



## Pupil premium strategy statement: Inkersall Primary Academy 2017/18

1. Summary information					
<b>School</b>	Inkersall Primary Academy				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£173360	<b>Date of most recent PP Review</b>	November 2017
<b>Total number of pupils</b>	Yr 1 – 6 = 338 FS1 – 6 = 409	<b>Number of pupils eligible for PP</b>	141	<b>Date for next internal review of this strategy</b>	May 2018

2. Current attainment (outcomes at the end of KS2 2017)		
	<i>Pupils eligible for PP (Inkersall)</i>	<i>Pupils not eligible for PP (National)</i>
<b>% working at the expected standard or above in reading, writing and maths</b>	29%	NYP 67% FFT Aspire
<b>% above the expected standard or above in reading, writing and maths</b>	6%	11% FFT Aspire
<b>% working at the expected standard or above in reading</b>	41%	77%
<b>% above the expected standard in reading</b>	6%	29%
<b>% working at the expected standard or above in writing</b>	59%	81%
<b>% above the expected standard in writing</b>	12%	21%
<b>% working at the expected standard or above in maths</b>	65%	80%
<b>% above the expected standard in maths</b>	6%	27%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	A significant proportion of children enter school with <b>social, emotional and developmental</b> needs which require support
B.	Legacy of weak phonics teaching in the predecessor school have affected end of KS2 <b>reading</b> outcomes and reading for pleasure for previous cohorts
C.	Pupils have a limited range of <b>language and vocabulary</b> , linked to limited life experiences and availability of quality texts
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Negative experiences of school and education for many families in the local community can be a barrier <b>to parental engagement</b> . <b>Low aspiration</b> and high rates of unemployment prevail in the area
E.	<b>Absence</b> for disadvantaged pupils has historically been above average

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are able to self-regulate emotions and develop effective learning habits	<ul style="list-style-type: none"> <li>Disadvantaged pupils (DPs) are on track in all year groups to reach or exceed age related expectations, in reading, writing and maths, so that their attainment is in line with non-disadvantaged pupils from the same starting points</li> <li>Attitudes to learning amongst DPs are positive</li> <li>Fewer behaviour incidents recorded for DPs on the school system and DPs are well represented in the rewards system</li> <li>Use of fixed term exclusion, especially repeats, is low amongst DPs and in line with other pupils in the school</li> <li>Attendance is good (see outcome E)</li> </ul>
B	Eliminate the attainment gap between PP and non PP pupils in <b>reading</b> across all year groups and in phonics at KS1	Attainment in <ul style="list-style-type: none"> <li>ELG in reading in F2 for DPs is at least in line with national non DPs</li> <li>Attainment of DPs in Y1 and Y2 phonics is at least in line with national DPs</li> <li>At KS1, attainment of DPs reaching the expected standard in reading is in line with national non DPs</li> <li>At KS2, reading at the expected standard and greater depth is in line with national non DP or moves significantly closer in 2017-18</li> </ul>
C	Pupils are confident users of language and mathematical concepts, using this to deepen their thinking. Widening experiences support the development	<ul style="list-style-type: none"> <li>DPs are increasingly confident in using mastery language, both independently and with peers, to progress and deepen their learning</li> <li>DPs are keen and able readers who have a love of reading and can articulate their learning</li> <li>DPs are inquisitive learners and developing deeper mathematical skills</li> </ul>

