

Pupil premium strategy statement – Ide Hill Primary School 2023 2024

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.

Purple denotes review undertaken May 2024

School overview

Detail	Data
Number of pupils in school	152 151
Proportion (%) of pupil premium eligible pupils	12.6% 6% (9 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	October 23
Date on which it will be reviewed	April 2024/July 2024 Reviewed May 2024
Statement authorised by	Louisa Hillman
Pupil premium lead	Elizabeth Alexander (effective 15/04/24)
Governor / Trustee lead	Ian Basden-Smith/Sue Caskey
Review May 2024: Currently 6% of pupil are eligible for pupil premium funding. This equates to 9 children across the school.	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,325
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>)	£0.00
*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.	

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>	£18,325
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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	Residual 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
12	SEMH

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	Review May 2024
<p>Access to quality first teaching for all children</p>	<p>All children make at least good progress.</p>	<p>(Please note that cohorts do not equal Year Groups to protect anonymity of individual children)</p> <p>Cohort 7: 100%</p> <p>Cohort 6: 100% R 81% W 95% M</p> <p>Cohort 5: 100% R 91% W 91% M</p> <p>Cohort 3 previous Kstage: 100% R 95% W 100% M</p> <p>Cohort 4: last data drop: 79% R 95% W 89% M</p> <p>Cohort 4 previous Kstage: 89% R 100% W 100% M</p> <p>Cohort 3: last data drop: 100% R 86% W 100% M</p> <p>Cohort 5 previous Kstage: 90% R __% W 86% M</p>

		<p>Cohort 2: last data drop: 81% R 81% W 100% M</p> <p>Cohort 6 previous Kstage: 75% R 69% W 63% M</p> <p>Cohort 1: last data drop: 95% R 95% W 100% M</p> <p>Cohort 7 previous Kstage: 100% R 95% W 100% M</p>
Children in receipt of pupil premium make at least good progress	Good pupil progress for children in receipt of PPG.	<p>5/9 (56%) of children are currently making good progress in reading</p> <p>6/9 (67%) of children are currently making good progress in writing</p> <p>7/9 (78%) of children are currently making good progress in maths</p>
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.	<p>3 children meeting progress in all areas</p> <p>1 child not meeting in reading and writing but is in maths.</p> <p>1 child meeting in writing and maths.</p> <p>1 child making progress in maths and small steps in reading and writing.</p> <p>1 child not currently making more than expected progress.</p> <p>1 child meeting in all areas.</p>

		1 child not (SEN but not making as expected progress).
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	All children on the SEND register have ILPs in place which are reviewed 3 x per year. All children are discussed during pupil progress meetings and those not making expected progress have an ILP.
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.	All children attend school trips with their peers. All children to represent the school in a sport either competitive or with another school. Currently around 2/9 children engage in sporting outside of school. Clubs and music tuition are offered to all children. 4/9 engage in an afterschool club All children are part of our school council. All children have a buddy in place.
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%	44% 95+ (4 children) 56% below 90% (5 children)
Focus on SEMH for all PP children	Using nurture UK programme support children with their SEMH	Nurture UK across the school. Nurture groups taking place a whole afternoon per week. (4 PP children are involved in this) Children accessing zones of regulation within the classroom

		<p>and in small groups/1:1 where required. (2 PP child is involved in this) Sensory circuits taking place daily. (3 PP children are involved in this)</p> <p>Nurture Nooks across the school and purchasing more Nurture focus as part of school council.</p> <p>Counselling in place for two children across the school. (1 PP child has accessed this this year)</p> <p>Next Step: assessing using Boxall profile</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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review May 2024
<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-</p>	1-6/12	<p>Key leads have been trained in Nurture UK and are supporting staff across the school in delivering this.</p> <p>All staff have been trained in precision teaching and are carrying out some interventions throughout the school. This has been mapped on a whole school plan, class</p>

<p>Nurture UK training to support all staff in delivering SEMH</p>	<p>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>Speech/Language Link; Rocket Phonics; Number Shark; Hornet; Power of 2; Toe by Toe, Nurture UK, Scarfe, Precision Teaching.</p>		<p>provision plans and individual ILPs.</p> <ul style="list-style-type: none"> -Nurture groups -Sensory circuits -Zones of regulation -precision teaching -maths groups -1:1 Reading -phonics top up -Looking into further tuition. <p>56% of children accessing additional interventions</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>1-6/12</p>	<p>All curriculum areas are mapped out and those with a scheme of work have been doing it for nearly a year now so is becoming embedded.</p> <p>Resources are supportive within the classroom such as computers, manipulatives, TA support.</p> <p>Further resources are being looked at by the SENCO.</p>
<p>Mastery Approach embedded in all subjects</p> <p>Lead teacher to train & support all teaching and relevant support staff on mastery.</p> <p>Ongoing Governor monitoring & feedback from Governors</p>	<p>“Mastery approach” is proven to deepen subject knowledge and understanding.</p>	<p>1-6/12</p>	<p>Lots of work on assessment across the curriculum has taken place in order to deepen children’s understanding, retention and long term memory. Quizzes, games, vocab checks and end of unit tests are taking place.</p> <p>This is to be looked at in more detail during our scheduled deep dives but has been seen within learning walks.</p>

