

Pupil premium strategy statement 2016 – 2017

| 1. Summary information | | | | | |
|------------------------|---------------------------|----------------------------------|----------|---------------------------------------|------|
| School | Rack House Primary School | | | | |
| Academic Year | 2016 | Total PP budget | £244,700 | Date of most recent PP Review | N/A |
| Total number of pupils | 396 | Number of pupils eligible for PP | 189 | Date for next internal review of this | 2017 |

| 2. Current attainment | | | |
|---|-------------------------------------|---------------------------------|------------------------------|
| Keystage 2 outcomes 2016 – see continuation sheet page 7 | 20 Pupils eligible for PP -35% SEND | National Average for all pupils | 7 Pupils not eligible for PP |
| % achieving the expected level in reading | 75% | 66% | 71% |
| % achieving the expected level in writing | 80% | 74% | 71% |
| % achieving the expected level in mathematics | 90% | 70% | 86% |
| % achieving the expected levels in reading/writing/maths combined | 70% | 53% | 71% |

| 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 any 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 | Evidence of rapid progress being made across EYS & KS1 so that most pupils meet |
| 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 | 95% attendance of vulnerable groups. Reduction in numbers of PA by 6% |

5. Planned expenditure

Academic year 2016-2017 – funding £259,825 + additional funding allocated from budget = total planned spending £275,346

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 HMI 'Better maths' mastery 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 1-3 and reasoning in Years 4-6 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 |
|---|---|---|---|-----|----------------|

Total budgeted cost £114, 747

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 | | | | | £118,599 |
| 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 | | | | | £42,000 |

| 6. Review of expenditure | | | | |
|---|---------------------------------|---|--|-------------|
| Previous Academic Year | | 2015 -2016 - £272,317 | | |
| 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 |
| Increased pupil attainment in GAPS | Quality first teaching | 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 spelling have increased Whole school priority will be to enhance and secure reading developments | £35,000 |
| 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 | Yes | £113,973 |
| 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 reading outcomes | Extra TA support for EAL and SEND | Pupil outcomes in Y1 and Y2 are strong | Continue | £44,932 |
| Improve outcomes for target groups | Additional TA time | Positive impact on progress given pupils' starting points, needs and abilities | Continue | £46,857 |

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 |
|--|---|---|--|-------------|
| Rapid identification of pupils with SEND issues | Additional educational psychologists time Implementation of pastoral support and other creative therapies to support emotional wellbeing of identified | Criteria met with positive impact on learners requiring specific needs and therapies | Yes – given the increasing need of pupils in school and the review of SEN support from the local authority | £22,555 |
| 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 | £9,000 |

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 2016

| YEAR GROUP | NUMBERS | SEND NEED | MORE ABLE | READING | WRITING | MATHS | COMBINED |
|------------|---------|-----------|-----------|---------|---------|-------|----------|
| 1 | 8 | 4 = 50% | 0 = 0% | 100% | 50% | 63% | 50% |
| 2 | 21 | 5 = 23% | 5= 23% | 65% | 29% | 43% | 29% |
| 3 | 31 | 9 = 29% | 9=29% | 59% | 41% | 59% | 41% |
| 4 | 23 | 3 = 13% | 1=7% | 60% | 43% | 67% | 43% |
| 5 | 20 | 5 = 25% | 4 = 20% | 50% | 45% | 60% | 45% |
| 6 | 20 | 13= 65% | 3=15% | 75% | 80% | 90% | 70% |

