



Pupil Premium Strategy Statement 2021-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 - 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
School name	Ingham Primary School
Number of pupils in school	83
Proportion of pupil premium eligible pupils	18
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Keeli Hutchinson
Pupil premium lead	Heather Lovett
Governor / Trustee lead	Andy Hutchinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28810
Recovery premium funding allocation this academic year	£1080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9378
Recovery premium funding carried forward from previous years (enter £0 if not applicable)	£-567
Total budget for this academic year	£38701

Part A: Pupil premium strategy plan

Statement of intent

To ensure that everything we do is focused on giving every child the best start in life – irrespective of background or circumstance through:

- developing well-regulated, independent and ambitious learners who are aware of their strength and weaknesses and the strategies they can use to help them learn.

Impact:

- All pupil premium children make or exceed nationally expected progress.
- Pupil Premium children attain and achieve at least as well as their national counterparts.
- All pupils see themselves as learners with the ability to improve their own outcomes.

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 effectively 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. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being vulnerable or socially disadvantaged;
- Pupil premium funding will be allocated to priority groups or individuals.

Challenges

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

Challenge number	Detail of challenge
Self-regulation and Metacognition	
1	Pupils lack self-esteem, confidence, independence resilience. <i>Many disadvantaged pupils do not see themselves as learners with the ability to improve their own outcome: they struggle to get started with their learning or where there is an element of choice or independence, they step back.</i> For example, Maths fluency: children and parents are less fluent mathematically; parents struggle to support children at home as they are less confident themselves; on occasions this has led pupils to feel that maths isn't for them. This is also evident in English, where children have not been exposed to as much vocabulary through dialogue, reading and songs. Pupils are less fluent readers and therefore struggle to apply what they have read to their writing. A slower start reading also delays the acquisition of spelling, punctuation and grammar knowledge. Pupils enjoy and choose to read and write if they are fluent.
2	Data shows a strong correlation between SEN and disadvantaged pupils within our setting. On-entry data is lower than non-pp children, with slower progress in basic skills as children progress through the school
Starting points, home-life and wider opportunities	
3	Cultural capital and opportunities/aspirations for disadvantaged pupils outside school are often very different to the opportunities and experiences shared by their peers. Children from PP often do not have same opportunities to take part in activities outside of school that build cultural capital e.g. attending theatre/cinema, music/dance lessons, visiting museums and other educational settings.
4	Communication difficulties. Pupils often have a narrower vocabulary and are less-able to express themselves; pupils have less experience of reading on entry, there are fewer quality texts at home, parents read to children less frequently. (Phonics and Reading)
5	Behaviour and Social communication difficulties have a detrimental effect on their academic progress. Pupils have difficulties managing their own emotions and well-being both in school and at home which sometimes leads to a cycle or unhelpful behaviours.
6	Home learning environment, such as lack of routines, parental engagement, lack of resources such as pens and paper, IT equipment and books or a quiet, uncluttered space to work and not completing home-learning tasks.

7	Events at home preventing pupils from being able to concentrate and fully engage with their learning. Previous Trauma, attachment difficulties and other mental health issues in the family and/or child including loss and bereavement of loved ones. Family issues such as domestic violence, single parenthood, unemployment etc. Safeguarding and welfare issues, sometimes with social services involvement
8	Physical needs not always being met (e.g. lack of sleep, poor nutrition, stamina)
9	Financial barriers (e.g. attending school trips and in school extra-curricular opportunities).

