

## 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. 9% 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.

For each PPG child, there is an "Addressing Barriers to Progress" Plan, where interventions and support are tracked and monitored termly.

We work to ensure inclusion, challenge and raised aspirations with the use of positive role models in mixed ability groupings where possible.

A child's progress is 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.

### 1. Summary Information

School	Inkpen Primary School				
Academic Year	2018 - 2019	Total PP budget	£5280	Date of most recent PP Review	July 2018
		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 £10,420
Total Number of pupils	78	Number of pupils eligible for PP Funded for 4	8	Date for next internal review of this strategy	July 2019

This report is evaluated and reviewed annually by governors

### 2. Current Attainment

	Pupils eligible for PP (School)	Pupils not eligible for PP (National)	Progress	Non-SEND PP Pupils
% achieving Expected or above in KS2 RWM	0%			
Reading				
Writing				
Maths				
% achieving Expected or above in KS1 RWM	0%			

Progress				
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### 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)*

<b>A</b>	Poor oral language skills coming into school, leading to poor reading skills
<b>B</b>	Lack of resilience to new learning in class
<b>C</b>	Attainment in Literacy and Maths – mainly due to SEND
<b>D</b>	Self Esteem – Poor attitudes towards learning leading to behaviour issues
<b>E</b>	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>
<b>A</b>	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>B</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
<b>C</b>	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
<b>D&amp;E</b>	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.

<b>Planned Expenditure</b>					
<b>Academic year</b>	<b>2018/2019</b>				
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					
<b>I. Quality teaching for all</b>					
<b>Desired outcomes</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice - Objective</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation</b>
Improved oral language and reading skills	Staff to continue to deliver SPRINT Reading & Writing (Wave 3) to all appropriate pupils 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 2019
<b>Impact and lessons Learned:</b>					
SPRINT continues to be delivered to children who require it in Y1&2. Criteria to access the intervention are very strict and help to identify those who just need the “extra push” SPRINT can deliver as well as those whose difficulties might indicate a greater need. This intervention has shown quite dramatic improvements in the children who have received it.					
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 raise attainment in Maths  Introduce ‘Mistakes are OK’ in assemblies to encourage children to take more risks in their work – we learn from our mistakes! Developing work on Growth Mindset from last year	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 and Spelling – 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 2019

**Impact and Lessons Learned:**

Vulnerable children are given tasks to help develop independence – there have been times when support offered has been declined as they want to complete things alone. Staff are developing activities where the children are leading and the CT is there in a supporting role, instead of the CT leading the learning all the time. Mixing up the groups means all children are becoming more independent.

Booster groups have been successful in supporting Y6 children in building confidence, especially in becoming more fluent in Maths & basic calculations. Writing skills were also covered to ensure there were no gaps for children as they progressed to secondary school. External moderation of KS2 writing commented on the significant progress made in all the books.

Our Growth mind-set and risk taking approach continues in school and is revisited regularly – it is amazing though how many children still admit to being scared to make mistakes, even when they know it is the effort they put in we are interested in. Work continues...

**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 Formal testing will show at least expected progress, bringing children closer to their chronological age	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	SenCo for Catch-up EnCo for SPRINT Costing already added	Yearly  July 2019

**Impact and Lessons Learned:**

Children continue to make good progress when assessed termly in reading & spelling. For those who fit the criteria, SPRINT is very successful. For those whose needs are greater, more directed provision is put in place. External moderation of Y6 writing commented that spelling was a strength, even among those who had had spelling intervention and the 2 children, who were chosen to be moderated, who had received spelling intervention, were not put through with a spelling weakness as significant improvement had been made.

Improved outcomes in Literacy and Maths	Placemen of additional staff within the class to free up the class teacher to work with PP eligible pupils in small groups  TA dedicated to just delivering interventions ensuring they are consistent and regular	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 2019
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**Impact and Lessons Learned:**

Vulnerable children have had good access to small group work with CTs, leading to good progress in English & Maths as shown in termly tracking. TA directed interventions have given vulnerable children time outside the class. In reading, it is not just those behind, but children who are vulnerable and might just need a little 1:1 quiet time. Tracking shows improvement in

reading ages for all these children.

