

Pupil premium strategy statement



Inkpen Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	31 st December 2022
Date on which it was reviewed	15 th December 2023
Date on which it will be next reviewed	15 th December 2024
Statement authorised by	Frances Buck (Headteacher) Emma Wordsworth (Chair of Governors)
Pupil premium lead	Frances Buck (Headteacher)
Governor / Trustee lead	Emma Wordsworth (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,485
Recovery premium funding allocation this academic year	£1000
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£19, 485

Part A: Pupil premium strategy plan

Statement of intent

At Inkpen, our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. We recognise the strengths of each individual and encourage all children to achieve their full potential. We make every effort to ensure that all of our pupils feel happy, safe and valued at Inkpen.

The focus of our Pupil Premium Strategy therefore, is to support disadvantaged children to achieve that goal, including those who are already high attainers of meeting age related expectations. We consider the needs of each individual disadvantaged child, both academically and socially, so targeted support and wider opportunities can be offered to enhance their life experiences. Our aim is for every pupil to make good progress and to leave Inkpen Primary School with self-confidence, self-belief and the tools they need in order to achieve later in life.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged children require most support, including evidence-based interventions. This is proven to have the greatest impact on closing the attainment gap and at the same time, will also benefit non-disadvantaged children in our school. Early intervention enables us to identify the needs of each child at the beginning of their school life.

Our approach will be responsive to individual needs and circumstances and will be based on ongoing assessment rather than assumptions about the impact of disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Reception Baseline assessments indicate that our disadvantaged pupils have lower starting points across all areas of learning, in particular their vocabulary acquisition, speaking and listening and communication and interaction <i>Although this challenge is not relevant for our current cohort, this still remains an area of focus for future arrivals and future cohorts.</i>
2	Our EYFS data shows that disadvantaged pupils are not on track to achieve expected standards in the phonics screening check at the end of Year 1 <i>Although this challenge is not relevant for our current cohort, this still remains an area of focus for future arrivals and future cohorts as well as ensuring that disadvantaged pupils meet ARE at the end of KS1.</i>
3	Data shows that PP children do not always maintain good levels of progress in reading, writing and maths by the end of each academic year

4	Current attendance data shows that attendance for our disadvantaged pupils is under 90%
5	Progress data shows that some disadvantaged pupils are not on track to achieve ARE at the end of KS2

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
<p>Disadvantaged children will achieve the Comprehension ELG at the end of EYFS</p> <p><i>Although this challenge is not relevant for our current cohort, this still remains an area of focus for future arrivals and future cohorts.</i></p>	<p>Children will demonstrate an understanding of what has been read to them</p> <p>Children can retell stories using new vocabulary</p> <p>Children can anticipate (where appropriate) key events in stories</p> <p>Children can use recently taught vocabulary within their play</p> <p>Additional support will be put in place to allow child to make expected progress with language acquisition, vocabulary and understanding</p>
<p>Disadvantaged pupils will achieve the Early Learning Goals for all of the Prime areas</p> <p><i>Although this challenge is not relevant for our current cohort, this still remains an area of focus for future arrivals and future cohorts.</i></p>	<p>Additional support will be in place to allow children to make expected progress within these areas of learning</p> <p>Children will achieve the following three ELGs:</p> <ul style="list-style-type: none"> • Communication and Language • Personal, Social and Emotional Development • Physical Development
<p>Pupils will meet the expected outcome for the Phonic Screening check in June</p> <p><i>Although this challenge is not relevant for our current cohort, this still remains an area of focus for future arrivals and future cohorts as well as ensuring that disadvantaged pupils meet ARE at the end of KS1.</i></p>	<p>Children will demonstrate a good understanding of taught GPCs</p> <p>Children will be able to blend confidently and accurately to read a range of real and nonsense words</p> <p>Additional phonic support will be in place to allow children to make expected progress throughout Year 1</p> <p>Regular phonic assessments will show expected progress towards phonic screening check</p>
<p>Pupils will meet ARE for reading at the end of Year 1</p> <p><i>Although this challenge is not relevant for our current cohort, this still remains an area of focus for future arrivals and future cohorts as well as ensuring that</i></p>	<p>Children will be able to read words containing taught GPCs, CEWs, and words containing common suffixes.</p> <p>Children will demonstrate an appropriate understanding of what has been read</p> <p>Children will participate in discussion about what has been read</p>

<i>disadvantaged pupils meet ARE at the end of KS1.</i>	
Disadvantaged pupils will make appropriate progress by the end of each academic year in Reading, Writing and Maths	Tracking will show that children make progress from their starting points at the beginning of the year Teacher assessment will identify areas to target and progress will be evident from this Interventions will be in place to support children in targeted areas throughout the academic year and will be adapted according to termly assessments
Children demonstrate higher levels of confidence and resilience towards their learning in reading, writing and maths	Children will play an active role in their learning and will be able to reflect on the progress they have made Children will engage in target setting and will know what they need to do next in order to make progress Targeted support will be offered inside and outside of lesson time as part of regular day to day practice
Attendance for our disadvantaged children will be in line with their non-disadvantaged peers	Attendance will be >90% for all of our disadvantaged learners
Disadvantaged pupils will make accelerated progress to ensure they meet ARE at the end of KS2	Year 6 SATs results will show that disadvantaged pupils have achieved ARE at the end of KS2 Assessments throughout the year will measure progress and ensure children are on track to meet ARE Assessments will show that disadvantaged pupils have achieved broadly in line with their non-disadvantaged peers