	of control and content in writing and of inference in reading	<ul style="list-style-type: none"> <li>• Attainment for DPs at the end of KS2 in RWM combined and for individual subjects, for expected standard and greater depth, is significantly closer to non DPs nationally</li> <li>• DPs in every year group are making accelerated progress from starting points across the curriculum to narrow attainment gaps</li> <li>• All DP children will own a number of quality texts each year (from Year 1 to 6) as part of the EPIC Curriculum</li> <li>• All DPs participate in at least one enrichment visit in every term</li> </ul>
D	Parents are active partners in their children's learning and are keen to take every opportunity to engage in the opportunities the school provides	<ul style="list-style-type: none"> <li>• Attendance of parents of disadvantaged pupils at parent evenings and other events eg curriculum workshops is high</li> <li>• Targets for increased participation in the parental engagement programme (Positive Parenting) are met</li> <li>• Parents of children supported in the Nurture Provision meet regularly with the Nurture Team and develop a strong partnership approach to promoting their child's progress and engagement</li> <li>• The attendance of DPs at intervention opportunities before and after school is high</li> </ul>
E	Increased attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> <li>• The attendance of DPs is in line with all pupils nationally and improving over time</li> <li>• Persistent absence rates for DPs are no higher than national averages</li> </ul>

5. Planned expenditure		Academic Year 2017-18			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Eliminate the attainment gap between PP and non PP pupils in <b>reading</b> across all year groups and in phonics at KS1	Design and implementation of the bespoke and unique EPIC Curriculum, whereby all children are bought one book per half term. The book is the driver for teaching and learning for the half term. This will promote a love of learning through purpose, increased opportunities for reading, and a better understanding of vocabulary and knowledge through having real life, out of school experiences. The lessons will be collaborative and ensure sharing	Our children need an increased exposure to quality texts in order to increase their understanding of the world around them and develop their vocabulary. Teaching will be focussed around the book, offering a broad and balanced curriculum, steeped in real purpose.  <b><i>The EEF literacy guidance reports states:</i></b>	<ul style="list-style-type: none"> <li>✓ SLT team meetings to be frequent</li> <li>✓ Daily learning drop-ins with quality feedback</li> <li>✓ Teacher effectiveness triangulation is half termly</li> <li>✓ Ensure explicit links are made in the SPD, SDP in action, and half termly RIPs.</li> <li>✓ Impact statements and case studies.</li> <li>✓ Invite colleagues from The Trust into school to</li> </ul>	Phase leaders  SLT  PP Champion	Half termly review as part of SLT  RAG 1,2,3,4 judgements to be reviewed bi-weekly, and half termly.

	<p>of thoughts and ideas is at the heart of the strategy.</p> <ul style="list-style-type: none"> <li>✓ RWI phonic resources <b>£1500</b></li> <li>✓ Purchase of quality texts <b>£1600</b></li> <li>✓ LM supporting in Y6 delivering booster sessions in Y6. CPG revision guides to support <b>£100</b></li> <li>✓ FD and KK supporting in Y2 for 2 afternoons a week, delivering extra booster sessions. CPG revision guides to support <b>£100</b></li> <li>✓ Modelling of comprehension strategies and repeated reading</li> <li>✓ Rising Starts Comprehension scheme for Year 5 and 6 <b>£390</b></li> <li>✓ Effective guided reading sessions with quality text</li> </ul>	<p><b><i>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. The use of comprehension strategies should also be modelled.</i></b></p> <p><b><i>Collaborative learning approaches bring gains of approx. 5 months. The evidence suggests approaches which promote talk and interaction between learners tend to result in the best gains</i></b></p>	<p>externally review and feedback</p>		
<p>Pupils are confident users of language and mathematical concepts, using this to deepen their thinking.</p>	<p>Introduction of consistent Mastery approach and Mastery language (FS to Year 6)  CPD on the mastery approach to the teaching of maths, specifically linked to the Maths Hub  Create Maths Subject Teams to increase capacity and strategy  Developing the planning, teaching and learning of Maths so it is bespoke to the needs of our children and assessments allow teachers to be aware of misconceptions and next steps.</p> <ul style="list-style-type: none"> <li>✓ Purchase Maths No Problem</li> </ul>	<p>Children need a clear and consistent approach in order to be secure Mathematicians who are able to reason, make conjectures, and solve problems. Creating consistent approaches to the language used for Mastery will support their understanding and develop Maths talk.</p> <p>Establishing Maths subject teams will ensure the subject is driven strategically, and with pace, with frequent monitoring and feedback which will enable gaps to be identified and dealt with.</p>	<ul style="list-style-type: none"> <li>✓ Daily learning drop-ins with quality feedback</li> <li>✓ Teacher effectiveness triangulation is half termly</li> <li>✓ Ensure explicit links are made in the SPD, SDP in action, and half termly RIPs.</li> <li>✓ Impact statements</li> <li>✓ Case Studies</li> <li>✓ Support and review from Maths SLE</li> </ul>	<p>SLT And Phase leaders</p> <p>PP champion</p>	<p>Half termly review of Maths subject action plan</p> <p>RAG 1,2,3,4 judgements to be reviewed bi-weekly, and half termly.</p>

