

INGOLDISTHORPE CE PRIMARY SCHOOL

Pupil Premium Strategy & Impact Report 2020-2021



Allocation and Strategy

The pupil premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those Looked After by the Local Authority and children of armed service personnel. The intended effect of this funding is to accelerate progress, raise attainment and support the pupils in the participation of activities in the wider curriculum. Schools decide how the allocated pupil premium funding should be spent, since they are best placed to assess what additional provision should be made for these pupils. All schools are required to report on the amount of funding received, how this is being allocated and the impact of any additional support or provision.

Pupil Premium is a government grant which is allocated to schools based on the number of children eligible for free school meals and the number of looked after children. Schools are entitled to spend their allocated Pupil Premium Grant (PPG) in a way they think will best support the raising of the attainment and achievement of these children. At Ingoldisthorpe CE Primary School, we believe that the most successful route to academic excellence is through high quality small group, focused teaching. To this end, we use a substantial portion of our PPG funding on employing an HLTA and skilled teaching assistants to work throughout the school in order to provide small teaching groups for maths and literacy. Whilst working within a smaller group children's specific needs can be met more easily, enabling any gaps to be closed and full potential to be reached.

The school received £19,260 for 2018-19, £15,420 for 2019-20, and £9,415 for 2020-21. Financial support is made available to develop pupil aspirations and their ability in wider areas of the curriculum such as arts and music. All Pupil Premium children are supported financially to ensure they have full opportunity to take part in all school activities where a cost is required. This includes support to attend residential, educational day visits, breakfast and after school clubs, as well as musical instrument lessons. Funding also goes towards continued delivery of specific intervention support in small group and individual one to one intervention. Additional professional advice and support has also been purchased. We ensure that children who qualify for Pupil Premium have their needs clearly identified and their progress is closely monitored by the school. The date of the next review of the school's pupil premium strategy is 25th September 2021.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We monitor and evaluate our Pupil Premium spending, avoid spending it on activities that have little impact on achievement, and spend it in ways known to be most effective.

Our strategy focuses on this academic year:

- a summary of the main barriers to educational achievement faced by eligible pupils at our school
- how we spend the pupil premium to address those barriers and the reasons for that approach
- how we measure the impact of the pupil premium

Summary of the Main Barriers

PPG funding is used to remove any ‘barriers to learning’ which may exist. Pupils should feel unique, valued and special, they should experience trips and be part of a wide range of extra-curricular clubs; pupils may need interventions such a Lego Therapy Club or Cookery Club, or the Thrive Approach to build confidence and social-skills, or may need to work with a counsellor for a few weeks to develop further self-belief and self-esteem. Breakfast and tea-time clubs ensure nutritional needs are met. Extra-curricular sports clubs raise fitness, well-being and stamina levels. Others need one-to-one and/or small group intervention in English and maths – specifically reading, writing, spelling, punctuation, grammar and maths to improve outcomes, knowledge, skills and confidence. We know that happy children learn. PPG money is used to ensure all pupils are happy; all pupils are ready to learn.

PPG funding has been used and will be used to provide for the following: (this list is not exhaustive- we are flexible with our approach, in order to meet every eligible pupil’s specific and individual needs).

<u>Spend</u>	<u>Reasons</u>	<u>How Impact is Measured</u>
An HLTA and TA are employed, taking a smaller focus group for English and maths.	To help children reach their full potential in maths and literacy through high quality teaching within a smaller group. To close any gaps in previous learning. To develop self-esteem, perseverance, resilience and confidence.	Gaps closed between PPG and non-PPG pupils working at the expected standard in attainment- both in-year and end of Key Stage progress measures.
Funding places on school trips (both residential and day trips)	To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new cultural, social, educational and challenging activities.	Increased knowledge and experience can be shared; increased enthusiasm and curiosity for the world beyond home and school; increased self-belief and resilience after successfully overcoming challenges

