

Pupil premium strategy statement – Ide Hill Primary School Academic Year 2022/2023

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	150
Proportion (%) of pupil premium eligible pupils	5.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	October 22
Date on which it will be reviewed	July 23
Statement authorised by	Louisa Hillman
Pupil premium lead	Louisa Hillman
Governor / Trustee lead	Tammy Coles/Sue Caskey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,310
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£14,310

Part A: Pupil premium strategy plan

Statement of intent

We aim to develop a love of learning, placing equal importance upon academic, moral, social, physical and spiritual development and wellbeing. We aim to ensure that any opportunities missed through Covid-19 are thoroughly rectified. We ensure our children build resilience and flourish. Through strong links with our families, the Church and the wider community we aspire to deliver an education which will prepare the children for the opportunities, experiences, responsibilities and challenges of adult life.

To this end, we aim to support the academic learning of our pupils in receipt of the Pupil Premium Grant but we also provide them with opportunities they may not always have access to. We fund visits to places of interest to give our children a range of experiences. We also fund extra-curricular activities such as school clubs and the purchase of essential items to ensure equal access to the curriculum. We also use the PPG grant to try to ensure that our children make at least good progress from their starting points and diminish the difference between them and their non-pupil premium peers.

Challenges

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

Challenge number	Detail of challenge
1	Impact of C-19/home learning/isolating throughout pandemic
2	Access to curriculum in line with non PPG children
3	Broken family structures – family stress and low resilience
4	Low prior attainment in other settings
5	Physical challenges
6	Low self esteem
7	Access to morning and after school child care
8	Socio-economic disadvantage i.e. low income leading to lower opportunities
9	Access to activities outside of school hours i.e. paid for school clubs
10	Low attendance compared to non PP
11	Affordability of school uniforms

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
Access to quality first teaching for all children	All children make at least good progress.
Children in receipt of pupil premium make at least good progress	Good pupil progress for children in receipt of PPG.
For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check	100% of disadvantaged pupils who do not have a cognitive SEND need will reach age related expectations in R,W,M and Phonics. Those that have a SEND need will make more than expected progress from their individual starting points.
To ensure disadvantaged pupils with additional barriers to learning have individual needs addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 phonics check and the Y4 multiplication check.	There will be a systematic approach to supporting individual pupils who have a SEN/D and are in receipt of PP to ensure steps in progress can be readily measured in Pupil Progress Meetings – through personalised learning plans
To reduce the effect of any socioeconomic gaps.	Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognised as confident members of their class, with some representing the school or attaining a leadership role. • 10% of disadvantaged pupils will represent the school in competitive sport • All disadvantaged pupils will take part in a club or music tuition • All disadvantaged pupils will attend school trips with their peers.
For all disadvantaged pupils to attend school regularly and on time, with attendance in line with all pupils.	There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils. Attendance and punctuality of targeted pupils will improve to be in line with all pupils. Persistent absence will reduced to below 1%

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: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted staff training:</p> <p>Staff training for new Teaching Assistants in order to provide excellent quality support for PPG children and offer meaningful and targeted one:one sessions.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>One to one support is having a positive impact and also assists with pupil confidence and self-belief contributing to a growth mindset.</p> <p>We continue to invest in the following proven programmes and ensure that all relevant staff are trained to deliver the programmes in a meaningful way:</p> <p>Nessy; Speech/Language Link; Number Shark;Power of 2; Toe by Toe.</p>	<p>1-6</p>
<p>Further investment in curriculum to support all children</p>	<p>Purchase targeted and appropriate learning resources to support the teaching and learning for all pupil cohorts.</p>	<p>1-6</p>
<p>Mastery Approach embedded in all subjects</p> <p>Lead teacher to train & support all teaching</p>	<p>“Mastery approach” is proven to deepen subject knowledge and understanding.</p>	<p>1-6</p>

<p>and relevant support staff on mastery.</p> <p>Ongoing Governor monitoring & feedback from Governors</p> <p>Regular update at Pupil Progress Meetings</p> <p>Regularly monitor data</p>		
<p>Quality First Teaching</p>	<p>Investment in curriculum resources/subscriptions to support the learning outcomes for all children</p>	<p>1-6</p>
<p>To support children & staff with personal, social, emotional development and wellbeing (within curriculum)</p>	<p>Continue focus on pupil wellbeing as key school vision.</p> <p>Pupil wellbeing discussed at all Pupil Progress Meetings.</p> <p>All staff trained and invested in SCARFE PHSE programme and this is used to full impact and monitored by governors.</p>	<p>1-6</p>

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring using specialist external tutors for individuals and small groups.</p>	<p>The evidence for the efficacy of tutoring is strong.</p> <p>The Education Endowment Foundation (EEF) highlights that targeted, frequent and consistent small-group tuition sessions can help struggling pupils to make around 4 months' additional progress over the course of an academic year.</p>	<p>1-6</p>
<p>Peer Tutoring</p> <p>Teachers to direct children to work in small groups. Children support each other to achieve their very best.</p> <p>Measure outcomes/success through informal feedback at staff meetings.</p> <p>Pupil progress meetings.</p> <p>Ongoing monitoring of Pupil data.</p> <p>Governor monitoring.</p>	<p>Courses selected using evidence of effectiveness.</p> <p>Peer observation & feedback of attendees' classes after the course, to embed learning.</p> <p>Governor monitoring visits (including formal feedback) and discussions at TLC meetings.</p>	<p>1-6</p>
<p>1:1 and small group provision:</p> <p>1.1st Class @ Number 1</p>	<p>The evidence for the efficacy of tutoring is strong.</p> <p>The Education Endowment Foundation (EEF) highlights that targeted, frequent and consistent small-group tuition sessions can help struggling pupils to make</p>	<p>1-6</p>

<p>2.Number Shark 3.Additional Handwriting 4.Additional Reading including Comprehension 5.Additional 6.Spelling/Phonics 7.Maths Mastery 8.Growth mindset</p>	<p>around 4 months' additional progress over the course of an academic year.</p> <p>Children make good progress from their starting points and move closer to peer group age related expectation in reading, writing and maths. PPG children who are underachieving and/or not reaching full potential to have support through appropriate interventions.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all PPG children have access to school uniform.		8-11
All PPG children to have access to the curriculum, including part funding for trips and resources for identified children. All PPG children to have access to a range of after school clubs and activities at least part funded to include appropriate wrap around care i.e. before and after school.	EEF toolkit	7-11
To support children with personal, social, emotional	EEF states that effective social and emotional learning (SEL) can increase positive pupil behaviour,	3,6,8

<p>development and wellbeing. Some of our children have external pressure detrimental to their wellbeing and we wish to address this.</p>	<p>mental health and well-being, and academic performance</p>	
<p>To improve attendance so that persistent absence is below 1% and overall attendance is in line with all pupils.</p> <p>Teachers to review attendance / punctuality (at least weekly) of vulnerable pupils and flag concerns to DHT</p> <p>Teachers to proactively engage with parents / carers re attendance / punctuality both formally and informally & devise strategies to overcome related issues</p> <p>Attendance administrator to be tenacious in the tracking and following up of non-attendance. Meeting with parents for all PP pupils who drop below 96%. Half-termly tracking of all PP pupils. Raise the profile of this group through communication</p>	<p>DFE case studies EEF T&L toolkit Parent engagement</p>	<p>10</p>

Total budgeted cost: £10,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils Academic Year 2022/2023

	Pre Key Stage	Below POS	Emerging	Expected	Greater Depth
Reading	22%	11%	44%	11%	22%
Writing	33%	11%	22%	33%	0%
Maths	11%	11%	22%	33%	22%