	<p><b>£9050</b></p> <ul style="list-style-type: none"> <li>✓ CPD opportunities to engage with Maths Hub and other Trust Schools <b>£ 2000</b></li> <li>✓ Purchase of additional manipulatives <b>£3000</b></li> </ul>	<p><i><b>The EEF toolkit evidences a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches</b></i></p>			
<p>Parents are active partners in their children's learning and are keen to take every opportunity to engage in the opportunities the school provides</p>	<p>Increase in the</p> <ul style="list-style-type: none"> <li>✓ Positive parenting programme implemented <b>£1500</b></li> <li>✓ Use of Class Dojo</li> <li>✓ Reading assemblies</li> <li>✓ Invitation to weekly learning assemblies</li> <li>✓ Curriculum enrichment days</li> <li>✓ Improved weekly newsletters</li> </ul>	<p><i><b>The Teaching &amp; Learning toolkit suggest that parental involvement is consistently associated with pupils' success at school therefore getting parents involved and helping them to understand PP funding will help them support their child.</b></i></p>	<ul style="list-style-type: none"> <li>✓ Parent feedback and responding to suggestions</li> <li>✓ Led by Parent Liaison lead</li> <li>✓ Monitoring of attendance of parents to events.</li> <li>✓ Networking with other Trust parent leads to establish best practice and ideas</li> </ul>	<p>Inclusion lead TAC team PP champion</p>	<p>Half termly</p>
<b>Total budgeted cost</b>					<b>£17,740</b>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Children are able to self-regulate emotions and develop effective learning habits</p> <p>Pupils engaged in nurture make good progress from their start points</p>	<p>Nurture Team</p> <p>Nurture and wellbeing approaches: Staff to embed a nurturing culture throughout school by focussing on the emotional needs of pupils as well as supporting academic integration. <b>£68,604</b></p>	<p>The Smarties provision is utilised throughout the day to support pupils to access the curriculum as well as provide emotional, behavioural and nurture support</p>	<ul style="list-style-type: none"> <li>✓ Timetabled sessions weekly that is needs driven.</li> <li>✓ Parental engagement to support the process.</li> <li>✓ Additional CPD to support different strategies applied.</li> <li>✓ Monitoring systems via data scrutiny and a reduction in incidents, low level and challenging</li> <li>✓ Provision mapping.</li> <li>✓ Review of policies linked to this plan.</li> </ul>	<p>SENDcO</p> <p>PP Champion</p> <p>NEST Staff</p>	<p>Reviewed at weekly TAC and phase team meetings.</p>
<p>To accelerate children at risk of not reaching ARE in Reading and Maths in all year groups.</p>	<p>Small group provision or individual support for children with identified gaps. This is daily and is a rapid response to ensure that learning is immediate. <b>£38,741</b></p>	<p>Some of our children need targeted support to catch up. Pre/Post teachers will be used to support children one to one or in small groups which <b>EEF toolkit suggest tuition can be effective, on average accelerating learning by approximately five additional months' progress.</b></p>	<ul style="list-style-type: none"> <li>✓ Daily learning drop-ins with quality feedback</li> <li>✓ Teacher effectiveness triangulation is half termly</li> <li>✓ Pupil Voice</li> <li>✓ Ensure explicit links are made in the SPD, SDP in action, and half termly RIPs.</li> <li>✓ Robust monitoring</li> <li>✓ Impact statements</li> </ul>	<p>SLT</p>	<p>Half termly reviews</p>
<p><b>Early Years</b></p> <p>To provide a rich and stimulating environment in which children can enjoy experimenting with and learning language through a targeted program.</p>	<ul style="list-style-type: none"> <li>✓ RWI phonics</li> <li>✓ Stimulating environment</li> <li>✓ ECAT <b>£1969</b></li> <li>✓ Educational visits and visitors to enrich language.</li> <li>✓ Encouraging parental engagement</li> </ul>	<p>We want to invest in longer term change, which will help all pupils. Many different evidence sources, eg, EEF Early Years Toolkit suggest oral interventions which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary.</p> <p>Communication and language approaches +6 months impact Early</p>	<ul style="list-style-type: none"> <li>✓ Trust Network meetings</li> <li>✓ Weekly drop in and monitoring by the EYFS lead</li> </ul>	<p><b>Phase Leader</b></p> <p><b>EYFS team</b></p>	

