

## Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Ingrow Primary
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	LM/AV
Pupil premium lead	Lauren Murphy
Governor / Trustee lead	Pam Freeman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,965
Recovery premium funding allocation this academic year	£ 27,985
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£292,950</b>

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates in order to reach age related expectations at the end of year 6 and thus achieve GCES in core subjects.
- To support our children's health and wellbeing to enable them **to be the best they can be and be inquisitive** learners.

We aim to do this through

- Providing a high quality of education and it meets the needs for the disadvantaged pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision the Governors consider making for this group includes:

- allocating a 'recovery' staff member to each Year Group - providing small group work focussed on overcoming gaps in learning
- 1-1 support to facilitate learning
- additional teaching and learning opportunities provided through trained LSA or external agencies
- aiming all our pupil premium work at accelerating progress, moving children to at least age-related expectations.
- supporting payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- developing positive relationships and learning behaviours

- support during transition from primary to secondary, transition internally and into EYFS.
- support the funding of specialist learning software.
- enhance the wider curriculum with resources to support pre teaching activities and developing vocabulary.
- providing daily healthy snacks which support self-regulation

<i>Good or better progress in Phonics</i>	Achieve about the national average in the phonics screening test.
<i>Improved attendance</i>	Achieve above 96%
<i>Children with SEMH needs are met</i>	Children's learning times increase and they access higher percentages of learning time to ensure children access a full curriculum. Reduction in fixed term exclusions.

### Challenges

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

Challenge number	Detail of challenge
1	Language and communication weaknesses
2	Limited life experiences, leading to low attainment in the EYFS
3	SEMH difficulties
4	Attendance issues
5	Families who live with challenging circumstances
6	Lack of opportunity due to COVID

### 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
<i>Good or better progress in Writing</i>	Achieve above national average progress scores in KS2 Writing and close the gap to non- disadvantaged.
<i>Good or better progress in Reading</i>	Achieve above national average progress scores in KS2 Reading and close the gap to non- disadvantaged.
<i>Good or better progress in Maths</i>	Achieve above national average progress scores in KS2 Maths and close the gap to non- disadvantaged.

## 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: £6600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to continue to provide QFT £5000	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	1-6
Thrive CPD £1600	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.	
Coaching/CPD release time to continue to provide a good quality of education £3000	We recognise that coaching is the vehicle to facilitate and support less experienced members of staff.	

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

Budgeted cost: £ 182,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recovery Monies and PP grant will be used to boost and close gaps in core subjects</i>	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining	1,2
<i>MPS 0.4 FTE Teacher to release y3/4 class teachers to boost pupils - £ 15,000</i>		

<i>MPS 0.6 FTE Teacher to Boost Y5 - £18, 000</i>	learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	
<i>AHT to boost KS2 until Oct 31<sup>st</sup> 2021 Y4/5/6. - £ 20,000</i>	Monitoring and internal data has informed boosting focuses in each year groups. Boosting is in line with school improvement priorities.	
<i>AHT to boost KS1 Y1/Y2 - £ 20,000</i>		
<i>MPS 0.6 From Feb 2022 Y1/Y2 - £18,000</i>	EEF – 6 MONTHS Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.	
<i>Tuition LED money MPS teacher to boost writing and maths in Y3/Y6/Y4 for 1 term November -Jan £8000</i>		
<i>MPS Teacher Y4 core subject boosting half a term. £5500</i>		
<i>TA – Year 4 to boost writing £8000</i>		Additional staff Feedback EEF oral feedback +7 Months Feedback is information given to the learner about the learners performance relative to the learning goals. Evidence from the EEF show low attaining pupils benefit more from explicit feedback.
<i>TA/HLTA - Y6 Boost writing and Maths £20000</i>		
<i>During booster sessions, time has been allocated to provide one to one feedback to improve pupils knowledge, specifically in writing.</i>		
<i>Learning support Assistants to deliver targeted interventions to raise attainment in</i>	EEF +4 Teaching assistants can provide a large positive impact on learner outcomes, Leaders plan and use assessment information to	

the core subjects and in the EYFS £ 30,000	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.	
S+L Therapist fortnightly to assess, advise staff and create target plans for pupils. £6000	EEF +6 months Oral Language interventions. Oral language intervention refer to approaches that emphasise the importance of spoken language.  High proportion of children have some type of S+L difficulty across school. 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 SEND needs are communication and SEMH.  There is a reduction in S+L therapist in the Keighley area and wait times are high.	1,2,3,6
Additional LA Educational Psychologist Time £5000	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.	1,2,3,5,6
Wider curriculum enhancements – e.g. artefacts, non-fiction books, vocabulary cards EYFS – Language resources £5000	Leadership training and advice recommended staff to enhance the wider curriculum to promote tier 3 language and enhance experiences.	1,6
Before and after school Booster LC- Phonics JK – Maths £4000	EEF +5 Months Phonics is an approach to teaching aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language	1,6,

