



# Ings Farm Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School Overview

Detail	Data
<b>Ings Farm Primary School</b>	
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	15.3% (62 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	8 <sup>th</sup> September 2022
Date on which it will be reviewed	31 <sup>st</sup> July 2023
Statement authorised by	Mr Tim Bethell – Head Teacher
Pupil premium lead	Mr Tim Bethell
Governor / Trustee lead	Mr Dennis Ley

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 88640
Recovery premium funding allocation this academic year	£ 8120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 96760

# Part A: Pupil premium strategy plan

## Statement of intent

*At Ings Farm Primary, we have developed a curriculum in which children are encouraged, supported and enthused to be their personal best. Our broad and balanced curriculum has a clear purpose and is focussed around progression, knowledge and passion for learning. It provides opportunities to meet the needs of all pupils and demonstrates a strong understanding about specific needs to succeed in life beyond Ings Farm Primary School.*

## Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils lack parental support in terms of learning, ambition and maintaining healthy lifestyles/routines.
2	Missed learning opportunities due to school closures and the associated learning gaps.
3	Pupils lack resilience and perseverance, particularly in the aftermath of the pandemic.

## 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
Close the gap in the attainment and individual pupil progress of disadvantaged children with non-disadvantaged children.	<ul style="list-style-type: none"><li>FSP, Phonic Check Y1, KS1 and KS2 test attainment, and, where appropriate, progress data showing the gap with non-disadvantaged pupils is narrowed/minimal.</li><li>Intervention maps identifying clear impact on individual pupil progress and attainment, including the impact of support staff.</li></ul>
Ensure disadvantaged pupils displaying SEMH needs make good (or better rates) of progress.	<ul style="list-style-type: none"><li>Disadvantaged pupils able to demonstrate resilience when faced with challenge.</li></ul>

	<ul style="list-style-type: none"> <li>• Disadvantaged pupils' increased concentration levels reflected in the progress that they make.</li> <li>• Intervention maps identifying clear impact on individual pupil progress and attainment, including the impact of support staff.</li> <li>• Referrals to other external services/agencies.</li> <li>• Pupil, staff and parent surveys reflect effective lunchtime/ behavioural provision.</li> </ul>
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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: £ 74570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 6 (2022-23)</p> <p>Three ability sets, with particular focus on the following:</p> <ul style="list-style-type: none"> <li>• PPG reading attainment and progress</li> <li>• PPG writing attainment and progress</li> <li>• PPG mathematics attainment and progress</li> <li>• Targeted TA PPG reading attainment and progress support</li> </ul> <p>Year 5 (2022-23)</p> <ul style="list-style-type: none"> <li>• Three ability sets, with particular focus on PPG mathematics attainment.</li> <li>• Targeted TA PPG reading attainment and progress support</li> </ul> <p>Year 4 (2022-23)</p> <ul style="list-style-type: none"> <li>• Three ability sets, with particular focus on PPG mathematics attainment and progress</li> <li>• Targeted TA PPG Reading Attainment and Progress support</li> </ul>	<p>Our evidence based analysis shows that PPG children benefit from smaller ability groups. It gives them time to consolidate basic subject knowledge, particularly in Reading and Mathematics and allows for even greater development of differentiated delivery and task setting. Outcomes have been strong as a result.</p>	<p>1, 2, 3</p>

