

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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	St Ippolyts CE (Aided) Primary School
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Rachel Peddie
Pupil premium lead	Gayle Stewart
Governor / Trustee lead	Helen MacInnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,930
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,410

Part A: Pupil premium strategy plan

Statement of intent

Our school aim is: “To provide the best possible education for each child as a unique individual, within the context of a caring, Christian community.”

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 that goal, including progress for those who are already high attainers.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers or who have faced significant adverse experiences (Eg bereavement). The actions in this plan will also support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Class teachers remain accountable for the progress of all children and are responsible for planning interventions and small group focus (with support from other professionals eg. Inclusion Manager, external agencies etc). 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.

For 2022-2023, our strategy is also integral to our school development plan and to deliver effective interventions to identified pupils to increase their rate of progress. This will be delivered through providing targeted support via the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. We will use the existing school processes of termly assessment, review and Pupil progress scrutiny to ensure the right children are targeted for support. We will continue to work in partnership with parents to ensure information, support and feedback is effective at supporting individual children.

Challenges

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

Challenge number	Detail of challenge
1	Challenges in Mathematics and Reading are a focus across the school, with KS1 and Lower KS2 Reading Comprehension being an issue as well as children's overall progress in KS 2 mathematics.
2	Our attendance data shows that, when looking at the number of children who are 'persistently' absent (attendance less than 90%), children who are eligible for Pupil Premium, are proportionately more likely to have poor attendance than other children.
3	Our engagement with pupils and families has highlighted social and emotional issues for many pupils – most notably from poor socio economic circumstances at home due to the cost of living pressures. These issues have exacerbated difficulties particularly for already disadvantaged pupils.
4	For some disadvantaged children, home learning (spellings, reading and weekly homework) is often required to be completed independently from a young age. This is often for a variety of complex reasons, but may include: parents who work long hours/shift work, parents who feel unable to support due to lack of confidence in their own literacy and maths skills, parents who are already supporting high need siblings or caring for extended family members, or because children themselves are Young carers.

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
To achieve improved attendance for all pupils, particularly our disadvantaged pupils.	Number of children with persistent absence reduced (less than 90%). Reduction in the proportion of children who are PP eligible who have persistent absence (when compared to the rest of the cohort)
Effective use of the School-led tutoring programme means that targeted children make accelerated progress especially in writing	Targeted children make good progress against their objectives. Attainment gap closing between targeted children and their peers. Triangulation of evidence to include book scrutiny's/pupil voice and observations.
Home Learning more consistently completed by PP children	Learning powers embedded so children know how to learn independently at home –

	<p>KS2 children taught homework strategies eg. Timetabling, what to do if stuck etc.</p> <p>Increase use of technology (Eg. Bug Club, TT Rock Stars, Google classroom) so children can access.</p> <p>Continue to send home weekly library books including more specifically matched Bug Club Books to support reading and KS 1 phonics.</p>
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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: £ 21000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide high quality training for teachers</i>	Teachers need to be up to date with the latest strategies used to improve the attainment and progress of Children eligible for PP. Quality First Teaching teaching and signposting teachers to strategies and courses to ensure subject knowledge remains high profile, will also have a positive impact on all children. The purchase of and associated training in the use of approved phonics, early reading scheme books to ensure our banded readers reflect the SSP Programme from September 2022. Maths Mastery programme to provide further training to support Maths curriculum for all.	1,3,4
<i>TA Support for classes with high number of children eligible for PP.</i>	Class TA support will allow teachers to plan for more adaptive learning opportunities, teaching within the core Maths and English curriculum. Recent EEF report on 'Reading at the Transition' acknowledges that interventions delivered by qualified teachers have greater impact. It will also allow for specific interventions to be tailored towards current individual	1,3

	needs and learning objectives (matching the teaching curriculum).	
<i>Continued focus on Mental Health – after achievement of the Mental Health Kitemark</i>	Mental health issues for both children and families can have a significant impact on learning and development both within school and at home. Early identification of needs and early help support via a whole school approach is proven to have an impact on progress and attainment.	2,3,

