

Inkpen Primary School Pupil Premium Strategy Statement

Context of School

Inkpen Primary School is a small rural school, situated in West Berkshire. The number of children identified as disadvantaged is below the National Average. 7.5% of pupils fall under this classification, compared with 25% Nationally (2016).

At Inkpen, we believe in supporting all children to do as well as they can both socially and academically. In addition, we believe in supporting our families with any issues that may impact on their child's achievement and well-being.

Barriers to Progress are identified for each child and appropriate measures put in place; progress is then tracked on a termly basis and interventions assessed for effectiveness informally on a half-termly basis. If an intervention is not working for a particular child, then discussions are held with the CT and alternative strategies put in place.

The proportion of disadvantaged children in each cohort varies widely, often being as few as one or zero - it is not therefore possible to identify progress in each cohort throughout the school as this would identify the pupils. Although the advice is to now create 3-year plans for implementing the PPG funding, our numbers can vary greatly and although small, the funding needs to be allocated wisely when amounts are known for maximum impact.

1. Summary Information

School	Inkpen Primary School				
Academic Year	2019 - 2020	Total PP budget	£	Date of most recent PP Review	July 2019
		Total Spend	Approx.	3 children missed the deadline for FSM registration by days in January 2018 but have been counted anyway. 4 FSM pupils arrived in September 2018	Actual Spend £
Total Number of pupils	67	Number of pupils eligible for PP	6 Spring 2020 12- all missed January deadline	Date for next internal review of this strategy	July 2020

This report is evaluated and reviewed annually by governors

2. Current Attainment

These figures are not official but the level the children were working at before Covid-19 "Lock down"	Pupils eligible for PP (School)	Pupils not eligible for PP (National)	Progress	Non-SEND PP Pupils
% achieving Expected or above in KS2 RWM	2/3			
Reading	2/3			
Writing	2/3			
Maths	3/3			

% achieving Expected or above in KS1 RWM	1/3			
Progress				

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A	Poor oral language skills coming into school, leading to poor reading skills
B	Lack of resilience to new learning in class
C	Attainment in Literacy and Maths – mainly due to SEND
D	Self Esteem – Poor attitudes towards learning leading to behaviour issues
E	Poor Social and Emotional Skills

External barriers *(issues which also require action outside school, such as low attendance)*

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4. Desired Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Improve oral language skills for pupils eligible for PP across the school, leading to improved reading ages for those not at age related expectations	Pupils eligible for PP in all year groups who are below age related expectations, will make accelerated progress in reading across the year – measured using increase in reading ages
B	Improve resilience in class for pupils eligible for PP across the school Measured by improved independence, approach to learning and resilience in class	Pupils eligible for PP will become more independent in their class work, able to persevere when things get harder Work in books will show greater independence and progress over the year
C	Raise attainment in Literacy & Maths for those not at age related expectations (SEND) For those at age related expectations, progress needs to be maintained or even improved – measured by progress in books or formal testing if appropriate	Pupils eligible for PP show accelerated progress in Literacy and Maths – measured using Reading, Spelling and Number ages as well as termly tracking against the curriculum
D&E	Improve self-esteem, behaviour and attitudes to learning	Pupils will have improved attitudes towards learning, leading to more confidence, independence and resilience in class and accelerated progress in Reading, Writing and Maths Incidences of poor behaviour will become fewer and engagement with learning will improve, leading to improved attainment.

Planned Expenditure					
Academic year	2019/2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
I. Quality teaching for all					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice - Objective	How will you ensure it is implemented well?	Staff Lead	When will you review implementation
Improved oral language and reading skills	Staff to continue to deliver SPRINT Reading & Writing (Wave 3) to all appropriate pupils in Y1&2 to prevent them from falling behind	We want to invest some of the PP in longer term change which will support all pupils. SPRINT reading to writing course has been shown to improve reading and writing standards quickly for all those not meeting ARE in Y1&2 It can also be adapted for older pupils for a whole school approach	Training completed 2017 for EnCo & 1TA TA given set times to deliver	EnCo In conjunction with TA (PB) 2hrs per week X39 £780	July 2020
Impact and lessons Learned: SPRINT continues to be an effective early intervention for identified children in Y1. 3 children have had SPRINT this year. 2 children made accelerated progress over time. Attendance needs to be good though for this programme to work as it relies on being delivered 4 days a week and missing slots on a regular basis prevents progress from being made.					
To continue to improve confidence & resilience for pupils during independent class work	To develop the use of learning activities chosen by CTs to allow independent working for vulnerable pupils, with visible success to improve confidence Booster groups for Y6 with specifically invited children, created to build confidence and fluency in Maths Introduce 'Mistakes are OK' in assemblies to encourage children to take more risks in their work – we learn from our mistakes!	Improved resilience and independence for all PPG/SEND pupils who can become too dependent on adult support – raising expectations of what they are capable of Small group work designed to improve confidence when tackling problem solving in Maths – raising attainment To develop more of a risk taking culture in school – children can talk about how they learn from their mistakes	All Class teachers 2X Weekly Sessions after school Whole school approach	Class teachers Teacher 2Hrs per week X30 £1800	July 2020