	Past outcomes have proven this intervention works.	
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#### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 103,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive Groups/therapeutic provision  £20,000  Woodlands Hub  Emotional Support for young people £3000	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.	3,5,6
Additional SENCO day £3900	69% of the SEND children are also disadvantaged. SENCO time is vital in ensuring staff have the advice to act swiftly and modify provision so all pupils can be successful.	
PIW Pastoral Attendance support  Tracking and Monitoring for attendance and punctuality  £10,000	EEF (+4)  We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> <li>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>general approaches which encourage parents to support their children with, for example reading or homework;</li> </ul>	4

	<ul style="list-style-type: none"> <li>the involvement of parents in their children's learning activities; and</li> <li>more intensive programmes for families in crisis.</li> </ul> <p>Attendance figures for Dis group are lower than non-Dis.</p>	
<p>Learning Assistants to deliver targeted support.</p> <p><i>Eg ZONES of regulation</i></p> <p><i>One to one targeted support for metacognition and self regulation.</i></p> <p>Y3 - TA'S – LAC/SEMH £20,000</p> <p>Y4 – Target low attaining pupils and SEMH £8000</p> <p>Y6 – SEMH Provision/Self Regulation £8,000</p>	<p>EEF +4 Months</p> <p>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.</p> <p>More frequent behaviour difficulties meaning disadvantaged pupils are more likely to be placed on RED which impacts on their academic progress. However existing interventions have had an impact. There has been a significant reduction red behaviour.</p> <p>Ingrow SIP target - to reduce fix term exclusions for disadvantaged pupils.</p>	3,5,6
Family liaison leader £25,000	<p>Parental Engagement EEF +4 months</p> <ul style="list-style-type: none"> <li>General approaches which encourage parents to support their children with reading or homework</li> <li>the involvement of parents in their children's learning activities; and</li> <li>more intensive programmes for families in crisis.</li> </ul>	3,4,5,6
Fruit for all children £6000	<p>EEF Managing behaviour recommendation</p> <p>Some strategies that don't require complex pedagogical changes have been shown to be promising in supporting behaviour E.g. Breakfast clubs/snacks</p>	3,5,

Total budgeted cost: £293,000

## 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.

<p><i>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.</i></p> <p><i>As per the DFE guidance the current pupil premium strategy has been updated and transferred onto the set from using the key elements from the EEF.</i></p> <p><i>Below is a light review of the priorities in the 2020-2023 strategy. We have transferred information from our old strategy onto this new DFE document.</i></p>	
Aim	Outcome
Narrow the gap due to lost learning as a result of COVID 19	<p>Internal data shows children are closing the gap to their last assessment measure post national lockdowns.</p> <p><b>2018/2019 KS1 PP National Figures</b></p> <p><b>R- 62% w-55% M-62%</b></p> <p>Ingrow 2021 KS1 PP Outcomes Teacher assessment.</p> <p>R- 64% W- 52% M- 68%</p> <p><b>2019 KS2 PP National Figures</b></p> <p><b>R-62% W-68% M-67%</b></p> <p>Ingrow 2021 KS2 Outcomes Teacher Assessment</p> <p>R- 73% W- 60% M-67%</p>
Target Children will develop mental and self-regulation strategies, enabling them to fully access the curriculum.	<p>Key children are accessing learning and making academic progress. Evidence in outcomes</p> <p>There has been significant reduction in red behaviour and all children have increased learning time, this is evident in the leaders behaviour monitoring.</p> <p>Children with complex SEMH are integrating into the mainstream classroom.</p>

Parental Engagement	Despite COVID parental enagement increased, parents became engaged in children learning through on line learning platforms and Class Dojo. Parents were exposed to live lessons enabling them to learn skills to support their children’s learning. (see parent voice) To be continued in conjunction with the parent strategy.
Attendance	Monitored showed attendance improved after follow covid 19.
Further develop British Values linked to cultural capitol.	Through school council elections children are able to talk about respect for democracy.  The introduction of picture news allowed children learn about current affairs and the modern world. Pupils are able to talk about British values confidently.

## 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
Emotional support for young people	ESCAYP
Communication Friendly Approach	ELKLAN/ TALC
Self-Regulation	Thrive/Zones of regulation
Play Therapy	PTUK