TA support in class also frees up class teachers to work with vulnerable children in small groups

**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 2019
	Positive role models introduced  CTs to take a role in lunch time duties as well to ensure positive play times for all	Positive playtimes lead to a more positive frame of mind for afternoon lessons – resulting in improved application and therefore improved outcomes and attitudes to learning	Timetable for staff to take lunch time duties –	CTs 2.5 Hrs weekly X39 £2925	Informally on a half-termly basis Formally July 2019
	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 2019

#### Impact and Lessons Learned:

A twice weekly social skills group has been delivered all year, through Sport4Change to encourage teamwork, sharing, learning to lose & listening to instructions. The sessions were very successful and children were engaged. Anecdotally, attitudes within class improved during this time. These groups will continue next year and we are hoping to develop them further with a view to adding gardening to the list of activities

Incidents during lunchtimes were much reduced due to staff being outside and able to pre-empt any issues which resulted in far more positive break times.

ELSA continues to support children who are identified through staff discussions.

Improved Behaviour in class	Extra TA support to enable pupils to access learning  Regular contact with parents to review progress and engage	Where appropriate staff to devise regular 'Check-in & Check-up' Sessions to talk through issues and create a positive environment for learning  Staff mentoring with specific children to		HT  TA support costed in Targeted Support	
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	1:1 special time with CT to engage more in learning & school	encourage positive behaviour			
<p><b>Impact and Lessons Learned:</b>  Check-in sessions for particular children have been very successful, allowing them a place to talk and discuss their day, always finding a positive. Gradual improvements in engagement during lessons have been noticed. Several staff have now become involved in this process, making it far more sustainable.  Children who might need them are given red cards so that they may leave lessons for “check-in” time should it be needed. Staff talk to the children at the beginning of the day so they know this is an option for them  A new reporting system for parents has been introduced to record parent concerns so school can chart measures put in place more effectively and then report progress made to parents.</p>					
Enrichment and Development of skills. offering wider opportunities and broadening of horizons	Payment of fees for clubs, school trips and outings  Swimming lesson costs – if already able to swim 25M  All PPG pupils to be offered a place at an after school club	Pupils have access to opportunities that might not be available to them otherwise		SBM Swimming Clubs & Trips (incl. Y6 residential) £700	
<p><b>Impact and Lessons Learned:</b>  All vulnerable children have access to after school paid clubs as well as those that are free. All school trips &amp; activities continue to be funded to allow all children to take part.  <b>NO</b> child school misses out on a trip or enrichment opportunity that the school is organising for the whole class.</p>					
Free School Dinners for Ever 6 Pupils	This is assessed on a need basis				
<p><b>Impact and Lessons Learned:</b>  It has not been necessary this year to subsidise school meals for any Ever6 children.</p>					
<b>Total Budget Cost</b>					<b>£4370</b>

<b>Results:</b>	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%						
% achieving expected or above in KS2 RWM	2016	50%	100%	83%	60%	53%		
	2017	100%	100%	73%		61%		
	2018	0%	0%	81%	70%	64%		
	2019	0%						
Reading	2016	100%	100%	83%	71%	61%	+8.64	
	2017	100%	100%	91%		71.4%	+5.58	
	2018	0%	0%	90%	80%	75%	-8.9	
	2019							
Writing	2016	50%	100%	83%	79%	74%	+3.6	
	2017	100%	100%	81%		76.5%	+4.63	
	2018	50%	100%	90%	83%	78%	-2.46	
	2019	33%	100%	100%				
Maths	2016	50%	100%	83%	75%	70%	-4.62	
	2017	100%	100%	91%		74.8%	+6.8	
	2018	50%	100%	81%	81%	75%	+0.7	
	2019							

### 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%

