

Pupil premium strategy statement for Ingleby Mill Primary School

This is our pupil premium long-term plan from 2021/22 – 2024/25. This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils – and includes an update every December.

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	511 (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 first published	December 2022
Date on which it was last reviewed	December 2023
Date on which it will next be reviewed	December 2024
Statement authorised by	Beth Atkinson Head Teacher
Pupil premium lead	Beth Atkinson
Governor / Trustee lead	Steve Watson Chair of Governors

Funding overview – 2023/24

Detail	Amount
Pupil premium funding allocation this academic year	£85,330
Recovery premium funding allocation this academic year	£4278
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	£89,608

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 are 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 intervention.

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 (as 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 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>
<p>Children in early years and KS1 are effectively supported in early reading</p> <p>Children in KS2 who fall behind in reading are quickly identified and effective interventions are put into place</p>	<p>The school's chosen phonics programme is fully embedded – ie delivery of phonics teaching and reading groups is consistent across school maintaining full fidelity to the Little Wandle synthetic phonics programme (introduced January 2023)</p> <p>Phonics outcomes are maintained at above national levels</p> <p>Children enjoy reading and can articulate their preferences</p> <p>Staff are well-trained and well-resourced</p> <p>High quality reading intervention is delivered through Little Wandle's KS2 Catch-up programme by staff who are well-trained and qualified to undertake the role</p> <p>The effectiveness of the catch up programme is regularly monitored through the accelerated progress of the children</p> <p>Children successfully exit the programme and move onto the school's book-banded scheme and onto independent readers</p>
<p>The needs of disadvantaged children learning from home are met</p>	<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>
<p>Children's emotional well-being is prioritised by all staff</p>	<p>Effective staff training</p> <p>Effective identification of pupil need</p> <p>Good communication with families</p> <p>Effective pupil voice</p> <p>Good availability of support resources in school including referral to ABC playtherapy and counselling services where required</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"> - New to year 1 training – LA - Subscription maintained to Little Wandle online resources including the training modules and ‘how to’ videos - 2 teachers accessing NPQSL - 1 teacher accessing NPQEYL - 1 senior leader accessing NPQH - TTE online training modules (subscription finishes at the end of October 2023 when decisions will be made about renewal) <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 and training 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>ie:</i></p> <ul style="list-style-type: none"> - Continued investment in resources and training to ensure the implementation of the DFE validated SSP Little Wandle is fully embedded – ie from nursery to year 2 plus the KS2 catch up programme. - Staff release for peer observation and support, team teaching, on-going monitoring and visits to local Little Wandle schools 	<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"> - <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>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>HLTA allocated daily to the high quality delivery of the Little Wandle KS2 catch up programme for targeted individuals</i></p> <p><i>Additional L3 TA allocation to support teachers in reception and KS1 secure small adult-led reading groups 3x weekly</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>
<p><i>Subscriptions to:</i></p> <ul style="list-style-type: none"> - <i>SeeSaw</i> - <i>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, Nelly, Neli, Abacus Maths, Bug Club, Word Shark and Doodlemaths</i> 	<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>	<p>4</p>

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

Budgeted cost: £ 37,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Emotional and well-being support - PlayTherapy/counselling (1 day a week) provision from ABC</i></p> <p><i>Resourcing 2x sensory areas in school</i></p> <p><i>Classroom resources for teachers to support well-being within class</i></p> <p><i>DHT time allocated to well-being support</i></p>	<p>Based on national focus highlighting the importance of supporting pupil well-being in school as well as reports and feedback from our own pupils, parents and staff.</p>	<p>3, 7</p>
<p><i>Contribution from PP funding towards enhancements and updates in the EY outdoor learning and play spaces:</i></p> <ul style="list-style-type: none"> - <i>Story-telling area</i> - <i>EY Bikes & Trikes</i> - <i>Gazebo replacement</i> - <i>Outdoor train replacement</i> 	<p>Identified as a need through staff and pupil voice</p>	<p>7</p>
<p><i>Contribution from PP funding towards follow-up to school council pupil survey 2023</i></p>	<p>Recommendations from our pupils in response to the following questions: 'What do you love about our school?' and 'How could it be even better?'</p>	<p>7</p>
<p><i>Covering 100% of transport costs for PP for all educational visits and 50% of visit costs</i></p> <p><i>Covering 50% of residential visit costs for PP and 100% for LAC</i></p> <p><i>Covering 50% of after school club costs for PP and 100% for LAC</i></p>	<p>Feedback from pupils and parents:</p> <p>In a recent school-council-led pupil survey, school trips came out as the one of the things that pupils love about Ingleby Mill School.</p>	<p>6, 7</p>

<i>Prioritising LAC for after school club allocation</i>		
<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: £ 89,608

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 2022 to 2023 academic year.

In our pupil premium strategy 2022/23 we aimed to address barriers to learning affecting (but not limited to) our disadvantaged pupils in the following areas:

- Gaps in learning
- 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

During 2022/23, our play therapy and additional counselling provision supported 9 children across a range of needs including anxiety, family relationships, domestic abuse, bereavement and managing emotions.

Additional learning support was targeted at gaps in learning with a particular focus on children in KS2 where phonic gaps were identified as a barrier to children's reading development. At the start of the academic year, school-led tutoring was arranged for targeted pupils in years 2-4 for phonics as well as additional support for writing for children in years 3 and 4. In January 2023 we invested heavily into training and resources for a new systematic, synthetic phonics scheme – Little Wandle.

Implementation began with early years and KS1 in the spring term then during the summer term, children across KS2 were assessed under the catch-up programme and where need was identified, accelerated, catch-up sessions have been introduced. This has secured a consistent whole school approach to the delivery of phonics and early reading at Ingleby Mill. We were pleased that our phonics outcomes at the end of the academic year were maintained at well above national levels and saw a 7% increase on 2021/22 with 97% of children in year 1 achieving the threshold score of 32/40. Following re-screening in year 2 of children who did not meet the threshold in 2022, 98% of children have achieved the threshold score by the end of year 2 2023. Reading outcomes at the end of KS2 remained high and well above national levels with 88% of children meeting age related expectations in the reading test including 48% who achieved a higher score.

Regular school-led tutoring also supported the academic progress and secondary school readiness for seven year 6 children in maths and seven year 6 children in English.

We continued to support home learning online during 2022/23 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 during 2022/23 confirmed children continuing to take a pride in their work. For the academic year 2022/23 in KS2, we moved away from one writing book across the curriculum book and from September 2022 children in years 3-6 have used individual books across all subjects. The aim was 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. The achievement of this aim was acknowledged in our recent Ofsted inspection (June 2023) with the following comment in the inspection report: *'Well-planned activities help pupils to understand and remember subject content. Pupils revisit important concepts regularly. They apply concepts learned in one subject in other subject areas too.'*

Subject leader monitoring during the last academic year, in all subjects, continued to include time to talk to pupils about their learning. Feedback from all leaders has been hugely positive about our children's enjoyment of learning and their positive attitudes to learning.

In June 2023 the school was inspected by Ofsted in an ungraded inspection. Comments in the final report included:

'Pupils enjoy coming to school. They are proud to be part of Ingleby Mill Primary School.'

'Leaders have high expectations and expectations for pupils. Pupils study an ambitious curriculum'

Leaders have designed a curriculum which pupils find engaging and stimulating. They are ambitious for every child to succeed and achieve a high standard.'

'Pupils feel safe and cared for. They understand the importance of equality and strive to make everyone feel included in school life.'

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