To pay for club activities (music lessons, film club, or art after school club for example)	To enrich the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities.	Increased skills, confidence and embed growth mindset; increased awareness of the arts and its impact on well-being. Raising attainment standards in broad and balanced curriculum subjects, such as music, art and drama.
Weekly Cookery and Lego Therapy Clubs	To boost pupils' self-esteem, enhance their attitudes to learning, their sense of well-being and their enjoyment of school.	Increased positive responses to the wider school provision; positive attitudes to learning a life-long skill such as cooking.
To fund extra-curricular PE sessions	To boost pupils' proficiency at physical tasks through raising fitness and stamina; to increase physical confidence, coordination and a sense of well-being	Fitness and stamina tests at start and end of training cycle to show % increase.
To further fund the Thrive Approach teacher training and annual subscription for assessment and learning tools; to maintain Licensed Practitioner qualifications	To help a child get ready to learn; to enhance their learning; build positive relationships between a child and his/her peers; improve attainment, raise self esteem	Use the targeted, rigorous and measured Thrive assessment tools.
School counselling services are funded. Counsellors visit the school regularly to work with a wide array of pupils.	To support pupils' self-esteem, enhance their attitudes to learning, their sense of well-being and their enjoyment of school. To help pupils work through any issues which may be affecting their happiness and emotional development.	Increased positive responses to school (school well-being questionnaire); positive attitudes to learning and growth mindset
Fund breakfast and after school tea-time clubs	To support pupils' well-being and nutritional needs through healthy eating	Increased concentration; improved learning, increased attendance and better behaviour, increased punctuality, well-rounded social development.

The money continues to be well spent and is having a sustained impact on attainment and progress:

For the previous academic year, we include:

- how we spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

Summary of Pupil Premium Grant Spending & Impact 2020 to 2021

Objective in spending the PPG funding:

To raise attainment of underachieving and vulnerable pupils in order to overcome gaps in learning and ensure that they make expected or accelerated progress.

- To provide opportunities for smaller group working with a teacher or specialist teaching assistants.
- To provide a behavioural specialist Teaching Assistant.
- To provide training for additional adults in school to ensure effectively targeted support for underachieving and disadvantaged pupils.
- Additional teaching and learning opportunities provided by external agencies.
- Providing specialist resources to support children's learning.
- Providing specific assessment materials to support children's learning.
- Improving the quality of educational experience and provision.

Objective in spending the PPG funding:

To develop self-esteem and confidence of identified vulnerable pupils - fostering positive peer and parent relationships and removing social and emotional barriers to learning.

- Subsidising the cost of planned trips or extra-curricular activities throughout the year
- Providing small group work with a specialist teacher e.g. – music lessons, breakfast and after school clubs, tea-time club, residential & day school trips.

Pupil Premium Grant Received 2019 to 2020

Number of pupils and Pupil Premium Grant (PPG) received






Total number of pupils on roll: 120

Total number of pupils eligible for PPG: 11

Amount of basic PPG allocation per pupil: £1,320

Total amount of PPG received: £15, 420 (included in this total is CLA & Armed Forces PPG).

The data sets below show comparisons in KS 1 & KS 2 between the school, Norfolk, & National outcomes for PP:FSM6/CLA groups and non-PP:FSM6/CLA groups (Pupil Premium, Free School Meals & Children Looked After).