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
<i>Pupils will be able to demonstrate that they are aware of their strengths and weaknesses and can motivate themselves to engage in, and improve, their learning regardless of background or starting point.</i>	<p>All children (including PP) are receiving effective feedback to move their learning forward following a new feedback policy in 2022.</p> <p>Teaching will be planned for and delivered with a clear focus on high quality instruction with clear learning intentions (designed with feedback in mind) and assess learning using formative assessment strategies to identify gaps (which feedback will address).</p> <p>All teaching staff, including teaching assistants, will be trained to support pupil's metacognition and will work to ensure that where guided support is given, it is gradually withdrawn.</p> <p>All teaching staff develop strategies to support pupils Metacognition drawing on research from the EEF Guidance Report – Metacognition and self-regulated learning.</p>
<i>The quality of provision provided by TAs continues to improve. Other adults' skills are improved to enhance progress for PP children.</i>	<p>TA's are trained and feel confident in the delivery of planned intervention programmes.</p> <p>TA's have a clear understanding of the evidence behind TA deployment and the interventions provided resulting in greater communication and quality teaching and delivery of intervention programmes in addition to in class support.</p> <p>Internal and external professional development programmes aim to up skill and develop TA's confidence.</p>
<i>Pupil Premium children attain and achieve at least as well as their national counterparts.</i>	<p>There is a culture of high expectations and 'keep up, not catch-up' across the school</p> <p>Teachers and teaching assistants plan for gaps in prior knowledge and provide opportunities for pre-learning and same day catch-up interventions.</p> <p>Systems for assessment and checking of pupils' progress ensure early identification of misconceptions or children who are falling behind</p> <p>Children are given the tools to independently support their own learning.</p> <p>All staff (including Teaching Assistants) have a clear understanding of the needs of all pupils and can use and evaluate evidence-based teaching approaches and interventions (including those to support mental health and well-being) to engage and support learning</p>
<i>Pupils have a strong knowledge of number facts to aid reasoning and problem solving in all areas of the curriculum.</i>	<p>Non-negotiables of a lesson structure ensure Teaching for Mastery strategies are consistently applied to meet the needs of all learners in all lessons, further improving pupil outcomes for Pupil Premium children so that they are achieving at least as well as their national counterparts.</p> <p>The Number Fluency programme has been implemented and embedded.</p> <p>Parents understand how maths is taught at Ingham Primary School and are encouraged to support their children with home learning task.</p> <p>Gaps in learning have been identified and catch up programmes ensure that pupils do not have any gaps in subject knowledge from previous lost learning. Pre-learning and same day catch-up is also used to ensure pupils then keep up rather than catch up.</p>

<p><i>Pupils are supported to complete home learning tasks.</i></p>	<p>Parents know how to access support.</p> <p>Teachers have identified barriers and provide resources to support pupils at home.</p> <p>All pupil premium children are completing weekly homework, spellings and reading either at home, in school or during a club.</p>
<p><i>Pupils can use strategies to help them regulate their emotions and concentrate on their learning.</i></p>	<p>Pupils and parents feel supported to discuss concerns and engage in support.</p> <p>Parental and pupil aspirations increase and there is a developed awareness of how to create an appropriate safe environment and home where emotions are dealt with and managed appropriately.</p> <p>One member of staff will be fully trained in and implementing the ELSA programme.</p> <p>ELSA interventions are planned to support learning behaviours in all aspects of school and home life.</p> <p>All staff will begin to understand the ELSA programme and the support offered.</p> <p>There is a coherent approach to promoting independent use of skills and strategies for all our pupils.</p> <p>All adults in school support Pupil Premium pupils to develop social skills and how to manage their feelings during break time and lunchtime.</p> <p>Pupils use reading to explore and discuss emotions, experiences and social situations.</p>
<p><i>Every pupil will learn to read fluently.</i></p>	<p>All staff are fully trained and follow RWInc programme using the same terminology across the school.</p> <p>The teaching and resourcing of phonics is consistent throughout the school.</p> <p>Pupils demonstrate improved fluency through ensuring a consistent whole school approach to book banding as evidenced through monitoring and moderation supported by Insight tracking.</p> <p>Pupils who are falling behind are identified early and receive Fast Track Tutoring.</p> <p>Pupils in UKS2 who still require phonics teaching follow the Read Write Inc Freshstart programme.</p> <p>Data tracking shows that all pupils have passed the phonics screening check by the end of Year 2.</p> <p>All pupils continue to learn phonics until they have secured all sounds.</p> <p>Once off the Read Write Inc programme pupils continue to be encouraged to read fluently (with appropriate expression and at a pace of 90 words per minute) before moving on to more difficult texts.</p> <p>Evidence in books shows that pupils are using what they have read to improve their writing.</p> <p>Pupils use their reading skills to enhance their learning in all areas of the curriculum.</p>
<p><i>Pupils can express themselves and articulate their learning.</i></p>	<p>There is a consistent and proactive approach of teaching vocabulary throughout the whole school.</p> <p>All staff model and explicitly teach high quality talk and adult-pupil interactions.</p> <p>Pupils can articulate their ideas and opinions using full sentences.</p> <p>Pupils use spoken language and what they have read to improve their writing.</p> <p>A strong understanding of language helps pupils to understand what they have read.</p> <p>Training and implementation of the Nuffield Early Language Intervention Programme</p> <p>Pupils enjoy reading and choose to read or be read to.</p>

