

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	129
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£ £19,140
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	£ £19.140

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium grant is funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England. We use the wealth of evidence of 'what works', evaluated by the Education Endowment Foundation (EEF), to use this funding effectively.

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 pupils 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 pupils, 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 pupils from flourishing. The challenges are varied and there is no "one size fits all".

Our objectives are:

- ✓ For staff to provide the best possible quality first teaching and extra support possible for pupils, supported by evidence-based approaches.
- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ To support our pupils' 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 pupils is improved, through a programme of CPD.
- Additional learning support.
- Support payment for activities, educational visits and residential trips; ensuring all pupils 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.	Speech, language and communication
2.	Fluency and comprehension in reading

3.	Sentence structure
4.	Attendance and Punctuality

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. Oracy All pupils, including PP will have better developed oral skills and listening skills which will support their development. Pupils who are non-verbal for a range of reasons will be supported to communicate and participate in school life.	Opportunities for speaking and listening are embedded across the curriculum, and given high priority. There is a progressive framework in place to develop pupils' oracy skills as they move through the school. Staff are trained to develop pupil's oracy skills. There is increased communication between non-verbal pupils and their peers/adults.
2. Reading More PP pupils attain the expected standard for their age in reading, enabling them to access other areas of the curriculum.	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. Reception phonics target 78% all children 0% PP (1 pupil) Year 1 phonics target 83% all pupils, 100% PP (3 pupils) KS1 reading target 92% all pupils, 100% PP (2 pupils) KS2 reading target 79% all pupils, 0% PP (1 pupil) 38% of PP pupils are also on the SEND register. SEND plan targets for reading will be met for pupils who are both SEND and PP.
3. Sentence Structure More PP pupils demonstrate understanding of sentence structure	In school and external moderation of writing will demonstrate increased understanding of sentence structure for PP pupils.
4. Attendance More PP pupils attend school regularly and promptly.	The attendance gap for PP pupils will be closing Punctuality will have improved for PP pupils. PP pupils will enjoy the full range of opportunities the school can offer.

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: £ 6832

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Oracy Voice 21	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. - Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. - Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. - Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. https://voice21.org/understanding-the-impact-of-being-a-voice-21-oracy-school/ https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report	1
Little Wandle training for new staff	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Little Wandle training updates for existing staff	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.	

Ready Steady Write training	https://www.literacycounts.co.uk/blog/research-influencers-ready-steady-write	3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for bottom 20% in reading Trained teaching assistants to deliver catch up groups and individual interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	2

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Parental Engagement/Attendance support • Additional meetings/individualised support for families • Places at breakfast club for PP pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	4
Arts Participation	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.	4
Physical Activity- places for PP pupils at after school clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	4
Outdoor Education- subsidised costs for disadvantaged pupils on residential trips	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.	4

Total budgeted cost: £ 19,140

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 2023 to 2024 academic year.

100% of PP pupils achieved Early Learning goals in Summer 2024
100% of PP pupils passed phonics screening check in Year 1 in Summer 2024
100% of PP pupils achieved age related expectations across all subjects in Year 6 SATS
Summer 2024

Across the school, targeted work for the lowest 20% of pupils in reading had a significant impact on levels of attainment. Pupils who had been highlighted as needing support to access the curriculum were better able to do so at the end of the year, as evidenced in SEND support plans, and all pupils had made progress from their starting points at the beginning of the year.

Relational support training for staff has led to a greater shared understanding of how to support pupils for whom social and emotional barriers to learning are present.

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
Ready Steady Write	Literacy Counts