

Pupil premium strategy statement for Ingleby Mill Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ingleby Mill Primary
Number of pupils in school	492
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Beth Atkinson Head Teacher
Pupil premium lead	Beth Atkinson
Governor / Trustee lead	Steve Watson Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,490
Recovery premium funding allocation this academic year	£7,250
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	£82,740

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all our vulnerable pupils and the activities we have outlined in this statement is intended to support the needs of these pupils too, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our plan. Evidence shows that ‘supporting high-quality teaching is pivotal in improving children’s outcomes’ and ‘research tells us that high-quality teaching can narrow the disadvantaged gap’ (EEF – ‘Effective Professional Development’) As such a significant proportion of our plan is aimed at maintaining and supporting high-quality teaching across school.

Regular review of pupil progress is built into the school’s quality assurance plan and informs our intervention strategies and academic support for individuals and groups. Our pupil premium strategy links to our wider school plans for education recovery and school-led tutoring support.

Our plan recognises the whole child and the positive impact on well-being and on learning that can be achieved through appropriate social and emotional support.

Key Principles:

- *A clear focus on quality first teaching*
- *Staff have good knowledge of disadvantaged pupils and their needs*
- *Gaps are identified and addressed*
- *Progress and/or impact is tracked and evaluated*
- *Staff have high expectations and ambition for all pupils*
- *Staff have the knowledge, resources and training to effectively support children’s well-being*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Individual gaps in learning - End of year analysis of internal teacher assessment data indicates that whilst children across school maintained standards above Target Tracker (6000 schools) national data, the number of children being assessed as securely at expected standards and above was lower than in previous years. This was particularly the case for: <ul style="list-style-type: none"> - disadvantaged pupils in years 2, 3 and 4 (current years 3, 4 & 5) in reading, writing and maths - all pupils in writing (particularly noticeable in year 2 – current year 3)
2	Phonics – discussion with teachers highlighted challenges in maintaining high standards in phonics provision for our youngest children when learning remotely. Informal phonics assessments at the end of year 1 indicated that less children than in previous years would have met the threshold of 32+ had the screening gone ahead (77% all pupils, 50% PP).
3	Mental health issues (for individuals reported by parents and/or teachers): <ul style="list-style-type: none"> - Anxiety, lack of resilience, managing emotions - Adjusting to a return school after a long period of time learning from home - COVID-related worries and anxiety
4	Inequality of access to learning at home – some families have relied on school to ensure that children have appropriate access to devices and internet at home. For some this is as a result of economic factors whilst for others it is the result of demand for devices with older siblings and parents working from home. For a small number of families, the use of technology was overwhelming and in these cases alternatives have been found eg. paperpacks and workbooks.
5	Staff knowledge of most up to date good practice – almost all staff training and networking during 2020/21 was delivered remotely. Feedback from staff was that the quality of training varied considerably and at times there were limited opportunities for this to be tailored to needs.
6	Lack of equality of experience and opportunity for some children compared to their more affluent peers – educational visits including residential visits have been considerably restricted during the past 2 academic years widening the experience gap for some of our disadvantaged pupils
7	Pupil Voice – ensuring that the voice of disadvantaged children is heard in a school with low numbers of PP children in each class.

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
Children across school including disadvantaged children enjoy a full year in school and make good progress	Attendance remains above national average Internal academic targets are met

	<p>Children's books showcase their pride in their work and writing skills at expected and above levels</p> <p>Pupils can articulate what they enjoy about school and where they need support</p>
Children in early years and KS1 including disadvantaged children are effectively supported in early reading	Phonics outcomes are maintained at above national levels
The needs of disadvantaged children learning from home are met	<p>All children are able to access online homework in preparation for any required learning from home</p> <p>Any barriers to this are addressed – ie device loans, internet access, paper packs, in-school support</p>
Children's emotional well-being is prioritised by all staff	<p>Effective staff training</p> <p>Effective identification of pupil need</p> <p>Good communication with families</p> <p>Effective pupil voice</p>

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff access to high-quality, recommended training packages and delivery which can be tailored to needs including:</i></p> <ul style="list-style-type: none"> - TT Education online school CPD library package - Whole staff Thrive training with a member of staff trained at practitioner level to secure effective implementation - Helen Youngman Curriculum training package - EY NELI training (Free, DFE approved) <p>+ release for face to face training and networking (in line with current government guidance)</p>	<p>EEF research guidance report 'Effective Professional Development' states that '<i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i>'</p>	<p>5, 1</p>
<p><i>Additional resources to support staff in effectively delivering phonics in KS1 and to maintain support at KS2 where required – linked to Bug Club Phonics DfE validated Systematic Synthetic Phonics programme</i></p>	<p><u>EEF Toolkit</u> rates phonics development as – high impact for very low cost based on very extensive evidence</p>	<p>2</p>
<p><i>Ensuring children across school receive effective feedback through TA allocation aimed specifically at:</i></p> <ul style="list-style-type: none"> - same day maths intervention based on correcting misunderstandings from lessons - Schofield & SIMs marking and feedback sessions - SATS question analysis with targeted pupils 	<p><u>EEF Toolkit</u> rates feedback as very high impact for very low cost based on very extensive evidence</p>	<p>1</p>

