

Pupil premium strategy statement

This statement details our school's use of pupil premium for 2021-2024 (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	Ivegill CE Primary School
Number of pupils in school	84
Proportion (%) of pupil premium eligible pupils	7 pupils (8%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Matthew Trickett
Pupil premium lead	Matthew Trickett
Governor / Trustee lead	Tiffany Lew

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 23/24	£ 12,310
Recovery premium funding allocation this academic year	£1000
School Led Tutoring Funding 23/24	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 23/24 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Total: £12,310 budget

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals.

The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- pupils who have been eligible for free school meals at any point in the last six years -£1345
- children who have been looked after by the local authority continuously for more than six months -£2345
- children where a parent serves in the armed forces -£310

Children entitled to pupil premium are referred to here, and nationally, as disadvantaged pupils.

Our Philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the SIP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

For our school, it is important to note that we invest the pupil premium in our pupils regardless of whether they are low attaining or not. This might be in the form of extra support and challenge in school.

Accountability

Schools are held accountable for how this funding is spent. School performance tables will capture the achievement of disadvantaged children. School inspections will examine whether this funding is spent appropriately. Contact us if you would like to know more about how we use pupil premium in school.

Our Implementation Process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will: Explore, prepare, deliver, review, sustain successes

Tiered Approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance.

Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Within each category, we have chosen three interventions. This focussed approach ensures the best chance of success for each intervention.



Challenges

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

Challenge number	Detail of challenge
	<u>Academic Barriers</u>
1	Underdeveloped speech and language skills on entry
2	Mental Health issues / SEND following pandemic
3	Low progress in core areas of reading, writing and mathematics
	<u>Non-Academic Barriers</u>
4	Mental and physical health issues
5	Farming Community with the impact of farming priorities

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
To ensure children make good progress, learning from a curriculum that is well sequenced and progressive	There will be an ambitious curriculum for all which is clearly sequenced and building towards a clear – end point. Teachers know their subjects 'inside out' and know the progression of skills across the years ensuring that small steps of learning make the curriculum accessible.
To diminish the difference between disadvantaged children and that of their peers by improving the quality of phonics and reading	Teachers will be confident in teaching phonics/reading and have specific year group/ key stage knowledge (whole school knowledge if subject responsibility) knowing how to accurately assess and accelerate pupils progress where needed.
The spoken language of children in the Early Years is good and this enables them to communicate effectively to access other areas of learning in Early Years.	Children make good progress. Floor targets for achieving the ELGs are met within expected standards for Early Years within the academic year 2023/2024
The mental and physical health of pupils (and that of their families) is well supported to ensure it has little impact on the children's learning and beyond.	There will be happy, healthy pupils that are actively learning Pupils make healthy choices and are fit and well. Families make informed choices.
To diminish the difference between attainment of disadvantaged children in Reading and Maths and that of their peers.	Children will be working within their age related expectation making good to accelerated progress to begin to diminish the gap. Phonics results and KS results for those pupils targeted will improve.

Activity in this academic year 23/24

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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subject Leader to be given time out of class to develop their skills and embed an ambitious, curriculum which would provide opportunities for all pupils. Leaders to use the new monitoring and evaluating methodology for a consistent approach across the curriculum.</p> <p>Ensure pupils are enthused by the curriculum and its adapted to the community context.</p> <p>Staff release time for Subject Leadership: £2500</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	<p>3, 4, 5</p>

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

Budgeted cost: £7360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing a speech and language programme for those in need. 1 TA for 4 hours per week £2000	Oral language interventions consistently show positive impact on learning,	1 and 3
Dedicated weekly STA support for phonics and speech and language -Phonics phase groups, additional 1-1 phonics support, writing support 1-1 Reading Intervention - learning support with RI trained STA - <i>EEF high impact at low cost 6+months</i> £6,500 Provide targeted maths interventions to develop and build early number through 1:1 support. £1340	<i>Early interventions help pupils to catch-up and perform better across the curriculum. The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, STAs can be effective at improving attainment. (Education Endowment Foundation)</i>	1 and 3

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

Budgeted cost: £2450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mindfulness sessions</p> <p>Continue supporting mental health through Jigsaw projects.</p> <p>Continue to work with specialised coaches / personal trainers in PE.</p> <p>Raise profile of mental health and online safety.</p> <p>Improve break time resources.</p> <p>Total:£500</p>	<p>EEF suggest parental engagement in primary and secondary schools had on average two to three months' positive impact.</p>	<p>4 and 2</p>
<p>Ensure that all PP children have access to school trips.</p> <p>Total: £700</p>	<p>Past experiences of our trips show learning and experiencing new things has opened up opportunities for PP children.</p>	<p>4 and 2</p>
<p>All PP children in KS2 to have additional opportunities to learn a musical instrument.</p> <p>Total £1250</p>	<p>Music helps to improve concentration, team building skills and supports mental well-being</p>	<p>4 and 2</p>

Total budgeted cost: £ 12,310

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 2023 to 2024 academic year.

- 78% GLD.
- 83% passed their phonics screening.
- 40% yr2 passed their phonics screening resit.
- KS1 SATs- Reading- 64%, Writing (Teacher assessment) – 50%, Maths- 79%, Reading, Writing and Maths- 50%
- Yr4 MTC- 64% scored over 20. (children), 18% scored 24 and above. (children), 9% scored full marks. (children), Full marks- Boys (0%) Girls (9%)
- Yr6 SATs- 85% Reading, 77% Maths, 77% SPaG, 85% Writing (TA), 69% Combined RWM.

Subject Leaders have been given time out of class to complete monitoring and evaluating of their subjects using the new methodology which was devised. The monitoring has been shared with class teachers and governors.

Teaching of phonics has been supported by the local hub. Regular visits and reports have outlined areas for improvements and we have taken the steps to ensure these have happened. Literacy specialist has worked closely with staff to ensure high quality reading intervention has taken place. Staff confidence to deliver our phonics programme has increased and we now have fidelity with the scheme. This showed in our phonics results.

STA has worked with PP children who needed additional support with speech and language. STA has also worked with the LA speech and language person to ensure consistency of these methods.

100% of PP children in Yr1 passed phonics screening check.

Positive results on our child and parent surveys regarding health and well-being of pupils.

Wider social scenarios to improve wellbeing wished to attend the residential trip did so with no cost to parents and curriculum enhancements e.g. music lessons were paid for via the PPG for children as requested. 4 PP children in KS2 have taken up the offer to learn an instrument. This offer will continue next year to all PP children. Notable impact of Christian values seen both within and out of school which were celebrated within school thus improving wellbeing.

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