

Pupil Premium Strategy Statement 2020 – 2023: Inkersall Primary Academy

1. Summary Information						
School	Inkersall Primary Academy	Strategic Plan 2020 - 2023	Publication Date 12.10.2020	Review Date 23.10.2021		
Academic Year	2020 - 2021	Total PP Budget for 2020 - 2021	£182,540	Total EY PP Budget for 2020	£1,260	
Principal: Sarah Allison Pupil Premium Lead: Jo Mercer PP Governor Lead: Lisa Weatherall		Total number of pupils 363	Y1-6: 299	Number of pupils eligible for PP	Y1-6: 117 (Sept 20)	41.7% of roll
			FS2-Y6: 331	127 FSM 5 Post LAC	FS2-Y6: 127 (Sept 20)	38.4% of roll
			FS1: 32		FS1:	10% of roll

2. Attainment for the Last Academic Year – Up to Lockdown						
2019-20	EYFS (12)		KS1 (16)		KS2 (26)	
	PP	National -Non PP	PP	National -Non PP	PP	National -Non PP
% working at the expected standard or above in reading, writing and maths / GLD	67%	67%	44%	72%	50%	65%
% working at the expected standard or above in reading / ELG	75%	77%	50%	75.4%	61.5%	73.1%
% meeting the standard in the Year 1 Phonic Check (15)			73.3%	82%		
% meeting the standard in the Phonic Check by the end of Year 2 (Cumulative) (16)			75%	92%		
% working at the expected standard or above in writing / ELG	67%	73.7%	43.8%	69.9%	53.8%	78%
% working at the expected standard or above in maths / ELG	71%	79.6%	50%	76%	57.7%	78.6%
Other Indicators						
	Overall IPA Attendance	National All Attendance	IPA PP Attendance	National PP Attendance	IPA PP Persistent Absence (PA)	National PP PA
Attendance	96.3%	95.8%	94.6%	94.3%	9.1%	16.5%

3. Strategy Aims for Disadvantaged Pupils				Target Date: September 2023
Other Indicators				
	IPA Attendance		IPA PP Attendance	
Attendance	97.5%		97%	7%
Other Indicators Specific to School (e.g. exclusion rates for PP)				
Reduction in PP/SEND exclusions Reduction in identified pupils with Speech and Language needs				

4. Spending Priorities and Rationale for the Current Academic Year	
Teaching Priorities - 'Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'. EEF Pupil Premium Guidance	
Barriers to Learning	Poor language skills, pupils have a limited range of vocabulary, life experiences and access to quality texts. Speech and language development is a barrier to a proportion of children across the school. Low cultural capital in a high proportion of disadvantaged pupils due to limited life experiences.