	Developing work on Growth Mindset				
Impact and Lessons Learned:					
Booster groups for children to develop fluency in key numeracy skills was very effective – most effective though in a group rather than 1:1 so the children are able to learn from and encourage each other.					
All children encouraged to try before asking for help – 3Bs (Brain, Buddy, Boss) used to develop independence.					
Total Budget Cost					£2580

II. Targeted Support					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice - Objective	How will you ensure it is implemented well?	Staff Lead	When will you review implementation
Improved oral language and reading skills Improved Writing	Structured reading interventions “Catch-up” SPRINT Reading & Writing Some students need targeted support to catch up. These programmes have been independently evaluated and shown to be effective over time	Long term change to support all pupils – SPRINT reading to writing will improve reading & writing standards for all those falling behind in Y1&2, including PPG/PPP pupils Catch-up will support those children whose reading is not yet at ARE – help to catch up... Formal testing will show at least expected progress, bringing children closer to their chronological age	Set intervention timetable for designated TA to deliver interventions	SenCo for Catch-up EnCo for SPRINT Costing already added	Yearly July 2020
Impact and Lessons Learned:					
Catch-up continues to support improvements in reading for those children who are more than 6 months behind chronological age.					
When their reading improves further, “reading for meaning” sessions take over to help develop a wider vocabulary and reasoning skills.					
Improved outcomes in Literacy and Maths	Placement of additional staff within the class to free up the class teacher to work with vulnerable pupils in small groups TA dedicated to just delivering interventions ensuring they are consistent and regular – evaluated termly Whole school work on raising profile of reading & writing for parents as well as children – See	CT will have more time to split class and give directed attention during class activities Formal testing will show at least expected progress for pupils	Organise timetable to ensure class teachers are freed up during Literacy and Maths with TA support Interventions are consistent and regular	HT TA 7Hrs per week X39 £2730	Termly when progress is assessed – allocation of staff will depend on the needs of pupils throughout the school Formally July 2020

SDP				
Impact and Lessons Learned:				
TA support in English on oral rehearsal for writing has be very effective and children are far more positive about putting pen to paper at the point of writing due to ideas being practised beforehand. Key grammar points are also practised during these sessions.				
In Maths, gaps in key skills can be practised separate from the class, and then children return to work with the class teacher on the work set in class.				
TA support will play an important part in helping children to fill gaps due to schools being closed from September.				
Total Budget Cost				£2730

III. Other Approaches					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for this choice - Objective	How will you ensure it is implemented well?	Staff Lead	When will you review implementation
Improved Social Skills	Social groups Adult guided activities & working in small groups during lesson time	If pupils are more engaged in school and learning then they will become more involved in their own learning Tracking will show an improvement in ability to engage in lessons and access learning within a whole class environment	Timetable for social groups and adult guided activities for relevant groups	HT TA support for Social groups During class time	Support to be flexible where there is the greatest need so assessed frequently Formally July 2020
	ELSA support	To support pupils in need of someone to talk through emotional and social issues Targeted pupils will have more confidence and better social skills from ELSA intervention	ELSA staff to deliver	Membership £175 Training/Meetings £180 1X hr weekly £390	July 2020
Impact and Lessons Learned:					
ELSA and social group sessions continue to benefit identified children This may well play an important role next year for children.					
Improved Behaviour in class	Extra TA support to enable pupils to access learning Regular contact with parents to review progress and engage Regular “check-in” times to talk through any issues they may have Regular, timetables 1:1 time for vulnerable pupils with a TA	Using the Therapeutic Thinking model for children who are difficult in class, time-out is a timetabled, positive experience where good behaviour is modelled and children are allowed to discuss any problems they may be facing		HT TA support costed in Targeted Support	

