

INSKIP ST. PETER'S C.E. PRIMARY SCHOOL
Learning, Loving and Living with Jesus



Keep your roots deep in Jesus Christ the Lord, build your lives on him
and always be thankful. *Colossians 2:7*

Compassion Friendship Respect Forgiveness Trust Thankfulness

Pupil Premium Strategy Statement

School overview

Detail	Data
School name	Inskip St. Peter's CE Primary School
Number of pupils in school	58
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kate Leyland Headteacher
Pupil premium lead	Kate Leyland Headteacher
Governor lead	Jon Palmer, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5380
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£7380

Part A: Pupil premium strategy plan

Statement of intent

Our mission statement of Learning, Loving and Living with Jesus is our central tenet for provision for our disadvantaged pupils, we love and provide for them as Jesus tells us to through the gospels. 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 all disadvantaged pupils to achieve that goal. Our Intent is for every member of our learning community to feel successful and thrive through the supportive challenge our whole school's enthusiasm for learning provides. Our use of Pupil Premium enables us to target support which enables disadvantaged pupils to achieve and enables our pupils to feel confident to show their best. The firm base of curriculum skills our supportive community atmosphere enables in our pupils develops the full potential of every child, providing them with the confidence to experiment in their learning, it encourages pupils' enthusiasms, fostering their curiosity and sparking their excitement. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Observations and assessments have noted that this year's intake of Reception pupils including the disadvantaged, have a marked underdevelopment of language skills.
2	Assessments, discussions and observations with pupils and parents suggest that disadvantaged pupils are not accessing overlearning and reinforcement of concepts at home, this is impacting upon their progress in class.
3	Assessments and observations indicate that phonics difficulties are impacting upon disadvantaged pupils reading and spelling.
4	Our assessments and observations show that disadvantaged pupils are not making the expected progress in maths.
5	Observations and discussions with pupils have identified self-confidence as an issue affecting the attainment of our disadvantaged pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Parents are fully engaged with supporting their children's progress through connecting with homework and other home learning.	Children's progress and parental meetings and feedback show that reinforcement of concepts at home is valued and impacting.
Improved reading and spelling attainment among disadvantaged pupils	KS2 reading and spelling outcomes in 2024/25 show that disadvantaged pupils made good progress.
Improved maths attainment among disadvantaged pupils	KS2 maths outcomes in 2024/25 show that disadvantaged pupils made good progress.

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge numbers addressed
Time for training for staff to deliver Nuffield Early Language Intervention	The Nuffield Early Language Intervention (NELI) is a programme for children in Reception which has been shown to improve children's language and early literacy skills. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	1, 5
Purchase of phonics assessment (Sound Linkage). Training for staff to ensure assessments are	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	

interpreted and administered correctly.		
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will invest in CPD provided by LCC maths curriculum advisors	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2,4,5
Purchase of new KS2 banded home reading books	Develop pupils' fluency and comprehension in KS2 through carefully selected texts which support class teaching https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	2,3,5

Targeted academic support

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge numbers addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3,5
Targeted maths tuition for pupils not making the expected progress	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	4,5

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

Budgeted cost: £ 380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide parents with resources and support to establish regular home learning	Disadvantaged pupils typically receive additional benefits from homework in relation to reinforcement of key learning linked to classroom work and developing fluency. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2

Total budgeted cost: £ 7380

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>Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.</p> <p>Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and Teams teaching .</p> <p>Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We</p>