	A number of pupils with social, emotional and developmental needs require support to access their learning. Staff to use DEAR time, class readers and library time to develop a 'love of reading' in children. Fluency of number facts to apply to problem solving and reasoning in Maths. Low pupil aspirations and pride in their work, including presentation.
Priority	Activity to be Funded from the PP Budget
Priority 1	Ensure all staff receive high quality CPD based on the school priorities and time to implement new ideas and support to be given where necessary.
Priority 2	To implement a new book-based GROW curriculum, ensuring it is progressive and supports the development of language and reading skills in all pupils.
Priority 3	Ensure staff plan different weekly opportunities across the curriculum to read in different formats from whole class reading, group reading to individual reading.
Priority 4	To implement a new handwriting scheme across the school (Whole staff training September 20 and follow up demonstration lessons and staff meeting.).
Priority 5	To provide increased life experiences for disadvantaged pupils, including residential trips throughout the year.
Priority 6	Children to develop their mathematical fluency for number and operations, so that reasoning skills are improved. Purchase of the Power Maths scheme to embed across the school.
Projected Spending for Current Academic Year	
£34,168	
Targeted Academic Support – 'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy'. EEF Pupil Premium Guidance	
Barriers to Learning	<ul style="list-style-type: none"> • A significant number of pupils enter school with social, emotional and developmental needs which require support. • Poor language skills, limited vocabulary and availability and access to quality texts. • Encouraging wider reading, fluency of reading is an issue as well as stamina and speed which results in a loss of overall understanding of texts. • Fluency of number facts to assist alongside application to problem solving and reasoning in Maths.
Priority	Activity to be Funded from the PP Budget
Priority 1	Purchase of 'high quality' texts and appropriately challenging books, to develop 'a love of reading' in PP children through developing higher level vocabulary enrichment in Literacy
Priority 2	Increase the proportion of highly prior attaining pupils entitled to Pupil Premium funding reaching Greater Depth in reading, writing and maths by the end of KS2.
Priority 3	Speech and Language programmes each morning for identified children with Speech and Language lead.
Priority 4	Buy and embed use of Reading Plus to increase reading fluency and stamina, as well as developing a reading for pleasure attitude in pupils.
Priority 5	Provide targeted support and interventions for disadvantaged pupils falling behind age related expectations.
Priority 6	With support from our inclusion team, children are able to self-regulate emotions, build relationships with their peers and adults and settle to learn well through trusting relationships with adults.
Priority 7	To implement the 'Commando Joe' programme in school to raise pupil aspiration, resilience and self-regulation of emotions. Weekly sessions as well as in school programme.
Projected Spending for Current Academic Year	
£87,699	
Wider Strategies – 'Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category'. EEF Pupil Premium Guidance	
Barriers to Learning	<ul style="list-style-type: none"> • Engaging disadvantaged families to enhance teaching and learning opportunities for pupils • Social care and family issues • Poor mental health • Improving attendance and readiness to learn for the most disadvantaged pupils
Priority	Activity to be Funded from the PP Budget
Priority 1	Magic Breakfast set up to provide food and childcare at a subsidised cost (7.30am start)
Priority 2	Inkersall After School club to start in Autumn 2. Daily provision until 5.30pm
Priority 3	FareShare charity signed up to in order to provide food parcels for our most vulnerable pupils and their families.
Priority 4	To use Catharsis Creative Arts Therapy programme to support pupils to develop their social, emotional and developmental needs.
Priority 3	Education welfare officer to gain the 'Place to be' counselling qualification to enable her to support children to self-regulate emotions and build relationships with their peers and adults.

Priority 4	Maximise the role of Full-time Education welfare officer to support families with attendance and acute needs
Priority 5	Attendance awards throughout the year (individual and class) as well as end of year award for pupils achieving 97%+ attendance.
Projected Spending for Current Academic Year	
£60,693	

5. Monitoring and Implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	<ul style="list-style-type: none"> • Use of INSET days • Planning days for year groups to develop quality sequenced schemes of work for the term. • additional cover being provided by senior leaders • Academy Angels to support during PPA and planning days • NQT professional development time.
Targeted support	Ensuring enough time for school leads to implement strategies	<ul style="list-style-type: none"> • Flexibility in leadership time to allow leads time to implement strategies. • Liaison with other Trust leads to support implementation. • Support from Academy Angels during leadership time. • Maths lead to work with Maths Hub to development teaching of Maths
Wider strategies	Engaging the families facing most challenges	<ul style="list-style-type: none"> • Regular opportunities for parents/carers to attend school to share academic as well as non-academic learning (due to the current COVID situation this may be done through zoom or phone calls). • Parental surveys and questionnaires to gain feedback from parents about how school can support them. • Targeted programmes for most disadvantaged/vulnerable pupils. • Weekly GROW assemblies. • Positive behaviour strategies e.g. positive individual messages sent home on Dojo.

