

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	Ide Primary School
Number of pupils in school	130
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Alice Purcell
Pupil premium lead	Alice Purcell
Governor / Trustee lead	Margaret Parkes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 16,800
Recovery premium funding allocation this academic year	£ 1296
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	£ 18096

Part A: Pupil premium strategy plan

Statement of intent

Every pupil at Ide Primary School is known as an individual and given the support they individually need to be successful and develop a lifelong love of learning and a secure knowledge and understanding of the primary curriculum which will enable them to be ready to access the next stage of their learning and go on to achieve well and live positively as part of society in the future.

Our pupil premium strategy identifies the barriers that children may have to learning so that resources can be targeted directly to address these. As an inclusive school we recognise that initiatives to remove barriers and support learning should be available for any child where it would enhance their ability to learn and improve their life chances. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ For staff to provide the best possible quality first teaching and extra support possible for pupils.
- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

The range of provision to consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved, through a programme of CPD.
- Additional learning support.
- Support payment for activities, educational visits and residential trips; ensuring all children have first-hand experiences to support the curriculum.
- Support for emotional and social development.

Challenges

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

Challenge number	Detail of challenge
1.	Social and emotional needs resulting from adverse childhood experiences. Learning behaviours.
2.	Fluency and comprehension in reading and maths.
3.	Communication needs.

3.	Attendance – poor attendance preventing children from accessing all the opportunities.
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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
More PP children achieve well in reading.	- Progress will be seen as a result of quality first teaching and targeted support using Little Wandle. Every child is reading at age expectation or better or the gap is closing. (End of Autumn '22 33% of PP children were at ARE and it was 83% for the whole school.)
More PP children achieve well in maths.	- Every child achieving at age expectation or better in maths, or the gap is closing (End of Autumn '22 17% of PP children were at ARE and it was 84% for the whole school.)
To improve attendance	- To close the attendance gap for PP children (End of Autumn '22 PP attendance 90%,1% lower than national average)
To reduce the barrier to learning presented by social and emotional needs.	- Children show resilience in their learning. - Children are able to focus on a learning task or listen for an increasing amount of time. - Children's basic needs are met.
Children who are non-verbal are able to communicate effectively, and are fully included in school life.	- Staff are confident in using a total communication approach. - There is increased communication between non-verbal pupils and their peers/adults.

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: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle training for new staff Little Wandle training updates for existing staff	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Attachment and relational support training.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
BSL/Makaton training	https://makaton.org/TMC/TMC/About_Makaton/Research.aspx	3

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

Budgeted cost: £ 14,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for bottom 20% in reading Targeted intervention for bottom 20% in maths Trained teaching assistant to deliver	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.+5	2

catch up groups and individual interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Individualised instruction can be an effective approach to increasing pupil attainment. +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Tutoring Identified pupils to have access to tutoring to support rapid progress.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.+5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2

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

Budgeted cost: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor learning	- Identifying the support needed and through Early help engaging family practitioners, school nurses, food bank ensures the children come to school able to learn. - Support is offered around attendance - this does improve attendance.	3 and 4

Total budgeted cost: £ 18,260

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.

The tutoring put in place for year 6 pupils in maths had a significant impact. Of 9 children, all working below ARE at the start of the tutoring, 5 achieved the expected standard in their SATS test. The other pupils had all made significant progress too, in terms of test scores and confidence.

The introduction of the Little Wandle scheme, with full staff training, has led to us having a consistent, structured and ambitious approach to teaching reading, starting from pre-school. Results in the year 1 phonics check did not reflect the impact of the programme, however our monitoring indicates there is an impact and we expect this to become more embedded and result in higher attainment at year 1 in 2023.

We were not able to access a school counsellor for recruitment reasons, however funds were used instead to provide small group sessions and towards early help, and other agency and professional involvement, which supported a reduction in incidents relating to emotional wellbeing of pupils.

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
PZAZ Science	Primary Science Advisory Service
Connected History	Collins
Connected Geography	Collins