

Ingleton C of E Primary School  
Pupil Premium Funding Strategy  
2020-2021



Pupil Premium	
<b>Total number of pupils on roll</b>	<b>53</b>
<b>% of pupils eligible</b>	<b>11.3% 6 pupils</b>
<b>Total amount of PPG received</b>	<b>Total Allocation: £8,780</b> <b>Eligible Pupils: 6</b> <b>£5,380 FSM / Ever 6</b> <b>£3,400 for LAC</b>
<b><u>Data</u></b>	
<ul style="list-style-type: none"> <li>In order to preserve privacy in a small cohort, the data cannot be published for 2019 or 2020.</li> </ul>	
<b><u>Evaluation of 2019-2020 spending:</u></b>	
<p><b>Due to Coronavirus pandemic, and the subsequent lockdown of schools, there were no statutory end of year assessments and limited opportunity to judge progress effectively due to a National Lockdown. Pupils were assessed using teacher assessment and have been reassessed on entry / during the full reopening in September 2020. Money allocated for residential trips and resources to support online learning as per the plan was allocated and spent in line during the first &amp; second terms (before school closures - please see the reviewed 2019-2020 plan).</b></p>	

## Pupil Premium 2020-2021

Area for Development  <b>Barriers</b>	Strategy	Cost	Impact (end of academic year)
<p><b>PP pupils require additional teaching in order to make accelerated progress and close the gaps that have been a direct result of lock down / COVID 19.</b></p> <p><b>Due to the increased time that some pupils have missed due to lock down / limited engagement in remote learning some PP pupils have not maintained their levels of progress as expected. QFT is not sufficient to close some gaps between PP and non- PP pupils within lesson time when schools return to full opening.</b></p>	<p>Small group or individual interventions focused upon:</p> <ul style="list-style-type: none"> <li>• Phonics and spelling groups (Read Write Inc / Toe by Toe / Word Wasp / NC Spelling lists etc)</li> <li>• Reading (individual / Inference Ace / Reading for Meaning etc)</li> <li>• Maths - mental maths</li> <li>• Movement Skills - Gross and fine motor.</li> <li>• Talkabout Group (developing self-awareness and self-esteem).</li> <li>• Speech &amp; Language e.g. Language for thinking / Getting the Picture</li> </ul>	<p><b>£7,459.88</b> (0.3 sessions for HLTA over 4 days per week)</p>	<p><b>Proposed Impact</b> Teacher / HLTA to deliver small-scale interventions (withdrawing children) to allow them to catch up to their peers (or at least close the gaps).</p> <p><b>Actual Impact</b></p>

### **Rationale**

Education Endowment Foundation evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. In this school we use our HLTA for specific support and we find the outcomes are positive.



	<p>question sets that challenge pupils to effectively skim, scan and retrieve information and improve subject knowledge, guidance features theory and teaching approaches that can be applied to any curriculum area. As well as improving their comprehension skills.</p> <p>Comprehension Ninja Home Learning Workbooks to be provided for PP pupils accessing remote learning due to self-isolation or school closure.</p> <p><b>Lexia</b> Lexia helps students work independently to develop their critical reading skills through individualized, motivating learning paths. All pupils, regardless of their skill level, can each work at their own pace and the teacher is notified (on web-based reports and via email) when they require support allowing for timely purposeful intervention.</p> <p><b>Vocabulary Development</b> Develop pupil's vocabulary each day linked to the Vocabulary Ninja program. Vocabulary Ninja is a toolkit of strategies and resources for teachers to use to improve pupils' vocabulary use. Pupils are introduced to a word of the day and subject related vocabulary is embedded / strengthened across the curriculum. Staff CPD to be attended via St Michael's English Hub</p>	<p><b>£26.94 (6 pupils)</b></p> <p><b>Licences currently paid for (no additional cost)</b></p> <p><b>CPD free via the English Hub</b></p>	
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## **Rationale**

Education Endowment Foundation evidence suggests reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught 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 identifying difficulties themselves. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.

However, supporting struggling readers is likely to require a **coordinated effort across the curriculum and a combination of approaches**. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies. This is why we have chosen to provide a wider range of interventions which are tailored to individual pupil needs.

## **DFE Reading for Pleasure (May 2012 page 3)**

### **Benefits of Reading for Pleasure**

- There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).
- Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).
- Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).
- There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007).
- Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).
- Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).
- Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006).