	with targeted families eg Tapestry, shows and workshops. 4D room to provide enrichment opportunities and experiences.	literacy approaches +4 months impact parental engagement +5 months impact.			
<b>Total budgeted cost</b>					<b>£109,314</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased attendance rates for pupils eligible for PP	<ul style="list-style-type: none"> <li>✓ Fund an Attendance Officer to ensure home visits are made quickly, and support is provided regarding getting children into school daily. <b>£38,821</b></li> </ul>	<p>Pupils who miss school often miss vital learning opportunities and fall behind quickly when compared to pupils who attend every day.</p> <p>This role plays a vital part in our strategy to ensure all pupils have access to learning at our school and make the progress they are capable of.</p>	<ul style="list-style-type: none"> <li>✓ Weekly TAC meetings to ensure attendance is on track and to intervene quickly, where attendance of pupils is unsatisfactory.</li> <li>✓ Refine systems for attendance and ensure that all staff have accountability for ensuring the attendance of children is high</li> </ul>	Attendance Team	<p>Weekly attendance analysis.</p> <p>Termly review at strategic committee meetings.</p> <p>Reporting via the HT report to governors.</p>
Raise aspirations and real life experiences that enable children to have greater knowledge and understanding about the texts they read.	<ul style="list-style-type: none"> <li>✓ Half termly trips that link with their class text <b>£6345</b></li> <li>✓ Visitors from the local community, and further</li> </ul>	<p>All vulnerable pupils have access to a range of cultural opportunities each school year in school and offsite.</p> <p>Whilst impact can be hard to measure, these opportunities can impact</p>	<ul style="list-style-type: none"> <li>✓ Part of our EPIC curriculum</li> <li>✓ Monitoring of various surveys E.G Pupil Voice, Go Givers</li> </ul>		

	✓ Enrichment extracurricular provision	positively on pupil wellbeing and reduce incidents of poor behaviour/improve self-esteem and concentration levels.			
Fund the release time of the PP lead to monitor impact of spend and to network with other PP leads	<ul style="list-style-type: none"> <li>✓ CPD around EEF Toolkit</li> <li>✓ Monitoring time to talk to pupils and work with Phase Leads <b>£5517</b></li> </ul>	Leadership of the PP pupils is critical to disseminate the information and to ensure that the approach is right for Inkersall pupils.	<ul style="list-style-type: none"> <li>✓ As a new PP lead, there will be mentoring from an SLE and the Trust Schools with effective practice.</li> </ul>	PP champion Head of School PP Mentor	Half Termly
<b>Total budgeted cost</b>					<b>£50, 683</b>
<b>Total budgeted cost for success in all areas of the strategy</b>					<b>£177,737</b>