



Pupil Premium Strategy: April 2018 – April 2019

Pupil Premium Grant Allocation 2017/18: £83, 220

Pupil Premium Reviews: Termly Report to Governors: Annually Autumn Term

Date of next Pupil Premium Review: Full Governing Body Meetings Termly

<p>School Motto:</p> <ul style="list-style-type: none"> - Imagine - Make a Difference - Persevere - Succeed 	<p>Ambition for disadvantaged pupils in our school – success criteria</p> <ul style="list-style-type: none"> - Early intervention and academic support prioritises disadvantaged pupils - The vast majority of socially disadvantaged pupils will meet challenging individual targets - Parent/school partnership is effective - There is a whole-school ambitious approach to meet the needs of all children - A positive school atmosphere is created in which pupils’ differences are recognised and valued - Confident, successful and independent learners develop 			
<p>Main Barriers</p>	<p>Action to address barriers</p>	<p>Planned impact</p>	<p>Monitoring effectiveness</p>	<p>Amount allocated</p>
<p>Poor mental health</p>	<p>Access to Counselling/Play Therapy through partnership agreement with ABC Counselling (1 x morning per week)</p> <p><i>Supporting rationale for chosen actions:</i></p> <ul style="list-style-type: none"> - current high profile national focus on the importance of good mental health in young people - successful implementation during 2017/18 	<ul style="list-style-type: none"> - Improved mental health of identified pupils - increased ability to engage in learning 	<ul style="list-style-type: none"> - feedback reports from ABC - Pupil voice 	<p>£6,000</p>
<p>April 18 – April 19 impact:</p> <p>10 children have been supported through play therapy with ABC, 6 of whom are pupil premium</p> <p>Following information given at a ‘Closing The Gap’ meeting from Child Poverty North East, we paid for Mrs Coverdale (DHT) to be trained to run the BU Programme as early intervention and support for emotional well-being. (£3000). This involved a facilitator coming into school to run the programme, one afternoon a week for 6 weeks with a group of KS2 children. Mrs Coverdale attended all sessions in order to be trained to run the programme in school subsequently.</p> <p>37 Children have been supported through the BU programme, 10 of whom are pupil premium</p>				
<p>Inequality of access to learning at home</p>	<p>Purchase of home access software (increased for 18/19) and SATS revision</p>	<ul style="list-style-type: none"> - Increased access to learning at home - reinforcement of work 	<ul style="list-style-type: none"> - SBM to monitor class usage - Class teachers to 	<p>£11,500</p>

	<p>guides:</p> <ul style="list-style-type: none"> - Mathletics - Reading+ - DB Primary - Active Primary - Marvellous Me - Lexia - CGP <p><i>Supporting rationale for chosen actions:</i> - historical PP pupil take-up</p> <p>Creating/building food technology area in school</p>	<p>done at school</p> <ul style="list-style-type: none"> - better communication about learning, and engagement with parents - Improved outcomes <p>- Increased understanding of nutrition and healthy lifestyles</p> <ul style="list-style-type: none"> - development of life skills - motivation to come to school through creative curriculum - increased opportunity for after-school activities 	<p>promote and monitor individual usage</p> <p>- timetable of usage</p> <ul style="list-style-type: none"> - pupil voice 	<p>£9000 (£1500 from NEPIC donation)</p>
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April 18 – April 19 impact:

An SLT review of our use of online resources shows that these are well-used both in school and at home where appropriate. After looking into Mathletics, we decided not to purchase as costs were high and didn't seem to match the potential gains. Instead we subscribed to Times Tables Rock Stars, particularly with a view to supporting year 4. This has gone down incredibly well with teachers, pupils and parents giving positive feedback. Children in year 4 are on track to do well in the pilot year 4 multiplication tables test. Our English Lead receives and monitors regular update reports regarding our use of Reading+ in school. She has presented a report on the impact of Reading+ so far to SLT. Children's reading fluency rates have gradually increased with some children making significant gains. We expect to see the impact in reading results at higher score in Y6 SATS tests in May. Children continue to access maths homework tasks through Active Primary. This works well in ensuring parents know what the children are doing in school and any required homework. Marvellous Me has improved the quality and amount of communication that goes home to parents regarding what children have been doing in school as well as acknowledging children's successes. Lexia is well-used by a small group of children. Mrs Coverdale (DHT) will review the impact of this and whether there is anything else offered

online which might be better value for money, in time for the subscription renewal.
 All year 6 pupil premium children received CGP revision guides for free. This has allowed them to revise and practise for their tests at home, supporting and reinforcing work done at school.
 Pupil premium funding supported the purchase of 3 mobile cooking stations to enhance food technology across school.

