

Pupil premium strategy statement – St Ippolyts CofE Aided Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
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	£29,100
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,335
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£32,435

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 (e.g. bereavement). Over the years common barriers to learning disadvantaged children can include: lack of confidence/low self-esteem; attendance and punctuality; challenging behaviour which can result to less support at home. The actions in this plan will also support their needs, regardless of whether they are disadvantaged or not.

High quality teaching remains at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Accountable for the progress of all children, class teachers remain and are responsible for planning interventions and small group focus (with support from other professionals eg. Inclusion Manager, external agencies etc). We will continue to work in partnership with parents to ensure information, support and feedback is effective at supporting individual children.

For 2023-2024, we aim to deliver effective interventions to identified pupils to increase the rate of progress. This will be delivered through providing targeted support for pupils whose education has been worst affected. For children who arrive at school dysregulated settling activities are offered so that children are ready to learn. With the ever changing technological world children are taught ways to keep themselves safe alongside regularly signposting parents to information regarding e-safety and SEMH issues.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. We will use existing school processes of termly assessment, review and Pupil progress scrutiny to ensure the right children are targeted for support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

Challenges

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

Challenge number	Detail of challenge
1	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.
2	Our engagement with pupils and families has highlighted social and emotional issues for many pupils and in some cases challenging behaviour – 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.
3	Increased 'gaps' in knowledge brought about by two to three years of interrupted schooling due to the pandemic. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in
4	Oral language skills and increasing knowledge of vocabulary for pupils when reading and writing and improve communication and social skills.

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)
Children will have the opportunity to attend Early Bird Club or take part in a settling activity at the start of the school day	Within class, children are settled and engaged in their learning. Strategies are developed to enable children to manage their feelings and mental well-being. Children also provided with free fruit in EYFS and KS1 in order to help with cost of living pressures and ensure healthy lifestyle.
Effective use of interventions – small group and 1:1 for targeted children to make accelerated progress especially in reading, writing, mathematics.	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.

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.
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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: £ 19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To provide additional mathematics training for teachers and support staff</i>	INSET Day training and continual CPD opportunities to ensure second year of Maths Mastery programme to provide further training to support Maths curriculum for all.	1,3
<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 needs and learning objectives (matching the teaching curriculum).	1,2,3,4
<i>Mentoring and coaching for teachers and retention of teaching staff providing cover time to undertake professional development such as NPQ's/PSQM's</i>	Mentoring and coaching is an important source of support, particularly for early career teachers. Consideration has been the core component that makes these strategies effective when developing their approach. Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning.	3
<i>Provide high quality training for teachers</i>	Teachers need to be up to date with the latest strategies used to improve the	2,3,4

	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, supporting children who are PPG and SEND with increased knowledge of how to support English and Maths at universal and universal + levels.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £6,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engaging school-led tutoring for disadvantaged pupils in reading, writing and maths</i>	Interventions delivered by teachers have a greater impact. 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	1,2,3,4
<i>Support for Home Learning – technological (eg. Bug Club, TT Rock Stars), adult input (Eg after school Club for year 6) and explicitly teaching home learning study strategies in class.</i>	<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. Home learning continues to be an important strategy for consolidation of learning.</p> <p>Evidence from parent appointments and discussions show almost all children within our school have access to a device which has moved to providing home learning via Google Classroom (including most children eligible for Pupil Premium).</p>	2,3,4

<p><i>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</i></p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p>Guidance report on Special Educational Needs in Mainstream Schools includes five evidence-based recommendations to support pupils with SEND.</p> <p>'Five-a-day' resource presents well-evidenced principles that can help to raise attainment for all pupils, including those with SEND.</p>	<p>2,3,4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Whole staff training on behavior management and anti-bullying approaches with the aim of developing our school ethos and continuing to improve behaviour across school.</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p> <p>Receive support from Behavioral hub team and external agency involvement.</p>	<p>1,2,4</p>
<p><i>Fund for acute issues.</i></p>	<p>Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>2</p>
<p><i>Lunchtime pastoral support – to include support during meal times and outside play</i></p> <p><i>Weekly indoor activities to support identified pupils.</i></p>	<p>Lunchtimes can be overwhelming and very busy. A need for some pastoral intervention will provide additional support for identified pupils. Staff led activities develop children's skills and support play.</p> <p>A calm environment for pupils who need additional support with confidence and self esteem.</p>	<p>1,4</p>

Total budgeted cost: £32,435

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2022 -2023, the Pupil Premium was adaptably used to meet the needs of children both in school, and outside of school. We were keen to engage as many pupil premium children to ensure these children were suitably able to cope with the everyday needs in order to make progress.

Efforts were made to encourage attendance within our key worker provision during the pandemic and through increased levels of checking in with families this was continued. Regular calls were made to identified families to ensure pupils were engaging and to see if there was any additional support needed. The school also participated in a Maths Mastery programme to provide diagnostic information and skills for teachers as well as staff CPD, to identify specific gaps in learning and how best to implement this into the curriculum.

Challenges in Mathematics and Reading were 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.

With this in mind Pupil Premium children were the focus group for School Led tutoring with a focus on fluency in mental arithmetic. Similar to the national picture the gap in attainment between our disadvantaged and non – disadvantaged was significant in many cases. However results for the academic year 2022-2023 showed an increase in overall standards at KS2.

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 regularly used in the year of 2022-2023 particularly with children in views of emotional support, especially in re-establishing relationships after prolonged periods of separation. It was also further space 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 build their emotional strength and resilience; nurture them. A pre-existing PPA room to a nurture room 'The Dell', has continued to be a well-used space giving children the space to self-regulate and communicate their feelings effectively. It has also provided a space for children to receive external and internal behavioural support and external school nurse counselling sessions.

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. It has also supported a number of children to begin the day more regulated and provide a calmer start to the days learning.

As a school we continue to value the need 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/national tournaments.

Subsidised uniform, PE kit, ability to purchase reading books at our annual visiting book fayres, and providing essential stationery 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 used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Bug Club	Pearson
TT Rock Stars	TTRS

Further information (optional)

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, Sports Days, Musical experiences (O2 Young Voices/Whole school Theatre trip) 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. Wellbeing Week is now an established annual tradition and has proven to be supportive to parents with the re introduction of Building Learning Powers Parental leaflets.

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 (Sep 2023) 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 continue to adjust our plan over time to secure better outcomes for individual children.