

Pupil premium strategy statement for Ingleby Mill Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	515 (inc nursery)
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 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Beth Atkinson Head Teacher
Pupil premium lead	Beth Atkinson
Governor / Trustee lead	Steve Watson Chair of Governors

Funding overview – 2022/23

Detail	Amount
Pupil premium funding allocation this academic year	£82,260
Recovery premium funding allocation this academic year	£7248
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	£89508

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 (identified at start of plan in December 2021)
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 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 Where in the budget?	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 full online school CPD library package - EY NELI training (Free, DFE approved) - Executive Functioning training led by Dr Joanne Underwood - EY continued training – specific areas - Transition training – EY to KS1 separate training in reading, writing and maths - 2 teachers accessing NPQSL - Deaf Awareness training – whole staff <p>+ release for face to face training and networking (in line with current government guidance)</p> <p>+ any relevant additional training</p>	<p>EEF research guidance report ‘Effective Professional Development’ states that ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’</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 – based on gap analysis after audit of books and resources</i></p> <p><i>(School led tutoring focus for 2022/23 on phonics catch up (Years 2, 3 & 4) for those children who did not meet the threshold in year 1 and by the end of year 2 or for those who passed but were close to the threshold mark.)</i></p> <p><i>December 2022 UPDATE – investment in resources and training to adopt and</i></p>	<p><u>EEF Toolkit</u> rates phonics development as – high impact for very low cost based on very extensive evidence</p> <p>December 2022 UPDATE – whilst the school’s bespoke phonics system has served</p>	<p>2</p>

<p><i>implement the DFE validated SSP Little Wandle.</i></p> <p><i>In reception, year 1 and year 2 from Jan 2023</i></p> <p><i>In nursery (foundations) and as catch up for KS2 from Summer term 2023</i></p>	<p>us effectively so far as evidenced in phonics and reading outcomes and children's enjoyment and fluency in reading, a decision has been made to move to a validated SSP. This will support consistency of approach and resources across all staff, including those new to the school as well as supporting consistency of approach and resources for children across school including the lowest 20%</p>	
<p><i>Ensuring children across school receive effective feedback through TA allocation aimed specifically at:</i></p> <ul style="list-style-type: none"> - <i>same day maths intervention based on correcting misunderstandings from lessons</i> - <i>Schofield & SIMs marking and feedback sessions</i> - <i>SATS question analysis with targeted pupils</i> 	<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: £ 22,508

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><i>Focus for 2022/23 on phonics catch up (Years 2, 3 & 4) for those children who did not meet the threshold in year 1 and by the end of year 2 or for those who passed but</i></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>	<p>1, 2</p>

<i>were close to the threshold mark.</i>		
<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 including: Times Tables Rock Stars, Spelling Shed, Nessy, Neli, Abacus Maths, Bug Club, Busy Things and new for this year – Word Shark and Doodlemaths 	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'	4

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

Budgeted cost: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>PlayTherapy (1 day a week) provision from ABC</i></p> <p><i>Thrive assessments across school and follow-up sessions</i></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 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.	3, 7
<p><i>Contribution from PP funding towards installation of additional playground shelters</i></p>	Identified as a need through pupil voice in KS2	7
<p><i>Contribution from PP funding towards installation of audio visual system in the hall</i></p>	Poverty proofing – in order to hold more events at school such as discos, performances, class assemblies as well as to facilitate more visitors in school to	

	support the curriculum and wider curriculum	
<i>Covering the costs of a whole school pantomime 'Cinderella' – performing in school so all children can see the performance</i>	Poverty proofing – at a time when families are seeing rising costs, to ensure that all children have the opportunity to take part in a long-standing Christmas tradition	
<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 2021 to 2022 academic year.

In our pupil premium strategy 2021/22 we aimed to address barriers to learning affecting (but not limited to) our disadvantaged pupils in the following areas:

- Gaps in learning as a result of periods of learning from home
- Maintaining phonics and early reading skills at a high level – skills that underpin all aspects of learning
- Supporting mental health and emotional well-being
- Closing equality gaps and supporting families in crisis
- Listening to needs as articulated by our pupils

Our recovery funding for 2021/22 also supported these aims.