<p>Year 3 (2022-23)</p> <ul style="list-style-type: none"> <li>• Three ability sets, with particular focus on PPG Mathematics attainment and progress</li> <li>• Targeted TA PPG Reading Attainment and Progress support</li> </ul> <p>Year 2 (2022-23)</p> <p>Ability sets, with particular focus on:</p> <ul style="list-style-type: none"> <li>• PPG children who haven't attained the 'Phonics Check' pass in Y1</li> <li>• High Ability PPG mathematics attainment and progress</li> <li>• Targeted TA PPG reading attainment and Progress support</li> </ul> <p>Year 1 (2022-23)</p> <p>Ability sets, with particular focus on:</p> <ul style="list-style-type: none"> <li>• PPG phonics attainment</li> <li>• PPG mathematics attainment and progress</li> </ul> <p>Reception (2022-23)</p> <p>Particular focus on following areas:</p> <ul style="list-style-type: none"> <li>• Phonics</li> <li>• Boys Writing</li> <li>• Number</li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 8120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Four tutors (all qualified teachers) delivering small group extra English, in addition to the standard curriculum (afternoon and after school).</p> <p>Tutor (qualified teacher) delivering small group extra Maths, in addition</p>	<p>EEF report states that, "There is extensive evidence supporting the impact of high- quality one to one and small group tuition as a catch-up strategy." And "In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary."</p>	<p>1, 2, 3</p>

<p>to the standard curriculum (afternoon).  A wide range of TA interventions offered (as previously stated).  School staff providing out of hours small group tutoring in reading.</p>		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 10920

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Provide 1-1/small group mentoring support for children who have emotional, behavioural and social difficulties.  Deliver 'Good To Be Me' scheme to children displaying poor/low self-esteem.  Roll out 'Headstart' programme across school.  Provide tailored attendance improvement services for children displaying erratic patterns of attendance.  Ensure access to the wider curriculum (after school clubs, school trips) is not diminished by financial constraints.</p>	<p>Behavioural, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. A number of disadvantaged pupils struggle socially and/or emotionally.</p>	<p>1, 2, 3</p>

**Total budgeted cost: £ 93465**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Desired Outcome	Outcome
<p>High rates of progress and attainment for all PPG pupils across the school. <b>Based on 2019 data</b></p>	<p>At the end of academic year 2019 15% of the total school population were in receipt of the PPG grant. The entitlement figure across school has started to show signs of decline in recent years. In the financial year 2018/19 the school received a total grant of £95140 and outcomes were as follows:</p> <p>There were 16 PPG pupils in the 2019 Y6 cohort (3 boys and 13 girls). This represented 25% of the cohort of 62 pupils.</p> <p>Reading, Writing and Maths Combined 75% of Ings Farm PPG children) in 2019 achieved the combined measure of Reading/Writing/Maths at 'Expected Standard' and 12.5% achieved the 'High Standard'. This compares to a national pass rate of 64% at the 'Expected Standard' and 11% at the 'High Standard' for all children.</p> <p>Reading Of the 16 PPG children, 81.3% achieved the 'Expected Standard' and 12.5% achieved the 'High Standard' in Reading in 2019 compared to a national figure of 73% and 27% respectively.</p> <p>Writing Of the 16 PPG children, 87.5% achieved the 'Expected Standard' and 18.8% achieved the 'Greater Depth' grade in Writing in 2019 compared to a national pass rate of 78% and 20% respectively.</p> <p>EGPS Of the 16 PPG children, 81.3% achieved the 'Expected Standard' and 25% achieved the 'Greater Depth' grade in English grammar, punctuation and spelling in 2019 compared to a national pass rate of 78% and 36% respectively.</p> <p>Mathematics Of the 16 PPG children, 81.3% achieved the 'Expected Standard' and 25% achieved the 'High Standard' in Mathematics in 2019 compared to a national figure of 79% and 27% respectively.</p>

Assistance for home learning	Dedicated support from school staff meant that uptake was strong. Families who did not engage were actively challenged and this ensured a 90% engagement figure.
Increased attendance rates for pupils eligible for PP	School will continue to monitor attendance for disadvantaged pupils as it was slightly below non-disadvantaged pupils during the academic year 2020-21 (95% compared to 97% respectively). Termly rewards and early targeted AWO support are provided for children showing declining attendance.
Behavioural and emotional issues are addressed	Mentoring is offered to pupils displaying social/emotional needs and we also access external services for more complex cases. Parents have actively engaged with this service and emotional wellbeing is showing signs of recovering after the lockdown phase of the pandemic.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
NONE	