Gaps in knowledge/basic skills – lack of mastered learning	1. Invest in support staff to deliver same day intervention support	- Mastery learning, deep understanding of basic principles and pupil catch-up - better readiness for learning the next day - improved outcomes for PP pupils (esp KS2)	- Feedback to teachers - Target Tracker - Termly Pupil Progress Meetings	£39,984
	2. Invest in additional teacher time for small group tuition for year 6 PP pupils in lead up to SATS tests <i>Supporting rationale for chosen actions:</i> - Teaching Assistant Skills Audit 2017 in which almost all TAs identified same-day interventions as the area where they feel they make the most impact on pupil progress - EEF 'Making best use of Teaching Assistants' - Local school good practice: St Cuthbert's RC Primary	- targeted support for Y6 pupils 'on the cusp' of expected standards and 'on the cusp' of greater depth to ensure greater numbers of PP pupils achieve their potential	- Year 6 team test score record keeping	£4,000

April 18 – April 19 impact:
 KS2 Pupil Premium attainment outcomes in July 2018 were higher than national averages in all areas apart from maths at expected level (2% below national), with particular improvements made at Greater Depth/Higher Score.
 Progress scores (KS1-2) for all children were positive, but negative for pupil premium children (this is an area for improvement in 2019/20)

Attendance and persistent absenteeism for a small group of disadvantaged	1. Continue to work with the LA attendance officer for guidance and support	1, 2 & 3: - attendance of PP & FSM pupils at least matching	- LA termly register check - SBM termly attendance checks and letters home	1,2 & 3: £3,000
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pupils	<p>in rigorously applying the attendance policy</p> <p>2. Continue to reward 100% attendance in termly parties with HT</p> <p><i>Supporting rationale for chosen actions:</i></p> <ul style="list-style-type: none"> - adherence to Policy - on-going success of strategies 	<p>national average</p> <ul style="list-style-type: none"> - reduced PP & FSM - persistent absenteeism 	<p>to parents</p> <ul style="list-style-type: none"> - termly percentages to be published to all parents from July 2017 	
<p>April 18 – April 19 impact:</p> <p>Whole school attendance (at the last register check March 2019) remains high at 96.8%, 0.2% up on the same time last year.</p>				
Low aspirations of some pupils for their futures in comparison with their peers	<p>1. Raising the profile of pupils aspirations for their futures through investment in next year's Bright Futures Week</p> <p>ie: visiting speakers, enterprise workshops, links with Durham Business Enterprise group</p>	<ul style="list-style-type: none"> - pupils aware of a greater range of potential careers - more UKS2 pupils aware of the steps towards their chosen career and the important role of education ie qualifications, university, apprenticeship etc - development of essential life skills such as team work, collaboration and problem-solving 	<ul style="list-style-type: none"> - annual piece of writing by all children in school about what they want to do when they grow up - pupil voice 	£3500
<p>April 18 – April 19 impact:</p> <p>Following the success of our first Bright Futures Week in Spring 2018, we held our second event Spring 2019. Again this was an excellent week where visitors across the whole school inspired and motivated our children to be engineers, fire fighters, entrepreneurs, bankers, scientists, hospital workers, teachers etc as well as promoting further training and education through university and apprenticeships.</p>				
Staff knowledge of most up to date good practice	<p>1. Attendance at training and networks to support work in school (ie PP Cluster, Transforming Tees etc)</p>	<ul style="list-style-type: none"> - increased staff awareness of good practice and expectations - support for Pupil 	<ul style="list-style-type: none"> - feedback from staff - PP Champion input in staff meetings, SLT 	£1,000

		Premium Champion and HT in leadership skills	meetings and reports to governors	
<p>April 18 – April 19 impact: Pupil Premium funding covered the costs for Miss Carter, our Pupil premium Champion to attend termly updates and good practice information sessions at the ‘Closing the Gap’ cluster meetings, attendance for our EY Lead at the sessions about EY and Pupil Premium and attendance by the HT and AHT at the LA 21st Century Curriculum Conference.</p>				
Lack of equality of experience and opportunity for some children compared to their more affluent peers (Poverty Proofing)	<ol style="list-style-type: none"> 1. Establishing an after school homework club targeted at PP 2. Covering 50% transport costs for PP pupils for all educational visits 3. Subsidising costs for PP pupils for any residential visit (50% PP 100% LAC) 4. Subsidising all after-school club costs for PP pupils (50%) 5. Subsidising/covering uniform costs when required for PP pupils transferring mid year <p><i>Supporting rationale for chosen actions:</i> - survey outcomes Sept 2016 Pupils: 3rd most quoted thing children like about IMPS – School trips 5th most quoted improvement wish – More clubs Parents: 3rd most quoted thing parents want to improve – More after school</p>	<ul style="list-style-type: none"> - PP pupils to be able to access the experiences and opportunities on offer that they want to - increased PP participation 	<ul style="list-style-type: none"> - After school club lead to monitor participation 	£6500

	<i>clubs - Information re poverty proofing from speaker at Local Pupil premium Cluster Meeting (North East Child Poverty Commission)</i>			
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April 18 – April 19 impact:

We did not set up an after school homework club, however staff have adopted a pupil premium first routine for daily readers where required. Children in KS2 are also allowed extra time during the school day and at lunchtime to access Reading+, either as extra practice or if they don't have access to IT at home.

Parents of pupil premium children have all educational visits costs and after school club costs subsidised. Educational visits play an important part in enhancing the curriculum at Ingleby Mill as well as creating memories that will last a lifetime. After school clubs continue to be well-attended and often over-subscribed.