Memorable experiences are carefully planned to support, engage and develop awe and wonder around the theme.	<p>Pupils will be able to discuss a range of educational visitors and visits they have experienced and how these have helped them to develop their learning.</p> <p>Parents will be aware of how to access funding towards Educational trips or after-school clubs.</p> <p>Monitoring will show that pupils are taking advantage of after-school clubs provided.</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: £5973

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training on and implementation of the EEF Feedback report</i>	Evidence from EEF suggests gains of +8 months for effective Feedback	1, 2
<i>Training on and implementation of the EEF Metacognition report</i>	Evidence from EEF suggests gains of +7 months for support for Metacognition and Self-Regulation	1, 2
<i>Reading Comp (including vocabulary and fluency)</i>	Evidence from EEF suggests gains of +6 months for support for Reading Comprehension Strategies Also made use of Guidance Reports: Improving Literacy KS1 and KS2	4
<i>Maths Hub (fourth year)</i> Maths subs to TTRS/Numbots	Evidence from EEF suggests gains of +5 months for support for Mastery Learning Approaches	1
<i>Phonics Training and Support continuation and RWI resources</i> Cost of RWI materials Supply cost of consultancy days –	Evidence from EEF suggests gains of +5 months for support for Phonics Support	4
<i>Cost of improving teaching & learning, courses plus teacher supply costs total</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1, 2
<i>TA CPD</i> <i>In house</i>	The EEF guidance on the effective use of teaching assistants	1, 2

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

Budgeted cost: £ 23755

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA provision for targeted support, effective feedback, pre-teaching and same day catch-up.	Evidence from the EEF effective use of teaching assistants	2
<i>1:1 Tuition-Third Space Learning</i>	Evidence from EEF suggests gains of +5 months for support for 1:1 Tuition or +4 months for Small Group Tuition	2
<i>ELSA support across school</i>	Evidence from EEF suggests gains of +7 months for support for Metacognition and Self-Regulation Public Health England - Adverse Childhood Experiences (ACE's)	
<i>Developing speech and language (particularly in EYFS)</i>	Evidence from EEF suggests gains of +5 months for support for Early Years Interventions and for Oral Language Interventions	4
<i>TA CPD In house</i>	The EEF guidance on the effective use of teaching assistants	1, 2

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

Budgeted cost: £3504

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Computer Software Clicker</i> No ongoing costs – three year subscription already purchased.	Recommendation 7 from EEF Guidance Improving Literacy in KS1 and KS2 <i>Evidence from EEF suggests gains of +7 months for support for Metacognition and Self-Regulation</i>	
<i>Subsidy for Educational Visits</i>	Without this support many of our disadvantaged pupils would not have the same opportunities	9
<i>Milk</i>	This supports healthy nutrition and therefore healthy physical development	8
<i>Improving stock of books (including non-fiction, poetry and periodicals and reading environment around school)</i>	We are aware that many disadvantaged families do not have access to the same high-quality reading materials. Reading is at the heart of learning.	4 6
<i>Cultural Capital</i>	We are aware that often disadvantaged children do not have same opportunities to take	3 9