Regular update at Pupil Progress Meetings Regularly monitor data			Pupil progress meetings take place termly and data is monitored by SLT, Senco and all staff.
Quality First Teaching	Investment in curriculum resources/subscriptions to support the learning outcomes for all children	1-6/12	Schemes of work in place across the school. Curriculum mapping of English is taking place to ensure coverage. This is with the Kent Literacy Lead.
To support children & staff with personal, social, emotional development and wellbeing (within curriculum)	Continue focus on pupil wellbeing as key school vision. Pupil wellbeing discussed at all Pupil Progress Meetings. All staff trained and invested in SCARFE PHSE programme and this is used to full impact and monitored by governors.	1-6/12	All children discussed at pupil progress meetings. All children accessing PSHE programme Key children discussed during staff meetings, SLT and Safeguarding meetings and written on CPOMs. Well being part of children questionnaire. (Safety, physical and emotional well being) Nurture UK focus during school council and day to day practice.

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review May 2024
Tutoring using internal tutors for	The evidence for the efficacy of tutoring is strong.	1-6/12	Small group interventions mapped out across the school. Whole class

<p>individuals and small groups.</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>Using resources such as Precision Teaching, PP children will benefit from one:one support from SENcO, teachers, teaching assistants.</p>		<p>provision plans in place and individual ILPs. These are reviewed 3 times per year and shared with parents.</p> <p>Some precision teaching in place for individual children where appropriate and possible.</p> <p>Tuition term 6</p> <p>Further testing in place to ensure clear targets.</p>
<p>Interventions using external professionals</p>	<p>Support from specialists such as Ed Phycologist Valence School KCC specialist support Physical therapists Specialist counsellors Co-ordination of Early Help Spurgeons</p>	<p>1-6/12</p>	<p>Support from Early Help, Kent Specialist Teachers Service through LIFT, Counselling, Educational Psychologist visits</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>1-6/12</p>	<p>Working together on updating the deep dive process to support each other in improving subjects. This is mapped out across the school for the rest of the academic year including governor monitoring.</p> <p>Key children focused on within the classroom and discussed during pupil progress meetings. These may be quick check ins in the classroom or more group support/use of manipulatives/resources. In the moment marking throughout the school in all subjects.</p>

			<p>Pupil progress meetings take place termly to discuss all children.</p> <p>Peer/SLT support for year 5. Plus subject leader support where needed.</p>
<p>1:1 and small group provision:</p> <p>1.1st Class @ Number Beginner, 2.</p> <p>2. White Rose/Primary Stars</p> <p>3.Additional Handwriting</p> <p>4.Additional Reading including Comprehension</p> <p>5.Additional</p> <p>6.Spelling/Phonics</p> <p>7.Maths Mastery</p> <p>8.Growth mindset</p> <p>9. Scarf</p> <p>10. Nurture UK</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>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>	1-6/12	As above

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review May 2024
Ensure all PPG children have access to school uniform.		8-11	All have uniform. PTA also run a second hand uniform sale regularly.

			Uniform purchased for individual families when needed.
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	All have access to this and on letters it says it is not compulsory/talk to the school. No PP children have accessed this this year however one other families have been supported.
To support children with personal, social, emotional development and wellbeing. Some of our children have external pressure detrimental to their wellbeing and we wish to address this.	EEF states that effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being , and academic performance	3,6,8,12	Nurture UK Mapping out trips across the school. Focus weeks External visitors – SCARF and NHS mental health wellbeing.
To improve attendance so that persistent absence is below 1% and overall attendance is in line with all pupils. Teachers to review attendance / punctuality (at least weekly) of vulnerable pupils and flag concerns to DHT	DFE case studies EEF T&L toolkit Parent engagement	10	Attendance shown above. Daily attendance monitoring and calling. Weekly attendance meeting as a team and follow ups taking place.

<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 is the tracking and following up of non-attendance.</p> <p>Meeting with parents for all PP pupils who drop below 96%.</p> <p>Half-termly tracking of all PP pupils. Raise the profile of this group through communication</p>			
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Total budgeted cost: £18,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils Academic Year 2023/2024

To be updated in July 2024