Keystage 1 results 		School		Areas & LA			National			
		2017	2018	2019	2019			2017	2018	2019
				Result	Cluster Avg	District Avg	Norfolk			
Yr 1 Phonics (% Wa - Achieving Expected Level)		84	88	94	72	77	79	81	82	82
KS1 Reading - % Expected Standard +		91	78	94	77	73	73	76	75	75
KS1 Reading - % Greater Depth		18	22	12	21	22	23	25	26	25
KS1 Writing - % Expected Standard +		73	74	94	71	67	66	68	70	69
KS1 Writing - % Greater Depth		9	13	6	9	11	11	16	16	15
KS1 Maths - % Expected Standard +		82	78	82	74	75	74	75	76	76
KS1 Maths - % Greater Depth		9	13	12	18	19	20	21	22	22
KS1 Science - % Expected Standard +		100	96	94	89	84	83	83	83	82
KS1 Reading, Writing and Maths - % Expected Standard +		64	70	76	64	62	61	64	65	65
KS1 Reading, Writing and Maths - % Greater Depth		9	9	0	6	8	8	11	12	11
KS1 Reading - % Expected Standard + - **PP: FSM6/CLA yes**		100	100	100	75	56		62	63	
KS1 Writing - % Expected Standard + - **PP: FSM6/CLA yes**		100	100	0	58	48		54	55	
KS1 Maths - % Expected Standard + - **PP: FSM6/CLA yes**		100	100	0	63	59		62	63	
KS1 Reading, Writing and Maths - % Expected Standard + - **PP: FSM6/CLA yes**		100	100	0	50	44		50	50	
Status of data	2019 Schools & Norfolk - Provisional 2019 National - Nova proxy figure									
Key	Colour-coded rating - this rates schools against the national maintained schools figures, for selected measures (taking into account cohort size - see guidance for more details). Note: Small schools (<6) and special schools are not rated.									
		Above national average					Below national average			
		In line with national average					Ranking data not provided			

Keystage 2 results		School			Areas & LA			National		
		2017	2018	2019	2019			2017	2018	2019
				Result	Cluster Avg	District Avg	Norfolk			
KS2 Reading, Writing and Maths - % Expected Standard +		44	82	94	67	61	59	61	64	65
KS2 Reading, Writing and Maths - % Higher Standard		11	0	6	7	6	7	9	10	11
KS2 Reading, Writing and Maths - % Expected Standard + **PP: FSM6/CLA yes**		50	67	75	55	51	45	48	51	51
KS2 Reading (test) - % Expected Standard +		56	82	100	75	69	69	71	75	73
KS2 Reading (test) - % Higher Standard		11	18	39	21	20	23	25	28	27
KS2 Writing (TA) - % Expected Standard +		89	91	94	78	77	74	76	78	78
KS2 Writing (TA) - % Greater Depth		22	27	6	19	15	16	18	20	20
KS2 Maths (test) - % Expected Standard +		89	91	94	78	77	74	75	76	79
KS2 Maths (test) - % Higher Standard		11	36	22	24	20	21	23	24	27
KS2 Science - % Expected Standard +		89	91	94	90	83	81	82	82	83
KS2 GPS (test) - % Expected Standard +		89	100	78	76	74	71	77	78	78
KS2 GPS (test) - % Higher Standard		22	18	22	24	22	26	31	34	36
KS2 Reading (test) - average scaled score		100	106	107	104	103	103	104	105	104
KS2 Maths (test) - average scaled score		103	106	106	104	104	104	104	104	105
KS2 GPS (test) - average scaled score		105	108	105	105	104	104	106	106	106
KS2 Reading (test) - % Expected Standard + **PP: FSM6/CLA yes**		50	67	100	66	61	58	60	64	62
KS2 Writing (TA) - % Expected Standard + **PP: FSM6/CLA yes**		100	100	75	66	66	62	66	67	68
KS2 Maths (test) - % Expected Standard + **PP: FSM6/CLA yes**		100	100	75	62	66	62	63	64	67
Status of data	2019 Schools - Provisional LA Calculated 2019 Norfolk & National - Provisional DfE data released 05/09/2019									
Key	Colour-coded rating - this rates schools against the national maintained schools figures, for selected measures (taking into account cohort size - see guidance for more details). Note: Small schools (<6) and special schools are not rated.									
	Above national average					Below national average				
	In line with national average					Ranking data not provided				

For more information on the Pupil Premium, please visit this link:

- <http://www.education.gov.uk/schools/pupilsupport/premium>