

# Ingleton C of E Primary School Pupil Premium Strategy Statement



This statement details our school's use of pupil premium for 2022 to 2023 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	Ingleton C of E Primary School
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	2021-2022 (8.5%) 2022-2023 (8.5%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021 / Reviewed October 2022
Date on which it will be reviewed	March 2023 / July 2023 / October 2023
Statement authorised by	Mrs. K. Whitaker
Pupil premium lead	Mrs. K. Whitaker
Governor / Trustee lead	Mr. W. Deakin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5540
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Ingleton C of E Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

We aim to:

- provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- narrow the gap between the educational achievement of these pupils and their peers.
- address underlying inequalities, as far as possible, between pupils.
- ensure that the PPG reaches the pupils who need it most.
- make a significant impact on the education and lives of these pupils.
- work in partnership with the parents of pupils to collectively ensure pupils' success.

We focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil.
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engage parents in the agreement and evaluation of support arrangements (e.g. via pupils' personal education plans (PEP))
- Support pupil transition through the stages of education (e.g. from primary to secondary).
- Raise aspirations through access to high-quality educational experiences.

## Challenges

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

Challenge number	Detail of challenge
1	Reading - Assessments, observations and discussions with pupils suggest disadvantaged pupils generally are not read to or with at home regularly. This negatively impacts on their development as readers. This means staff must ensure there are additional opportunities provided in school to support and value reading.
2	Phonics - Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their pupils. This negatively impacts on their development as readers and writers.

3	COVID 19 - The impact of time away from school as a result of the COVID 19 pandemic is that disadvantaged pupils still have gaps in their core learning (English / Maths) which is consequently, impacting upon achievement.
4	The majority of our disadvantaged pupils have Special Educational Needs and require a higher level of differentiation, adult support including both internal and professional external support.
5	Access to extended learning opportunities - Not all families can afford to fund school visits, wraparound provision / clubs, residential visits, music tuition etc.

## 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
1) Provide increased opportunities in school to support and enthuse a love of reading. Increase engagement with parents to support home reading.	<ul style="list-style-type: none"> <li>• By the end of academic year attainment in reading for all pupils improves across the year.</li> <li>• Disadvantaged children have access to high quality texts; are heard read regularly; have had opportunities to develop their comprehension skills and vocabulary development and have acquired a love of reading for pleasure.</li> <li>• Children to reach individual target of reading at least a minimum of 100 times over the academic year (in line with our reading rewards scheme).</li> </ul>
2) Early Reading and Phonics - At end of KS1 gaps are reduced between disadvantaged pupils and others in reading.	<ul style="list-style-type: none"> <li>• End of year phonics screening / assessment data shows that the gap between disadvantaged children and non-disadvantaged children achieving expected outcomes is narrowing.</li> <li>• All staff are trained in the Sounds Write phonics programme to ensure consistency and fidelity across the school. Headteacher and English Lead continue to access the St Michael's English Hub for further support and professional development.</li> <li>• Reading (Teacher Assessment) / Accelerated Reader &amp; Lexia data evidences that the gaps are closing.</li> </ul>

<p>3) Pupils classed as disadvantaged or eligible for Pupil Premium will make at least good progress in all core subjects from their starting point.</p> <p>Disadvantaged children recover lost learning from periods of lockdown and reduce the gap between disadvantaged and others in school and nationally in Reading, Writing and Maths (KS1/ KS2 SATS)</p>	<ul style="list-style-type: none"> <li>• Disadvantaged children make more than expected progress in line with personal targets and where possible perform in line with National results in KS1 / KS2 SATs.</li> <li>• Internal assessments will demonstrate at minimum good progress in all core subjects.</li> <li>• Lesson observation will demonstrate at least good teaching and learning throughout school in all core subjects.</li> </ul>
<p>4) Pupils with SEND &amp; who are disadvantaged have access to targeted interventions / regularly updated SEN Support Plans.</p>	<ul style="list-style-type: none"> <li>• SEN Support plans are in place and follow the assess, plan, do, review cycle. They identify specific needs in relation to the 4 broad areas of need. These needs are targeted directly and pupils have access to high quality teaching, external support and targeted interventions to address the identified needs and gaps in learning.</li> </ul>
<p>5) Curriculum enrichment opportunities and extended school activities are offered to all disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged children to have access to all learning opportunities including both academic and non-academic.</li> <li>• Disadvantaged pupils are supported with homework and reading resulting in increased progress.</li> </ul>

## 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: £3740

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Phonics - New staff or returning staff to receive Sounds Write training to ensure consistency and a whole school approach to phonics, reading and spelling</b></p>	<p>Sounds write is a DfE accredited systematic synthetic phonics programme</p> <p>EEF toolkit: Phonics - additional 5+ month progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2 &amp; 3</p>
<p><b>Reading - Comprehension Strategies</b></p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF Toolkit: Reading Comprehension Strategies –6+ months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Tailored interventions including daily reading activities, small group guided reading sessions and reading comprehension groups.</p>	<p>1, 2 &amp; 3</p>
<p><b>SEND in Mainstream Schools</b></p>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with</p>	<p>4</p>

	<p>SEND are also more than twice as likely to be eligible for free school meals.</p> <p>Special Educational Needs in Mainstream Schools</p> <p>EEF Five recommendations on special education needs in mainstream schools</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>Staff to access CPD as and when required.</p>	
--	--	--

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional interventions within all classes based upon the development of basic skills of reading and writing and maths:</b></p>	<p>Teaching Assistant Interventions - 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 (+4 months). In this school we use our HLTA or a Qualified Teacher for specific support and we find the outcomes are positive.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1, 2, 3 4</p>

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

Budgeted cost: £1640.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Curriculum enrichment opportunities and extended school activities.</b></p>	<p><b>EEF – Extending School Time</b></p> <p>The research focuses on three main approaches to extending teaching and learning time in schools:</p> <ul style="list-style-type: none"> <li>• extending the length of the school year;</li> <li>• extending the length of the school day; and</li> <li>• <b>providing additional time for targeted groups of pupils, particularly disadvantaged or low-attaining pupils, either before or after school.</b></li> </ul> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><b>EEF – Outdoor Adventure Learning</b></p> <p>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.</p>	<p>5</p>

	<p>Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation) may also be involved.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	
<p><b>Rewards for positive attendance / behaviour / reading at home etc</b></p>	<p>Recent success shows rewards in these areas encourage good behaviour and better attendance.</p>	<p>1 &amp; 4</p>

**Total budgeted cost: £ 7,540**



## 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 2021 to 2022 academic year.

As a school we must be mindful that as the number of pupils eligible for PP funding are particularly low, they maybe identifiable. A confidential summary statement has been written, presented to the Academy Council and is kept on file in school.

### 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*

<b>Programme</b>	<b>Provider</b>
Lexia	Lexia UK
Accelerated Reader	Renaissance Place
Jigsaw PSHE	Jan Lever Group
Mathletics	3P Learning
White Rose Mathematics	3P Learning
Nessy Reading & Writing	Nessy Learning
Dynamo Maths	JellyJames Publishing