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: £ 1,557

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA membership and resources	According to the EEF, <i>“Existing evidence suggests that Social and Emotional Learning strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow Social and Emotional Learning interventions make around three additional months’ progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches</i>	1 – 3

	<i>can benefit disadvantaged children more than their peers.”</i>	
INSET days and staff meetings with a focus on quality first teaching and subject leadership	According to the EEF, <i>“Evidence indicates that quality first teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.”</i>	1 - 3 5
TA training on supporting maths and writing in the classroom	<i>The EEF states “Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role”</i>	1-3 5
Support visits from the School Improvement Team with a focus on the School Development Plan	The EEF states that <i>“Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment.”</i>	1-3 5

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

Budgeted cost: £ 11,141.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDco will support teachers in meeting the needs of children with specific learning difficulties and will support the deployment of teaching assistants (3 hours a week)	The EEF guidance report on SEN in mainstream schools includes 5 evidence based recommendations to support pupils with SEND https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1672835783	1, 2, 3 & 5
SPRINT intervention delivered on a 1:1 basis (2 hours a week)	West Berkshire Council state that <i>“Last year’s data showed pupils on average that children made 11 months progress in reading and 9 months progress in spelling in 16 weeks.”</i>	2 & 3
Additional 1:1 phonics sessions based on Monster phonics (1 hour 40 minutes a week)	The EEF state that <i>“Intensive individual support can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.”</i>	3
Daily reading for disadvantaged pupils (6 hours 40 minutes a week)	The EEF states that <i>“Reading comprehension strategies are high impact with an average of + 6 months progress. Alongside phonics (see above) it is a crucial component of early reading instruction.”</i>	1, 2, 3 & 5
Doodle maths to be delivered to our	According to a study by the University of Bath <i>“Using DoodleMaths for just 20 minutes a week is</i>	1, 3 & 5

disadvantaged children (5 hours a week)	<i>scientifically proven to prevent learning loss. Children who used it over the summer scored an average of 9.4% higher in maths tests upon their return to school than those who didn't.</i>	
Times table rock stars intervention (30 minutes a week)	According to "Maths Circle", <i>TTRS boosts maths confidence and increases fluency and recall in multiplication and division, delivering better maths outcomes.</i>	3 & 5

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

Budgeted cost: £ 6,509.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions (6.5 hours a week)	According to the EEF, <i>"Existing evidence suggests that Social and Emotional Learning strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow Social and Emotional Learning interventions make around three additional months' progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers."</i>	1-3
Access to extra-curricular enrichment opportunities	Although there has been limited research in this area and the impact of these activities is unclear (according to the EEF), we feel that it is essential that our disadvantaged children have access to the same wide range of opportunities as our other children.	1 - 4
Monthly attendance meetings with the Headteacher and Pupil Premium governor and regular communication with parents	The EEF states that <i>"Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance."</i>	4
Senior Mental Health Lead to develop a whole school approach to Mental Health	According to the EEF, <i>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. This finding, however, has very low security, so we</i>	4 & 5

	will monitor the efficacy of SEL approaches in our setting.	
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Total budgeted cost: £ 19,208.32

Part B: Review of the previous academic year (2022-23)

Outcomes for disadvantaged pupils

- **Disadvantaged children will achieve the Comprehension ELG at the end of EYFS**
- **Disadvantaged pupils will achieve the Early Learning Goals for all of the Prime areas**

Disadvantaged pupils made good progress towards meeting the ELGs however were not at our school at the end of EYFS assessment point.

- **Pupils will meet the expected outcome for the Phonic Screening check in June**
- **Pupils will meet ARE for reading at the end of Year 1**

Our assessments and observations indicated that 100% of PP children met the expected standard in the Phonics screening check in June and achieved ARE at the end of Year 1. This is a direct result of additional interventions such as SPRINT, daily reading and additional Monster Phonics sessions.

- **Disadvantaged pupils will make appropriate progress by the end of each academic year in Reading, Writing and Maths**

All disadvantaged pupils made appropriate progress in all areas with some children making accelerated progress. This is a result of the additional interventions made available to them. These children's progress continues to be monitored throughout this academic year and additional support/interventions put in place as appropriate.

- **Children demonstrate higher levels of confidence and resilience towards their learning in reading, writing and maths**

Through regular intervention sessions, including daily reading, ELSA, SPRINT and Doodle Maths, the confidence and resilience of our PP children has improved significantly. This can be seen in their day to day learning as well as within 1:1 targeted sessions. The recent introduction of Times Table Rock Stars has contributed further to this, allowing children to develop confidence and enjoyment when learning and practising their times tables.

- **Attendance for our disadvantaged children will be in line with their non-disadvantaged peers**

A proportion of our disadvantaged pupils have a reduced timetable as a result of their additional needs. This impacts on the overall attendance figures of our disadvantaged children which otherwise is broadly in line with that of our non-disadvantaged pupils. Additional support has been put in place, in terms of ELSA and other educational interventions, to improve their attendance. This will be monitored closely.

Externally provided programmes

Programme	Provider
Doodle Maths	Doodle Learning
“Friends” group intervention	Mental Health Support Team
Times Table Rock Stars	Maths Circle