

## Pupil premium strategy statement 2019 – 2020

1. Summary information					
School	Rack House Primary School				
Academic Year	2019	Total PP budget	£268,260	Date of most recent PP Review	N/A
Total number of pupils	474	Number of pupils eligible for PP	203	Date for next internal review of this	2020

2. Current attainment			
Keystage 2 outcomes 2019 – see continuation sheet page 7	30 Pupils eligible for PP -35% SEND	National Average for all pupils	23 Pupils not eligible for PP
% achieving the expected level in reading	77%	73%	96%
% achieving the expected level in writing	80%	77%	96%
% achieving the expected level in mathematics	83%	79%	96%
% achieving the expected levels in reading/writing/maths combined	67%	65%	96%

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
A.	Low age related abilities in CLL, Reading Writing and Maths on entry into EYFS.
B.	Lack of positive engagement with parents of PP children.
C.	To diminish the difference between PP children and non PP children in reading, writing and maths
<b>External barriers</b>	
D.	Attendance of vulnerable groups

4. Desired outcomes		Success criteria
A.	Communication, language and processing skills enable learners	Evidence of rapid progress across all EYFS to ensure pupils meet ARE
B.	Increased positive engagement with PP parents	Apps used, increased numbers attending parents evening.
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.

## 5. Planned expenditure

**Academic year**

2019-2020 – funding £268,260

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	<p>Key priority on the school development plan</p> <p>Monitoring, evaluation and reporting of revised strategy through observations, assessments and effectiveness of provision</p> <p>Enhancement of reading resources to include:-</p> <ul style="list-style-type: none"> <li>• additional comprehension materials</li> <li>• additional reading scheme materials</li> <li>• use of e books and kindles</li> </ul>	Reading Leader SLT	<p>Termly following SLT discussions</p> <p>Termly updates to Governors</p> <p>Reading in all year groups is showing an increase in ARE for PP children.</p> <p>Children are being targeted to improve reading skills across the curriculum.</p>
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	<p>Key priority on SDP , Maths leader and AHT developing introduction of Singapore Maths in Years 1-6.</p> <p>Monitoring, evaluation and reporting of provision and progress through:-</p> <p>Clear focus on pupil progress outcomes through high expectation and target setting</p> <p>Accurate provision mapping</p> <p>Challenge thoroughly sharply differentiated tasks and activities</p> <p>Highly effective first teaching with rapid support and ongoing assessment.</p> <p>Effective use of new resources to consolidate concrete learning</p> <p>Effective staff training and development</p>	Maths Leader SLT	<p>Termly following SLT discussions</p> <p>Termly updates to Governors</p> <p>Maths is a strength of the school with GD levels rising in each year group with the embedding of SM. MM is helping with this and the steady increase in progress is evident.</p>

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  All year groups are evidencing an increase in ARE attainment and GD from previous year groups. This means the PP children are progressing well in school.
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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  Ed Psych has been employed for 30 days at a cost of £18,000 and sees children at the earliest point. Any cases that teachers note are seen immediately by the EP. RC has a full timetable in seeing children who wish to speak to him.
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 TA being used on a 1-1 and the GLD in R is expected to rise to 75% this year with exceeding at 16%. This is evidence of improved outcomes with P{P children increasing in attainment.
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 Reading results of PP children showing increase in progress.

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 Gd levels across the year groups show an increase in PP children from starting points. Again this evidences increased progress.
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			Expectations of SENDCO are high and children make good progress but attainment is still behind the year group expectations.

**Total budgeted cost**    £121,343

**iii. Other approaches**

<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>When will you review implementation?</b>
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 All groups monitored weekly with walking busses employed and meeting with parents to assist attendance.

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 Year 6 residential trip to Anglesey completed with class trips to increase knowledge completed for year groups. Learning is broadened and evidence to assist in understanding of the curriculum.
<b>Total budgeted cost</b>					<b>£33,000</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2018 -2019 - £242,100</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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	Attainment in Y2 now at NA and Y6 attainment above NA with progress at 4.5	£96,532
<b>ii. Targeted support</b>				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Appropriate provision for pupils causing concern	Extra support for interventions	Increased progress for vulnerable groups	Phonics for Y1 now 86%, NA 82%	
Improve outcomes for target groups	Additional teachers and consultants	Positive impact on progress given pupils' starting points, needs and abilities	Y2 Results R 74% ARE, NA 75%, GD 20%, NA 25%.	£121,343

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Improve attendance of the most vulnerable groups	Implementation of eduly apps, walking bus, constant dialogue, team set up to increase attendance	Criteria met with positive impact on and families became aware of the need to send their children into school on time!	Yes – given the increasing attendance figures	
SEND pupils secure strong progress given their needs and abilities	Interventions on 1-4 basis to improve ARE and progress made	SEND pupils increased their progress	Yes – more specific interventions allowed for greater progress in all areas of the curriculum.	£33,000

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 2019**

<b>YEAR GROUP</b>	<b>NUMBERS</b>	<b>SEND NEED</b>	<b>MORE ABLE</b>	<b>READING</b>	<b>WRITING</b>	<b>MATHS</b>	<b>COMBINED</b>
1	23	22%	22%	70%	74%	87%	70%
2	20	10%	10%	75%	75%	80%	75%
3	17	38%	6%	47%	53%	59%	47%
4	16	17%	25%	75%	75%	81%	75%
5	13	39%	15%	62%	46%	54%	46%
6	30	23%	40%	70%	85%	90%	70%