During 2021/22, our play therapy and additional counselling provision supported 22 children across a range of needs including anxiety, attachment issues, bereavement and managing emotions.

Additional learning support was targeted at gaps in learning with a particular focus on children in KS1 where effective engagement in online learning during periods of home learning had been the most challenging. School led tutoring was arranged for targeted pupils in years 1 and 2 for phonics as well as additional support for writing for children in years 3 and 4. We were pleased that our phonics outcomes were maintained well above national levels with 90% of children in year 1 achieving the threshold score of 32/40 and 96% of children achieving the threshold score by the end of year 2.

Internal data tracking across school showed that writing gaps identified particularly in years 2 during the previous academic year, have been addressed through targeted, regular, teaching assistant intervention and teacher led tutoring as well as high quality, consistent teaching in the classroom without as many COVID-related disruptions. 83% of children were assessed as meeting age related expectations in writing at the end of year 3 compared with 70% for the same group at the end of year 2.

We continue to support home learning online through subscriptions and licences for a range of high quality programmes which children can access from home as well as homework set on SeeSaw. School has a bank of devices available to sign out if we are made aware of issues. We have signed out devices to Plus Fives out of school club so children can complete online homework during after school club time - where parents

identified that children struggled to find time to get homework done with parents collecting children after work at 6pm.

The vast majority of children continue to demonstrate resilience, enthusiasm and a positive attitude towards their learning. Whole school book looks and subject leader monitoring confirm children taking a pride in their work. For the academic year 2022/23 in KS2, we have moved away from one writing across the curriculum book and from September children in years 3-6 have individual books across all subjects. The aim is to support children and teacher's ability to see clear progression within subjects and for the children to be able to better describe their learning within subjects. Following staff training in Memory & Cognition and in Executive Functioning, staff are using a range of additional strategies to support children's learning moving from short to long term memory.

Subject leader monitoring during the last academic year, in all subjects, included time to talk to pupils about their learning. Feedback from all leaders was hugely positive about our children's enjoyment of learning and their positive attitudes to learning. In discussions children were also able to identify where they needed support or how their learning could be improved eg. in discussion with the English Lead, our older children said that some of the reading books looked old and worn and need to be replaced (this has been actioned).

External monitoring (2021/22) including from the local authority and as part of an independent deep dive in Science made the following comments about pupil's learning and engagement:

Early Years: 'The children were positive about the provision and articulated where they like to spend their time and why. They are confident, with even the youngest children effectively communicating their views and explaining that they feel happy and safe in school. They have positive views of themselves (explaining what they 'are good at') and others. During the learning walk, interactions between adults and children demonstrated positive relationships and highlighted staff effectively modelling language, enhancing play experiences and using effective questioning. Across the provision there were opportunities for imaginative play, encouraging creativity and developing imagination (all of which are an integral part of the early years' vision); all children were fully engaged in learning opportunities and were keen to share their learning.'

'There is an expectation that all staff are engaged with the children in adult led and child-initiated activities in the outdoor areas to embed, expand and support learning. Staff are fully aware of the expectations around the use of the outdoor area. This was clearly evidenced on this visit.'

Science: 'Learning was observed in individual classes including nursery, reception, Year 3, Year 4 and Year 5. In all cases, pupils were extremely engaged, with full and active participation. The behaviour and attitudes of all pupils were exemplary.'

Internally – academic targets for the vast majority of children were either met or exceeded.

Statutory outcomes at year 1, 2 and 6 were well above national outcomes for all pupils. Further analysis will be completed once full and final data is published in December 2022.

Staff training to support children’s academic progress:

- Memory & Cognition
- Executive Functioning
- Full subscription to TTE online training courses
- Helen Youngman training for curriculum leaders
- LA Early Years Training in the Prime Areas

Staff training to support children’s emotional and well-being development:

- Whole staff Thrive Assessment
- Thrive Practitioner
- Executive Functioning
- Statutory Safeguarding training and Keeping Children Safe in Education updates

ALSO:

- DHT arranged first support meeting for parents of children with SEND. A representative from Parent Partnership came to speak to parents.
- As part of their subject leadership time, leaders have spoken to children about their learning in order to gain their views
- School council reintroduced post-COVID – councillors elected and meetings led by Mr Robinson

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