6. Review of Last Year's Aims and Outcomes ¹	
Aim	Outcome (What happened? Do you still need to do more work? Or are there new priorities?)
PP pupils leave EYFS with a secure base for Y1.	<p>Due to the school closure the data was predicted:</p> <ul style="list-style-type: none"> • 65% of PP pupils achieved GLD. • Priorities for this year are continued development of skills of listening and attention, understanding, speaking and managing feelings and behaviour as pupils don't come into the setting with the age appropriate skills.
Develop higher level vocabulary enrichment in Literacy, through developing 'a love of reading' in PP children.	As a school it was felt that a whole school drive on reading across the curriculum and developing a 'love of reading' was needed. During 2019 the Academy Angels led whole school CPD on reading strategies using the VIPERs model. This was successfully used by all staff up to lockdown with a particular focus on the development of pupil retrieval skills. For 2020/21 the newly created curriculum will be a reading based one, teachers will use different reading strategies from whole class reading, to group and individual to widen pupils curriculum knowledge and understanding. A significant proportion of disadvantaged pupils have limited life experiences and a limited level of vocabulary, to address this the school has purchased a range of 'high quality' texts to expose pupils to a wider range of genres and money has been included in the strategy this year to continue the purchase of these books.
Children to develop their mathematical fluency for number and operations, so that reasoning skills are improved.	A new maths scheme (Power Maths) was purchased in September 2019, staff received initial training on the scheme the Maths lead also worked with the Trust Maths hub to develop the teaching of Maths. Monitoring of Maths through observations showed an improvement in the teaching of Maths. Pupil fluency of number facts has continued to be identified as an issue and in turn this effects pupil application in problem solving and reasoning. Whole school focus on developing pupil fluency for 2020/21 with weekly lessons in KS2 on TT Rockstars to develop times table knowledge and daily arithmetic work to continue to build up pupil fluency.
Increase the proportion of high attaining pupils entitled to Pupil Premium funding reaching Greater Depth in Reading, Writing and Maths	Daily small group sessions in reading, writing and maths for HAP's with highly effective teachers were used from Autumn 2 and pupils were streamed into ability groups in Maths to extend learners. Pre/Post teachers were used to support progress too. Academy Angel to work with MPA to accelerate progress. Baselines for 2020/21 cohort have been carried out to assess the starting points due to school closure from March. Children targeted for support. Fortnightly progress (RAG) meetings will track the progress of all children and necessary interventions will be implemented to support the progress of all pupils.
Children are able to self-regulate emotions and build relationships with their peers and adults	Nurture provision supported our vulnerable pupils in alternative provisions. Sept 19 new nurture provision with pupils referred to the provision on an 'as and when' basis. All PP pupils participated fully in educational visits. Weekly TAC meetings discussed pupils identified by class teachers, who would benefit from nurture support. Provisions used were: Emotional literacy, Lego therapy, outdoor education, art and music therapy. The referral system proved successful at the start of the year and children benefited from nurture work which supported their needs. One negative was due to cover needs some nurture

	sessions were postponed on occasions this had a negative effect on the pupils. For the 2020/21 academic year school to look at external nurture providers to support the social, emotional and developmental needs of pupils.
Other Indicators	Small improvement in attendance since last year. Attendance lead to review the reward systems and strategies to engage hard to reach families.

Annual Overview 2020-21

Teaching <i>(e.g. Professional Development; Recruitment and Retention; Support for Early Career Teachers)</i>	Total Spend: £34,168	 <p style="text-align: center;">Our Tiered Approach</p>	Targeted Academic Support <i>(e.g. Structured interventions; Small group Tuition; One-to-One Support)</i>	Total Spend: £87,699
<ul style="list-style-type: none"> • Learning Mentor • Whole School Attachment training • 1 day a week PP Champion • Power Maths resources • Reading Plus Programme • 'High quality' reading books 	Spend <ul style="list-style-type: none"> £15,000 £1,500 £15,368 £1000 £500 £800 		<ul style="list-style-type: none"> • Interventions – TA & Teachers • Inclusion Manager • Commando Joe – Character Recovery Programme (1 day a week and in school scheme) • Speech and Language Intervention (including training) 	Spend <ul style="list-style-type: none"> £31,000 £35,054 £13,000 £9,645
			Wider Strategies <i>(e.g. Behaviour Approaches; Breakfast Club; After school enrichment which are broad, balanced, and experiential; Increasing Attendance)</i>	Total Spend: £60,693
			<ul style="list-style-type: none"> • Breakfast Club (staffing and resources) • Attendance/Education welfare officer • Catharsis Creative Arts Therapy • Uniform vouchers for eligible PP children • Subsidising trips 	Spend <ul style="list-style-type: none"> £2000 £40,693 £9,000 £4,000 £5,000
Total Spend				£182,560

Please refer to the DfE PP Guidance

and the EEF's Pupil Premium Guide and Family of Schools' Database for Target Setting

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>
<https://www.gov.uk/guidance/pupil-premium-strategy-statements>

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>
<https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/>