%
% achieving the expected level in mathematics	90%	75%	100%
% achieving the expected levels in reading/writing/maths combined	70%	64%	94%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Language, communication and processing skills which impact on CLL, reading, phonics and writing outcomes across EYFS and KS1	
B.	SEND complexities of need for a significant number of pupil premium children	
C.	To diminish the difference in attainment of the most able disadvantage children in reading, writing and maths	
External barriers		
D.	Attendance of vulnerable groups	
4. Desired outcomes		Success criteria
A.	Communication, language and processing skills enable learners to access the curriculum	Evidence of rapid progress made across EYS & KS1 so that most pupils meet ARE
B.	Increase in numbers evidencing age related expectations in English and Mathematics	Given starting points, pupils show good progress with 70% achieving ARE
C.	Improve outcomes for the most able pupil premium children to secure greater depth working	Increased proportions of the most able working at greater depth in English and Mathematics
D.	Improved attendance of all vulnerable groups	96% attendance of vulnerable groups. Reduction in numbers of PA by 2%

5. Planned expenditure					
Academic year		2018-2019 – funding £242,120			
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?
Improved reading stamina and comprehension skills	Whole school revised guided reading strategy using inference based approach to guided reading	Securing reading, comprehension and processing skills whilst promoting stamina	Key priority on the school development plan Monitoring, evaluation and reporting of revised strategy through observations, assessments and effectiveness of provision Enhancement of reading resources to include:- <ul style="list-style-type: none"> • additional comprehension materials • additional reading scheme materials • use of e books and kindles 	Reading Leader SLT	Termly following SLT discussions Termly updates to Governors
Increased maths attainment at the higher levels	Implementation of Singapore Maths and Extending Reasoning Skills.	Embedding of Singapore Maths curriculum to secure higher standards and to empower pupils to work confidently at greater depth	Key priority on SDP , Maths leader and AHT developing introduction of Singapore Maths in Years 1-5 and reasoning in Years 6 across the key stages. Monitoring, evaluation and reporting of provision and progress through:- Clear focus on pupil progress outcomes through high expectation and target setting Accurate provision mapping Challenge thoroughly sharply differentiated tasks and activities Highly effective first teaching with rapid support and ongoing assessment. Effective use of new resources to consolidate concrete learning Effective staff training and development	Maths Leader SLT	Termly following SLT discussions Termly updates to Governors

Improved attainment at the end of key stages both at expected levels and greater depth – Year 2 and Year 6 to include a sharp focus on Year 3/4/5	Ability level teaching Team teaching	Consolidation, extension and personalisation of knowledge, skills and understanding	Monitoring of provision Pupil progress meetings Review of provision to meet the dynamic needs of learners	SLT	Each half term
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Total budgeted cost £96, 532

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?
Appropriate provision in place for those pupils causing concern	Rapid referral for educational psychologist assessments so that appropriate provision is put in place 1:1 support Play therapies Cognitive behaviour therapy	Previous success of rapid referrals to ensure appropriate provision is in place To support emotional health and wellbeing of identified learners	Monitoring and evaluation of outcomes and provision	SENDO	At least termly
Improved Communication, language and listening skills	Small group and 1:1 support targeted support using:- Bespoke S&L service programmes to followed reinforced in school	Improved CLL skills across EYFS and KS1 using recognised speech and language programmes	Specialist TA support Staff skills and training developments Planned timetable for provision Monitoring provision and outcomes	EYFS AHT	Ongoing but at least half termly
Additional support for reading	1:1 Intervention for reading recovery	Effectiveness of reading recovery programme in securing better reading outcomes	Employment of extra TA's to support class teachers to promote reading. Careful monitoring of progress	Reading leader SLT	Termly

Most able PP evidence working at Greater Depth in maths and English	1:1 interventions small group support using pre learning techniques target work to further challenge or consolidate learning	Securing and extending class based learning So that pupils can consolidate skills and knowledge and apply in a range of challenging concepts	Specialist T.A support Staff skills and training developments Planned timetable for provision Monitoring provision and outcomes Employment of a specialised teacher to extend most able.	Subject leaders SLT	At least termly
SEND pupils secure strong progress given their needs and abilities	1:1 interventions small group support using pre learning techniques target work to consolidate learning Use of bespoke learning packages to support learning and progress Additional TA time to support learners with specific difficulties Packages may Precision teaching & Additional phonics work	Support for individual pupils' needs 1:1 and small group pre and post learning activities to enable pupils to access learning			
Total budgeted cost					£121,343
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?
Improve attendance of the most vulnerable groups to include a reduction in the number of persistent absence	Revised whole school attendance strategy Allocation of additional hours to support vulnerable families	Attendance overall is broadly in line with national average Persistent absence is high Reduction of attendance service by the local authority	Weekly monitoring and discussions Regular follow up to absence	H/T Attendance Officer SLT	Termly

Confident, independent and resilient learners who demonstrate a thirst for learning and positive attitudes to all aspects of learning	Embedding of basic skills to develop confidence. Continuation of trips, visits and visitors to school enhance knowledge and learning and broaden experiences for pupils Development of pastoral care and other therapies to promote emotional wellbeing	Increased numbers of pupils requiring additional support to promote self-esteem and emotional wellbeing	Weekly monitoring Pupil discussions Reports and impact of therapies	H/T SENDCO/ HLTA	Termly
Total budgeted cost					£33,000

6. Review of expenditure				
Previous Academic Year		2017 -2018 - £264,700		
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
Improved reading results	Quality first teaching CPD for all staff	Secure improvements in outcomes across the school for spelling, punctuation and grammar Enhanced provision and resources Staff skills development	Staff are secure and improvements in reading have increased as per results but there is still room for improvement Whole school priority will be to enhance and secure reading developments	
Secure attainment at expected levels in Y2 and Y6	Additional teaching cover	Outcomes for all pupils were better than national averages in reading, writing, maths and GAPS with higher than average at greater depth	We had 3 children in Year 6 out of 8 who were on an EHCP. This meant that the % is 37.5% on an EHCP and clearly affected the % results on such a small group.	£114,747
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
Improve early interventions	Extra support for interventions	Pupil outcomes in Y1 and Y2 are strong	Children who were non-transient attained scores of ARE and GDS close to National standard.	
Improve outcomes for target groups, esp GD	Additional teachers and focus on GD chn	Positive impact on progress given pupils' starting points, needs and abilities	GDS scores improved to National Standards for no-transient children.	£118,599

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
Diminish the difference of most able	Implementation of support to extend most capable PP children.	Criteria met with positive impact on learners requiring specific needs and therapies	Yes – given the increasing results for GD across all groups in school.	
All pupils to participate in trips and visit to enhance their educational experience to impact on knowledge and learning	School to subsidise/fund trips for pupils	All pupils were able to participate in a range of educational based trips and visits	Yes – appropriate and relevant approach to enhance and extend learning outside the classroom	£55,000

In this section you can annex or refer to **additional** information which you have used to support the sections above.

1. Additional detail

PUPIL PREMIUM OUTCOMES – END OF SUMMER TERM 2018

YEAR GROUP	NUMBERS	SEND NEED	MORE ABLE	READING	WRITING	MATHS	COMBINED
1	9	4 = 44%	0 = 0%	100%	55%	66%	55%
2	11	5 = 45%	5= 18%	63%	54%	54%	54%
3	16	5 = 32%	2=12%	50%	50%	50%	50%
4	31	5 = 16%	2=7%	60%	43%	67%	43%
5	23	3 = 13%	4 = 17%	52%	52%	60%	52%
6	20	3= 15%	1=5%	70%	85%	90%	70%