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

Budgeted cost: £ 6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engaging with the National Tutoring Programme to provide school-led tutoring for disadvantaged pupils including those who are high attainers.</i>	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 and in small groups (up to 3).	1,2,3,4
<i>Support for Home Learning – technological (eg. Bug Club, TT Rock Stars), adult input (Eg. Sam Learning after school Club) and explicitly teaching home learning study strategies in class.</i>	<p>Home learning continues to be an important strategy for consolidation of learning.</p> <p>Where barriers can be overcome, disadvantaged children can access home learning to the same extent as their peers. EEF research has identified use of technology as being particularly practical for lower attaining pupils, those with SEND or those from disadvantaged backgrounds in providing support to enable them to catch up with their peers.</p> <p>Evidence from whole school surveys shows almost all children within our school have access to a device which could be used for home learning (including most children eligible for Pupil Premium).</p>	1,4

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

Budgeted cost: £ 7435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subsidies of trips and clubs. Provision of school uniform using PP budget.</i>	<p>Allowing all children to attend after school clubs, trips and enrichment activities (after such as swimming and PGL Residentials) ensures all children have the same opportunities as their peers.</p> <p>Supporting parents by being discreet and responsive to financial pressures, reduces stress and worry on family life.</p>	2,3
<i>Paying for external support services, for example Educational Psychologists assessments, therapy and counselling sessions</i>	<p>Early identification and the ability to meet needs quickly is often associated with better outcomes for children.</p> <p>Waiting lists can be incredibly long, so the flexibility to respond quickly to children in crisis and need, is important</p>	1,2,3,4
<i>Contingency fund for acute issues</i>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.</p>	1,2,3,4

Total budgeted cost: £38,410

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.

During 2021 -2022, the Pupil Premium was used flexibly to meet the needs of children both in school, and outside of school. We were keen to engage as many pupil premium children during the second lockdown. Efforts were made to encourage attendance within our key worker provision. Live teacher interaction was available from the lockdown in January. Regular calls were made to all identified families to ensure pupils were engaging and to see if there was any additional support needed. The school also participated in a Maths Summer Catch up programme to provide diagnostic information for teachers as well as staff CPD, to identify specific gaps in learning.

Although funded separately, Pupil Premium children were the focus group for Covid – Catch Up. School Led tutoring was provided. However, similar to the national picture the gap in attainment between our disadvantaged and non – disadvantaged is significant in many cases.

The school continued to buy into Bug Club online reading platform to support phonics and reading across all key stages in the school.

During 2021-2022 the school completed work on a 'Well Being Garden' to offer a reflective and quiet space for all children. This was used particularly with children in views of emotional support, especially in re-establishing relationships after prolonged periods of separation. It was also identified that further space was needed for pupils to feel they had the instant access for a 'check in' or an opportunity 'to be heard'. Vulnerable children are fragile learners and we need to make them stronger and more resilient. Nourish them. Therefore plans were made to refurbish a pre-existing PPA room to a nurture room 'The Dell', which continues to be a well-used space giving children the space to self-regulate and communicate their feelings effectively.

From our pupil premium strategy we provided access for our disadvantaged children who attended our Annual residential trip as well as curricular trips and excursions throughout the academic year. We funded places for our Early Bird Club to support Pupil Premium children to encourage improved attendance and at times in order to self-regulate and provide a calmer start to the days learning.

As a school we continued to support our PP children's participation in sports and sporting activities outside of school including financial support towards transport; to take part in county tournaments.

Subsidised uniform, PE kit and providing essential stationary ensured pupil premium children had a continued sense of belonging which in return developed their self-esteem in learning.

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
Bug Club	Pearson
Nessy Reading and Spelling	Nessy
Sam Learning	Sam Learning

Further information (optional)

Additional Activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium and which forms the strategic priorities in our School Development Plan.

We will continue to provide a number of enrichment days for all children including Arts Days, Science Days, and Sports Days and RE Experience days. Diversifying the number of different sports that we learn at school (such as Archery, Boccia, Table tennis) will ensure all children get an opportunity to find enjoyment in physical activity.

There will continue to be a focus on Mental Health and Wellbeing. The school successfully achieved the Mental Health Kite mark. An ongoing review and annual planning process will ensure that best practice continues to be adopted in this area. Wellbeing Week is now an established annual tradition.

Planning, implementation and evaluation

We looked at a number of reports and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio economic disadvantage.

We used the EEF Guide to the Pupil Premium (April 2022) to help us develop our strategy.

We have an evaluation framework in place for assessing the impact of our actions on termly pupil progress and attainment, which involves class leaders and Heads of Key Stage, as well as the Inclusion Manager and Headteacher. Whilst this 3 year plan sets out the direction of travel, we will adjust our plan over time to secure better outcomes for individual children.