

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.

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 Reviewed July 2024
Statement authorised by	Louisa Hillman
Pupil premium lead	Elizabeth Alexander (effective 15/04/24)
Governor / Trustee lead	Tammy Coles/Sue Caskey
Review May and July 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>) <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	£18,325

<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>	
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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	Reviewed May 2024
<p>Access to quality first teaching for all children</p>	<p>All children make at least good progress.</p>	<p>All children: Year R: 100%</p> <p>Year 1: 100% R 81% W 95% M</p> <p>Year 2 last data drop: 100% R 91% W 91% M Year 2 previous Kstage: 100% R 95% W 100% M</p> <p>Year 3: last data drop: 79% R 95% W 89% M Year 3 previous Kstage: 89% R 100% W 100% M</p> <p>Year 4: last data drop: 100% R 86% W 100% M Year 4 previous Kstage: 90% R 86% M</p> <p>Year 5: last data drop: 81% R 81% W 100% M</p>

		<p>Year 5 previous Kstage: 75% R 69% W 63% M</p> <p>Year 6: last data drop: 95% R 95% W 100% M</p> <p>Year 6 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	<p>8 and 9 children who do not have cognitive send have reached aged related expectation (88.8%)</p> <p>1 child with SEND made expected progress (33.3%)</p>

	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	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) Child A: 94.7% Child B: 95.4% Child C: 87.9% - meeting taken place 18.4.24, regular communication – good attendance currently. Child D - Above 95% Child E: 89.8% meeting taking place. Child F: 85.5% meeting taken place 24.4.24, review this week,

		<p>communication with SENCO, pre early help support.</p> <p>Child G: 60% Previously on a part time timetable but now back in FT. Many medical appointments and further coming up.</p> <p>Child H: 96.8%</p> <p>Child I: 89.4% (illness – meeting taking place)</p>
Focus on SEMH for all PP children	Using nurture UK programme support children with their SEMH	<p>Nurture UK across the school.</p> <p>Nurture groups taking place a whole afternoon per week. (4 PP children are involved in this)</p> <p>Children accessing zones of regulation within the classroom and in small groups/1:1 where required. (2 PP child is involved in this)</p> <p>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>

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	Reviewed 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>Nurture UK training to support all staff in delivering SEMH</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>Speech/Language Link; Rocket Phonics; Number Shark; Hornet; Power of 2; Toe by Toe, Nurture UK, Scarfe, Precision Teaching.</p>	<p>1-6/12</p>	<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 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>Regular update at Pupil Progress Meetings</p> <p>Regularly monitor data</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> <p>Pupil progress meetings take place termly and data is monitored by SLT, Senco and all staff.</p>
<p>Quality First Teaching</p>	<p>Investment in curriculum resources/subscriptions to support the learning outcomes for all children</p>	<p>1-6/12</p>	<p>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.</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>1-6/12</p>	<p>All children discussed at pupil progress meetings.</p> <p>All children accessing PSHE programme</p> <p>Key children discussed during staff meetings, SLT and Safeguarding meetings and written on CPOMs.</p> <p>Well being part of children questionnaire. (Safety, physical and emotional well being)</p>

			Nurture UK focus during school council and day to day practice.
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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	Reviewed May 2024
Tutoring using internal tutors for individuals and small groups.	<p>The evidence for the efficacy of tutoring is strong. 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>	1-6/12	<p>Small group interventions mapped out across the school. Whole class 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>Looking into tuition in year 5 to give a boost for next term. Further testing in place to ensure clear targets.</p>
Interventions using external professionals	<p>Support from specialists such as</p> <ul style="list-style-type: none"> Ed Phycologist Valence School KCC specialist support Physical therapists Specialist counsellors Co-ordination of Early Help Spurgeons 	1-6/12	<p>1 child Early Help (Not PP)</p> <p>Support from Kent Specialist Teachers Service through LIFT.</p> <p>Counselling through Spurgeons.</p> <p>2 Educational Psychologist visits available</p>
Peer Tutoring	Courses selected using evidence of effectiveness.	1-6/12	Working together on updating the deep dive process to support each

<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>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>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> <ol style="list-style-type: none"> 1.1st Class @ Number Beginner, 2. 2. White Rose/Primary Stars 3.Additional Handwriting 4.Additional Reading including Comprehension 5.Additional 6.Spelling/Phonics 7.Maths Mastery 8.Growth mindset 9. Scarf 10. Nurture UK 	<p>The evidence for the efficacy of tutoring is strong. 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</p>	<p>1-6/12</p>	<p>As above</p>

	support through appropriate interventions.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Reviewed 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	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.

<p>wellbeing and we wish to address this.</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.</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>	<p>DFE case studies EEF T&L toolkit Parent engagement</p>	<p>10</p>	<p>Attendance shown above.</p> <p>Daily attendance monitoring and calling.</p> <p>Weekly attendance meeting as a team and follow ups taking place.</p>

Total budgeted cost: £18,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils Academic Year 2023/2024

Outcome 1: All children to have access to quality first teaching

We are committed to ensuring that every child has access to high-quality teaching, which is a key pillar of our approach to education. Through continuous monitoring and analysis of both classroom practices and outcomes, we can confidently say that the teaching across all year groups is of a high standard. This is reflected in the progress and attainment results we are seeing from our pupils, which demonstrate the positive impact of our focused efforts.

To maintain and further improve this quality of teaching, we have been developing a clear and structured training schedule that is closely aligned with our School Development Plan. This schedule identifies key areas for growth and professional development among staff, ensuring that all teachers receive regular, targeted support to refine their practice. Furthermore, we have been proactive in seeking external training opportunities for our teachers, enabling them to access educational research and best practices.