<p><i>Arranged whole school writing stimulus.</i></p> <p><i>Whole school curriculum link event</i></p> <p><i>Whole school author visit.</i></p>	<p>part in activities outside of school that build cultural capital e.g. attending theatre/cinema, music/dance lessons, visiting museums and other educational settings.</p>	
<p><i>Providing breakfast or afterschool provision.</i></p>	<p>Pupils need to be fit for learning by being fed. Pupils come to school hungry and this affects concentration.</p> <p>Magic breakfast “No Children too hungry to learn.”</p> <p>All pupils will have the opportunity to enjoy breakfast before the start of everyday.</p> <p>To allow PP pupils the opportunity to unwind, play, engage and learn social skills in a supported environment which is not often available to them</p>	<p>8</p>

Total budgeted cost: £33232

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 2022 to 2023 academic year.

Aim	Outcome
<ul style="list-style-type: none"> All pupil premium children make or exceed nationally expected progress. 	<p>Internal and external assessments during the 2022 – 2023 academic year show that progress of disadvantaged pupils is broadly in line with non-disadvantaged pupils.</p>
<ul style="list-style-type: none"> Pupil Premium children attain and achieve at least as well as their national counterparts. 	<p>Our internal and external assessments during the 2022 – 2023 academic year show that the attainment of disadvantaged pupils is broadly in line with non-disadvantaged pupils and that the impact of the Covid-19 pandemic is beginning to reduce for these pupils.</p> <p>The increased focus on phonics had a very positive effect on pupil outcomes in KS2 with less children needing Freshstart or Phonics tutoring. One pupil premium child who took part in Freshstart Phonics moved from working towards the expected standard at the start of Upper Key Stage Two to working above the expected standard at the end of Year 6.</p> <p>Pupils are engaged with their reading and applying what they have read to their writing whilst enhancing learning in other areas of the curriculum.</p> <p>Maths mastery is embedded across the school. Staff adapt teaching to ensure gaps and misconceptions are identified.</p>
<ul style="list-style-type: none"> All pupils see themselves as learners with the ability to improve their own outcomes 	<p>A culture of keep up and not catch up is becoming embedded within the school culture. Monitoring and evaluation shows that children are developing the resilience and the metacognition skills required to help them to improve their own outcomes. Pupils are taking greater pride in the work.</p>

Description of in school use	Impact
<p>Staffing to support intervention, in class support and 1:1 TA support</p>	<p>TAs have also been instrumental in supporting children with high quality phonics teaching as well as with targeted interventions in writing and Maths</p> <p>Evidence shows that improving CPD for TAs increases the impact, so future strategy takes account of this.</p>
<p>Ongoing training, external support and resources for Read, Write Inc Phonics and Spelling High quality phonics and spelling interventions for those pupils where gaps have been identified. Increased resourcing of phonics materials.</p>	<p>All staff are fully trained in the</p> <p>All necessary resources are available to all staff for phonics and spelling. Enabling parents/carers to support their children effectively at home with phonics and spelling</p>
<p>Increasing the amount that children read and the quality of the texts read alongside a systematic approach to the teaching of reading comprehension skills in order to help children to make accelerated progress in Reading and build capacity for improvements in writing outcomes (Reading as a writer).</p>	<p>Greater range of books for pupils to read</p> <p>Monitoring by the school's Reading Lead, shows significantly improved engagement with Reading for pleasure</p>

Support for parents of pupils in receipt of Pupil Premium to participate in educational visits and extra-curricular activities	No barriers for pupils in receipt of Pupil Premium taking part in educational visits or extra-curricular activities including residential visits.
Milk provided free of charge for PP children.	All PP children have the right nutrition to support their development and academic learning
Times Table Rock Stars and Numbots	Improved fluency.
Peer Review	School continues to seek improvements through professional dialogue. Staff have developed further leadership skills.
Subject leadership CPD and ECT development	Continued professional development to ensure quality first teaching .

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
Read Write Inc Phonics	Pearson
Times Tables Rock Stars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Oxford OWL	Oxford
Spelling Shed	Education Shed Ltd