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Engaging with the National School-Led Tutoring programme to provide 1-1 and 1-2 tuition for targeted pupils prioritising but not limited to, disadvantaged pupils</i></p> <p>Focus on: Y2 phonics tuition KS2 targeted individuals and small groups</p>	<p><u>EEF Toolkit</u> rates 1-1 tuition as high impact for moderate cost based on moderate evidence</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><u>EEF Toolkit</u> rates TA interventions as moderate impact for moderate cost based on moderate evidence</p>	1, 2
<p><i>Subscriptions to:</i></p> <ul style="list-style-type: none"> - SeeSaw - online learning programmes and interventions for use at home as resource for homework, remote learning and as a way for parents to support and engage with their child's learning at home <p>+ purchase of additional IPADs and/or laptops to support</p>	<p>Based on knowledge of home needs of IMPS families identified during Spring Term Lockdown 2021 and on-going feedback from parents – alongside recommendations within EEF 'Using Digital Technology to Improve Learning'</p>	4

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

Budgeted cost: £ 27,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>PlayTherapy (1 day a week) and Counselling (1 day a week) provision from ABC</i></p>	<p>Based on national highlighting around the importance of supporting pupil well-being in school as well as reports and feedback from pupils, parents and staff about impact of previous play therapy provision and BU programmes in</p>	3, 7

<i>Training and resources to maintain BU programmes run in school by DHT</i>	school. Additional counselling has been sourced in response to feedback from a small group of older disadvantaged pupils (Y5 & 6) who suggested that play therapy felt too young for them.	
<i>Contribution from PP funding towards installation of fixed playground equipment</i>	Based on consultation with pupils including and staff around COVID arrangements. Pupils and staff liked the playground being in zones – less accidents and behaviour incidents, but pupils noted that this limited access to playground equipment if it was not in your zone.	7
<i>Covering 100% of transport costs for PP for all educational visits and 50% of visit costs Covering 50% of residential visit costs for PP and 100% for LAC Covering 50% of after school club costs for PP and 100% for LAC Prioritising LAC for after school club allocation</i>	Feedback from pupils and parents: In a pre-COVID pupil survey, school trips came out as the third most popular things that pupils liked about Ingleby Mill School. In similar survey for parents – the 3 rd most popular answer for what they would like to improve was for more after school clubs.	6
<i>Contingency fund for arising issues</i>	Based on experience over time – children arrive mid-year having already spent money on uniform for their previous school, LAC review and PEP meetings identify needs mid-year etc	6

Total budgeted cost: £ 82,740

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 the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

In our pupil premium strategy 2020/21 we aimed to address barriers to learning affecting (but not limited to) our disadvantaged pupils in the following areas:

- mental health and anxiety in returning to school in September 2020 after a national lockdown
- support for effective learning from home in case of any required periods of isolation or future lockdown
- gaps in learning as a result of a period of learning from home
- supporting good attendance as children returned to learning at school
- closing equality gaps and supporting families in crisis

Our recovery funding for 2020/21 also supported these aims.

During 2020/21 our increased play therapy provision supported an additional 8 children including maintaining contact and virtual sessions during the spring national lockdown. All vulnerable pupils were offered a place within our school provision and the HT and DHT maintained contact with families where children did not take up the offer of a place. Families in need were supported with food vouchers and emergency packages, technical advice and device loans to support home learning as well as advice and support to parents around safe online behaviours. Teacher laptops and IPADs for pupils ensured that during the spring term lockdown children learning from home received the same learning as key worker children and vulnerable pupils learning at school. There was good engagement in learning across school and this was down to better online access and provision through Busy Things, SeeSaw and Teams, effective structure to the day and online capacity for teacher feedback.

Additional learning support was targeted at KS1 phonics resulting in 90% of year 2 children achieving the threshold score of 32/40 at the end of the autumn term.

Additional TA and HLTA support ensured consistency during the spring lockdown and addressed gaps in learning during the summer term. End of summer term internal teacher assessments were based on teacher observations, evidence in books as well as our normal assessment period nfer tests for KS2. These assessments demonstrated that the vast majority of pupils could be assessed within expected and above levels in

reading, writing and maths. There were more children than in previous children at the lower end of the expected band (at risk) and recovery strategies for 2021/22 will aim to address this. Evidence in books and discussions with staff also highlighted that less children achieved the highest levels in writing than in previous years. Again this will be addressed during 2021/22 with intervention where required but also when hopefully the children will have sustained, quality first teaching in writing in school.

The vast majority of children demonstrated resilience and enthusiasm coming back to school after the spring lockdown. Strategies to support pupils who found the return to school challenging were largely effective, resulting in 97.3% attendance for the academic year 2020/21.

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