By investing in both in-house and external training, we are fostering an environment of continuous professional development. This not only benefits our staff but directly translates into a richer, more engaging learning experience for our children. Ultimately, our aim is to ensure that every child receives the best possible education and is supported to reach their full potential.

We will continue to monitor the effectiveness of our teaching and training programs to ensure they meet the needs of our students and align with our ongoing commitment to excellence in education.

To support all children accessing quality first teaching we have also:

- **Upskilled staff:** Staff were trained in delivering targeted interventions, including precision teaching, to address specific learning needs effectively. Weekly meetings alongside the SENCO and regular collaboration ensured that teaching assistants were equipped with strategies to support SEN children, enhancing their learning both in class and through interventions.
- **Developed a whole school intervention recording:** Systematic tracking allowed us to monitor progress, adjust interventions, and ensure consistency across the school.
- **Carried out Nurture UK training:** This helped staff create a nurturing and supportive environment, particularly benefiting the emotional and social development of PP children.

- **Purchased schemes and resources:** High-quality schemes and manipulatives were provided to ensure that PP children could fully participate in learning, improving engagement and understanding. Through observations and monitoring teaching is strong when delivering these schemes of work.
- **Undertaken regular pupil progress meetings:** Focusing on the progress of all children, ensuring that PP pupils were closely monitored and supported. Fine banding assessments also supported tracking our children and discussing appropriate next steps.

Overall, the combination of these strategies has led to a strong improvement in the progress of our PP children, with the majority showing good progress towards their targets. The focus on tailored interventions, staff upskilling, and continuous monitoring has proven effective in narrowing the attainment gap. We remain committed to ensuring that all PP children continue to make strong progress.

Outcome 2: All children make at least good progress

Through the implementation of our Pupil Premium strategy, we have seen positive progress in our PP cohort. Notably, 5 out of 7 PP children made good progress across core areas of the curriculum. This success can be attributed to several key initiatives aimed at supporting and enhancing their learning experiences:

- **Focused interventions:** Tailored interventions, both in and out of class, were delivered to meet the individual needs of PP children, addressing gaps in learning and improving outcomes.
- **Long-term memory work:** Strategies focused on improving retention of knowledge through retrieval practice, reinforcing learning over time. This included strategies such as quizzes, 'fish bowl' questions and pupil voice.
- **Quality first teaching and a focus on Mainstream Core Standards**

Impact: 71% PP children made at least good progress across the school.

2 children who have not made expected progress from their prior key stage have ILPs in place.

Outcome 3: 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.

Tracking of our children using fine banding and regular pupil progress meetings has supported us in targeting children well. This is alongside moderation, teachers knowing their children well and support both in the classroom and where needed outside.

Impact:

80% of disadvantaged pupils who are not SEN have made expected progress for their prior key stage. 60% of those children are working at age related expectation for all core areas.

29% of our children are both SEND and disadvantaged. These children are not meeting age related expectations but further fine banding and assessments have allowed us to monitor their small steps of progress more effectively.

Outcome 4: To put in place 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

We closely track the progress of all our pupils through regular Pupil Progress Meetings. This ensures that every child's academic journey is carefully monitored, and any necessary interventions or support are promptly implemented.

For children on the SEND register, we go a step further by creating Individual Learning Plans (ILPs), which are tailored to meet each child's unique needs. These plans are regularly reviewed by the class teacher in collaboration with the Special Educational Needs Coordinator (SENCO) to ensure they remain relevant and effective. In addition, we maintain an open line of communication with parents, sharing these plans and updates three times a year during scheduled meetings.

This approach ensures that all children, including those with additional needs, receive the appropriate support to make progress and achieve their potential.

Outcome 5: To reduce the effect of any socioeconomic gaps.

As a school we ensure all children have the opportunity to represent the school in different roles, participate in clubs and take on leadership roles. All children attend class and whole school trips with their peers.

Impact:

2/7 engaged in sporting outside of school. 4/7 engaged in an afterschool club. All were involved in school council and have a buddy.

Outcome 6: For all disadvantaged pupils to attend school regularly and on time, with attendance in line with all pupils.

We monitored student attendance daily and held weekly attendance review meetings to discuss every child's attendance in detail. This consistent approach led to early identification of children and families requiring additional support. As a result, we were able to act quickly and implement appropriate interventions.

The support process included sending termly letters home to inform parents of attendance concerns, conducting regular meetings with families, and coordinating assistance from external agencies such as Early Help, Family Hub, and Kent Attendance. These collaborative efforts strengthened relationships with both parents and children, allowing us to work together effectively towards improving attendance.

As a result, all children's attendance is improving, and we continue to provide support to ensure sustained progress.

Outcome 7: Focus on SEMH for all PP children

The school is nearing the completion of its journey to becoming a Nurture UK school, a process that has been guided and supported by our Nurture Lead. As part of this initiative, nurture groups are held one afternoon per week, with over half of our Pupil Premium children successfully benefiting from this targeted support.

In addition to nurture groups, children are regularly engaging with the Zones of Regulation framework within the classroom and through small group or 1:1 sessions, as needed. Currently, two PP children are receiving this support through small group work or individual sessions, while others benefit from it within the classroom setting.

Sensory circuits are offered daily, and three PP children are actively involved. Teachers have observed positive effects in class participation and overall well-being as a result of these sensory interventions.

The school has also established "Nurture Nooks" to provide safe, calming spaces for children. Nurture has become a key focus of the school council, supported by well-being

ambassadors who promote emotional well-being and peer support. These areas are used well by key individuals throughout the school.

To further enhance mental health support, counselling is provided for two children across the school. Additionally, we have introduced Boxall profiling to better understand individual children's social, emotional, and mental health needs. This profiling will be rolled out to all children in the next academic year, ensuring a comprehensive approach to nurturing well-being.