# Pupil premium strategy statement – Ingrow Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

| **Detail** | **Data** |
| --- | --- |
| Name of School | Ingrow Primary School |
| Number of pupils in school | 403 |
| Proportion (%) of pupil premium eligible pupils | 46% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023/2024 to  2026/2027 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | *Lauren Murphy*, Headteacher |
| Pupil premium lead | *Louise Emsley,* Assistant head |
| Governor / Trustee lead | *Kate Holmes* lead for disadvantaged pupils |

## Funding overview

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £270,945 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium) funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £270,945 |

# Part A: Pupil premium strategy plan

## Statement of intent

| Our intention is that all pupils, irrespective of their background 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 this goal, including progress for those who are already high attainers.  We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We aim to support our children to enable them **to be the best they can be** and **to be inquisitive learners.**  At Ingrow we recognise that for our children to succeed and derive the maximum benefit from school we have to offer a wide-ranging, engaging, exciting and interesting curriculum.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Through assessments and observations we quickly identify challenges faced by vulnerable pupils and the activities that will meet their needs. |
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## Challenges

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

| **Challenge number** | **Detail of challenge** |
| --- | --- |
| 1 | A significant number of children arrive at our school with a lack of basic skills, particularly in key areas such as reading, writing and maths. This is evident from Early Years through to KS2. Over time attainment in statutory assessments of Pupil Premium children is below that of their Non-Pupil Premium peers. |
| 2 | A higher proportion of Pupil Premium children demonstrate speech and language skills below age related expectations, sometimes significantly. This is especially evident in Early Years.  In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently, the understanding of abstract language and vocabulary is a barrier.  Ingrow Primary’s highest SEND needs are in communication and SEMH. |
| 3 | A higher proportion of Pupil Premium children are identified with Special Educational Needs; particularly Social, Emotional and Behavioural needs and Communication & Interaction needs. |
| 4 | Attendance for Pupil Premium pupils is below national and below that of Non Pupil Premium pupils in the school. |
| 5 | Financial constraints for Pupil Premium families often limits the life experiences and opportunities for Pupil Premium children. |

## 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 demonstrate fluency in basic skills, which leads to good or better progress in the core subjects. | Achieve above national average progress scores in KS2 core subjects and the gap between Pupil Premium and Non-Pupil Premium is significantly reduced. |
| Amongst Pupil Premium children children speak with confidence and are able to communicate well. | All children, including Pupil premium children, are articulate and speak confidently in a range of situations. Children make progress and achieve their speech and language targets. |
| The SEMH needs of Pupil Premium pupils are well met, allowing them to fully access the curriculum. | Suspension rates for children with SEMH reduce. Individual targets are met because children regularly attend lessons and engage. |
| The special educational needs of Pupil Premium pupils are quickly identified and met. | Pupils make progress from their individual starting points. Services and support such as EP/SALT/1:1 are quickly accessed. |
| A high level of pupil attendance is achieved and sustained, particularly for disadvantaged pupils. | Attendance is above the national average. With Pupil Premium attendance in line with the attendance of Non-Pupil Premium attendance. |
| Families feel supported with their area of need. | Children attend school dressed for all activities in school so those who need PE kit/swimming kit/coats etc have them provided. Families are referred to external agencies and charities when needed. Families can access essentials – food, clothing – incl. uniform, etc. Finances are not a barrier to children who want to attend trips or residentials. |

## 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: **£14,000**

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Staff CPD to continue to provide QFT  £5000  Thrive CPD £6000  Coaching/CPD release time to continue to provide a good quality of education £3000 | High quality staff CPD is essential to follow EEF principles.  This is followed up during Staff meetings and INSET.  All staff who lead curriculum subjects effectively are released once a term.  EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.  We recognise that coaching is the vehicle to facilitate and support less experienced members of staff. | 1, 2, 3. |
| Developing reading across school i.e. new reading books, reading corners.  £5000 | EEF guide to pupil premium states the importance of teaching reading comprehension strategies. Engaging reading books and inviting reading corners will help to foster a love of reading across school and improve reading skills. | 1 |