<p><b>English – Writing (at length, presentation &amp; handwriting)</b></p> <p><b>To ensure that pupils writing speed and presentation improves and that the identified gaps highlighted since lockdown continue to close and children make progress in line with national expectations.</b></p> <p><b>Due to a National Lockdown and school closures (except for vulnerable and key worker pupils) pupils have had not had the opportunity to regularly practise their handwriting or have been over reliant on the use of technology.</b></p>	<p>Purchase whole school subscription to Letterjoin. A system that is designed to speedily address poor handwriting. By using this programme consistently both in school and at home it will ensure all pupils are supported in the progressive development of their handwriting skills.</p> <p>Writing development - linked to whole SDP (The Write Stuff) see additional plan.</p>	<p><b>Letterjoin £40 (Subscription)</b></p>	<p><b><u>Proposed Impact</u></b>  <b>Handwriting significantly improves and is evidenced throughout pupil’s work. Moderation of writing shows pupils are writing at an increasingly length.</b></p> <p><b><u>Actual Impact</u></b></p>
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**Rationale**  
**TES**

There is far more to handwriting practice than simply making a piece of prose look more attractive. Research suggests that practising handwriting regularly not only helps to facilitate higher levels of literacy but can also assist with the creation of original ideas and the retention of information. However, for years, the importance of teaching handwriting has been undermined by the increased prevalence of computers. During the coronavirus lockdowns, as more and more learning moved online, this became even more pronounced. Given the remote nature of pandemic learning, it was harder than ever for teachers to ensure that their students were writing regularly and developing their handwriting skills.

**Ofsted Update (Oct / Nov 2020)**

According to an October 2020 report by Ofsted, detailing the findings of its recent visits to schools, primary leaders commented that writing was “an issue for some pupils, including writing at length, spelling, grammar, presentation, punctuation and handwriting”.

Ofsted November 2020: Children hardest hit by COVID-19 pandemic are regressing in basic skills and learning. A November report by the inspectorate added that primary leaders found handwriting standards “had been affected by pupils’ time away” from the classroom. They were also concerned about pupils’ skills of summarising, their sentence construction and their writing stamina.

Older children have lost stamina in their reading and writing, some have lost physical fitness, others show signs of mental distress, including an increase in eating disorders and self-harm.

<p><b>Curriculum enrichment opportunities and extended school activities.</b></p> <p>Not all families can afford to fund school visits, after school clubs, residential visit, enrichment and enhancement activities.</p> <p><b>Improved progress for pupils eligible for Pupil Premium. Reduced stress levels for some parents/carers.</b></p> <p>Some pupils who are eligible for Pupil Premium struggle to complete their homework (including regular reading at home) which may cause them to fall behind their peers.</p>	<p><b>Subsidised enrichment opportunities for disadvantaged pupils:</b></p> <ul style="list-style-type: none"> <li>Residential visits</li> <li>School visits and visitors</li> <li>After School Clubs (Covid Dependent)</li> <li>Music Tuition</li> </ul> <p>Access for PP children to a subsidised Homework Club (including the use of online learning resources such as Lexia and Mathletics) &amp; additional activities such as sport, cookery etc (Covid dependent)</p> <p>Expanding access to afterschool and other extended learning programs, which engage and enrich students, will provide many more of our students with firm foundations for success. In addition, it will help reduce stress on many working parents to know their children are safe and supervised.</p>	<p><b>£1155</b></p> <p>Robinwood / Derwent Hill £600 School Visits £120 (2 trips COVID Dependent) Music Tuition &amp; Instrument Hire £87 per pupil per term x 5 = £435)</p> <p>After School Club costs - ? (Covid Dependent)</p>	<p><b><u>Proposed Impact</u></b> Disadvantaged children to have access to all learning opportunities including both academic and non-academic. PP pupils are supported with homework and reading resulting in increased progress.</p> <p><b><u>Actual Impact</u></b></p>
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**Rationale**

**EEF – Extending School Time**

The research focuses on three main approaches to extending teaching and learning time in schools:

- extending the length of the school year;
- extending the length of the school day; and
- providing additional time for targeted groups of pupils, particularly disadvantaged or low-attaining pupils, either before or after school.**

The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers. In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and better engagement.

**EEF – Outdoor Adventure Learning**

Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.

Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.