	to play a game, talk etc				
<p>Impact and Lessons Learned: Children who struggle to exhibit prosocial behaviour during lesson times have been allowed regular “check-in” times with a trusted adult to talk, discuss problems, play with lego etc If a teacher thinks behaviour may be an issue, the child can be taken out for some quiet time or a reward for good behaviour earlier, in order to prevent anti-social behaviour from happening. Timetabled “game time” that is not behaviour dependent does have a positive effect on behaviour Consequences for bad behaviour are also made clear to each child. Well-being & social skills will be a priority for children next year.</p>					
Enrichment and Development of skills. offering wider opportunities and broadening of horizons	Payment of fees for clubs, school trips, opportunities and outings Swimming lesson costs – if already able to swim 25M All PPG pupils to be offered a place at a paid after school club on a termly basis – more if thought beneficial for the child. Free clubs are always available to access	Pupils have access to opportunities that might not be available to them otherwise		SBM Swimming Clubs & Trips (incl. Y6 residential) £700	
<p>Impact and Lessons Learned: Most children have taken up the offer to attend a “paid” club after school. The offer is always made to all on a regular basis throughout the year. Added this year are music lessons for children if they wish. Two children have already started having these.</p>					
Free School Dinners for Ever 6 Pupils	This is assessed on a need basis				
<p>Impact and Lessons Learned: None were required this year.</p>					
Total Budget Cost					£4370
<p>Covid -19 During the time schools were closed, vulnerable children were kept an eye on. Weekly food parcels were delivered from the catering suppliers together with additional items sourced through school. 3 extra children became eligible for FSM during this time. Where children were also thought to be vulnerable (due to a range of factors) they were invited in to school in addition to key worker children. The school stayed open so that this service could be offered. 50% of children, who were invited, took up this offer before schools were opened further.</p>					

Results:	Year	PPG Pupils at School	Non-SEND PPG Pupils at School	% Non-PPG pupils at School	Non-PPG Pupils Nationally	% all Pupils Nationally	PPG Pupil Progress in School	
% achieving expected or above when at KS1	2016	0%	0%					
	2017	0%	0%					
	2018	0%	0%					
	2019	0%	50%					
% achieving expected or above in KS2 RWM	2016	50%	100%	83%	60%	53%		
	2017	100%	100%	73%	64.2%	61%		
	2018	0%	0%	81%	70%	64%		
	2019	0%	0%	57%	68.4%	64.7%		
Reading	2016	100%	100%	83%	71%	61%	+8.64	
	2017	100%	100%	91%	74.3%	71.4%	+5.58	
	2018	0%	0%	90%	80%	75%	-8.9	
	2019	0%	0%	57%	76.1%	73%	-5.2	
Writing	2016	50%	100%	83%	79%	74%	+3.6	
	2017	100%	100%	81%	79.0%	76.5%	+4.63	
	2018	50%	100%	90%	83%	78%	-2.46	
	2019	33%	100%	57%	81.5%	78.4%	-8.1	
Maths	2016	50%	100%	83%	75%	70%	-4.62	
	2017	100%	100%	91%	77.6%	74.8%	+6.8	
	2018	50%	100%	81%	81%	75%	+0.7	
	2019	33%	100%	71%	81.9%	78.6%	-3.1	

In 2019, there was quite a lot of movement in and out of the year group and so figures for KS1 and KS2 are for different children.

Previous Performance of Pupil Premium Pupils

	2013 School	2013 National	2014 School	2014 National	2015 School	2015 National
% of Pupils achieving L4+ in Reading, Writing and Maths	83%	75%	92%	79%	92%	80%
% of PPG pupils achieving L4+ in Reading, Writing and Maths	67%	64%	100%	67%	---	70%
% of Pupils making 2 levels of progress in reading	100%	88%	100%	91%	100%	91%
% of PPG pupils making 2 levels of progress in reading	100%	84%	100%	88%	---	87%
% of Pupils making 2 levels of progress in writing	100%	91%	100%	93%	100%	94%
% of PPG pupils making 2 levels of progress in writing	100%	89%	100%	90%	---	91%
% of Pupils making 2 levels of progress in maths	90%	88%	100%	89%	92%	90%
% of PPG pupils making 2 levels of progress in maths	100%	84%	100%	85%	---	84%