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

Budgeted cost: **£110,500**

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Baseline data shows children at Ingrow start nursery and reception significantly below ARE in prime areas.  To accelerate progress targeted support for pupils in Early Years facilitate small group and individual work. £11,000 | Baseline assessment and end of year assessment demonstrate the progress children make. | 2,3 |
| Learning support Assistants to deliver targeted interventions to raise attainment in the core subjects across school.  Yr 6 = £12,000  Yr 5 = £20,000  Yr 4 = £9,500  Yr 3 = £11,000  Yr 2 = £13,000  Yr 1 = £17,000 | EEF +4 Teaching assistants can provide a large positive impact on learner outcomes, Leaders plan and use assessment information to deploy staff to maximise learning opportunities. Teaching assistants’ duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions. | 1,2,3 |
| ‘Launchpad for literacy'.  £3000 release time for CPD and access training upskilling staff to recognise communication and interaction needs | Identifying and closing specific skill gaps with individuals and vulnerable groups, assessing, tracking and quantifying the process of closing the gap. Also identifying speech, language and other developmental needs as soon as possible and to embed specific skill-based intervention into practice and ‘Quality First Teaching.’ | 1, 2, 3 |
| Additional phonics for lowest 20% targeted at disadvantaged pupils who require further phonics support.  £2,500 per lowest 20% KS1 intervention group | EEF+5 months  Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. | 1 |
| The school will purchase SALT time £7500.  The SALT will have a case load of individual children, assessing them and creating target plans and advising their parents. The SALT will also provide specialist training for support staff | Oral language intervention refer to approaches that emphasise the importance of spoken language.  On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. | 2, 3 |
| Purchase additional EP time £4000.  This will allow school to increase the number of referrals to access external support. The EP will also work with the Inclusion team to review the school’s approach to managing behaviour. The EP will also lead staff meetings training classroom staff on specific aspects of SEN. | 69% of the SEND children are also disadvantaged.  EP time is vital in ensuring staff have accurate advice to act swiftly and modify provision meaning all pupils can be successful in their learning. | 1, 2, 3 |

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

Budgeted cost: **£109,000**

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Therapeutic provision and SEMH  £65,000  Emotional Support for young people £2000 | EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEMH interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs. EEF +7 Metacognition and self-regulation approaches to teaching support pupils to think about their own learning and what strategies help them to learn. | 3,4. |
| Family liaison leader £33,000  Attendance support tracking and monitoring for attendance and punctuality | EEF (+4) We define parental engagement as the involvement of parents in supporting their children’s academic learning.  It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework;  • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis.  Attendance figures for disadvantaged group are lower than non-disadvantaged. | 4, 5 |
| Learning Assistants to deliver targeted support for metacognition and self regulation.  Eg ZONES of regulation/meet and greets  £2500 | EEF +4 Months Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low level disruption to aggression, violence, bullying and general anti-social activities. | 2, 3 |
| Fruit for all children £6000. | EEF Managing behaviour recommendation stating that some strategies that don’t require complex pedagogical changes have been shown to be promising in supporting behaviour E.g. Breakfast clubs/snacks | 5 |
| Throughout the year we use a variety of incentives to improve attendance and punctuality e.g. certificates/rewards £500. | Attendance data and pupil voice shows and improvement over time from individual children. | 4 |

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

| Intended outcome | Success criteria by 2027 | July 2024 evaluation |
| --- | --- | --- |
| Children demonstrate fluency in basic skills, which leads to good or better progress in the core subjects. | Achieve above national average progress scores in KS2 core subjects and the gap between Pupil Premium and Non-Pupil Premium is significantly reduced. |  |
| Amongst Pupil Premium children children speak with confidence and are able to communicate well. | All children, including Pupil Premium children, are articulate and speak confidently in a range of situations.  Progressed with speech and language targets. |  |
| The SEMH needs of Pupil Premium pupils are well met, allowing them to fully access the curriculum. | Suspension rates for children with SEMH reduce. Individual targets are met because children regularly attend lessons and engage. |  |
| The special educational needs of Pupil Premium pupils are quickly identified and met. | Pupils make progress from their individual starting points. Services and support such as EP/SALT/1:1 are quickly accessed. |  |
| A high level of pupil attendance is achieved and sustained, particularly for disadvantaged pupils | Attendance is above the national average. With Pupil Premium attendance in line with the attendance of Non-Pupil Premium attendance. |  |
| Families feel supported with their area of need. | Children attend school dressed for all activities in school so those who need PE kit/swimming kit/coats etc have them provided. Families are referred to external agencies and charities when needed. Families can access essentials – food, clothing – incl. uniform, etc. Finances are not a barrier to children who want to attend trips or residentials. |  |

## Externally provided programmes

| **Programme** | **Provider** |
| --- | --- |
| TT Rockstars | Maths circle LTD |
| Picture News | Picture News |
| IDLS |  |
| Spelling Shed |  |
| Read, Write, Inc |  |
| Now Press Play |  |
| Phonics Play |  |
| Testbase |  |
| White Rose Maths online |  |
| Mathletics | 3p Learning |
| Maths Frame |  |
| Association for Language |  |
| Primary Languages Network Group Ltd |  |
| The Geographical Association |  |
| The Historical Association |  |
| Tig Tag |  |
| RE Resources |  |
| PE Hub |  |
| Jigsaw |  |
| Widget Software - Widget on line |  |
| Design and Technology Association |  |