

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	2020 - 2021	Total PP budget	£13,105	Date of most recent PP Review	July 2021
		Total Spend			Actual Spend £
Total Number of pupils	60	Number of pupils eligible for PP 8 from Autumn 2020 + 1 LAC £13,105	9 – 15%	Date for next internal review of this strategy	September 2021

This report is evaluated and reviewed annually by governors

2. Current Attainment				
These figures are not official but based on previous KS2 SATS papers and work in class	<i>Pupils eligible for PP (School)</i>	<i>Pupils not eligible for PP (National)</i>	<i>Progress</i>	<i>Non-SEND PP Pupils</i>
% achieving Expected or above in KS2 RWM	No children in Y6	71%		
Reading		71%		
Writing		71%		
Maths		71%		
% achieving Expected or above in KS1 RWM				
Progress				

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
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 (<i>issues which also require action outside school, such as low attendance</i>)		
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	2020/2021				
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 Focus on oral rehearsal before writing to encourage ambitious use of vocabulary in writing.	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 This will be particularly important for those children who did not engage with home learning during summer 2020 – children need to be identified quickly and provision made	Training completed 2017 for EnCo & 1TA TA given set times to deliver Drama embedded in teaching of writing to give chance for all for oral rehearsal TA support used for small group oral rehearsal	EnCo In conjunction with TA (PB) 2hrs per week X39 £780 Possibly more time if necessary	July 2021
Impact and lessons Learned: Child who received SPRINT IN Y2 is now WGD in both Reading & Writing 2 children in Y1 are receiving SPRINT at the moment and it is proving successful for them as well The criteria for SPRINT is quite narrow for it to be successful so selecting children for this intervention needs to be done carefully Oral rehearsal of sentences before writing is modelled throughout the school, as is “thinking about” which words to choose when writing. Children are becoming more ambitious in their writing.					
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	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 technical grammar skills in writing Booster groups for Y6 after school to fill	All Class teachers 2X Weekly Sessions after school Possible “Catch-up” support lessons after school for children really falling behind due to	Class teachers 4 hours per week	July 2021

July 2021

	Introduce 'Mistakes are OK' in assemblies to encourage children to take more risks in their work – we learn from our mistakes! Continue to encourage children to “have a go”	any gaps To develop more of a risk taking culture in school – children can talk about how they learn from their mistakes	closure of school. Whole school approach		
Impact and Lessons Learned: Catch-up sessions were implemented in the Autumn term for Y3, Y5 & Y6 using mostly Government Catch-up funding These were successful in supporting children to “fill gaps” caused by not being in school. Whilst booster groups stopped during the spring term, the effects were still noticed in the summer for children who had been attending. Theses will continue in the Autumn term for selected children.					
Total Budget Cost					£4680

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 Purchase of Monster Phonics Target To ensure all children achieve national expected standard in PSC	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 Monster Phonics will support all children in learning to read.	Set intervention timetable for designated TA to deliver interventions Daily Phonics sessions	SenCo for Catch-up EnCo for SPRINT Costing already added Catch-up 3 hours per week £1170	Yearly July 2020
Impact and Lessons Learned: Catch-up sessions are being delivered across the school for all children who fit the criteria. “Reading for Meaning” sessions are in place for children who are reading at Age Appropriate levels but struggling to make sense of longer texts. In a lot of cases, the reading for meaning is more important for older children than catch-up. Costs to be met by Catch-up funding as there are now more children for who this is necessary, due to the long absences from school. Continued emphasis on Phonics, waiting for final list of approved schemes. Until then, continue to use Monster Phonics.					

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Improved outcomes in Literacy and Maths	<p>Placement of additional staff within the class to free up the class teacher to work with vulnerable pupils in small groups</p> <p>TA dedicated to just delivering interventions ensuring they are consistent and regular – evaluated termly</p> <p>Whole school work on raising profile of reading & writing for parents as well as children – See SDP</p> <p>1:1 reading for children needing extra time from an adult</p>	<p>CT will have more time to split class and give directed attention during class activities</p> <p>Formal testing will show at least expected progress for pupils</p> <p>Research has shown 1:1 reading with children is one of the most effective ways to increase vocabulary and raise the standard of reading</p>	<p>Organise timetable to ensure class teachers are freed up during Literacy and Maths with TA support , as well as TA support allowing for 1:1 reading with identified children on a regular basis</p> <p>Interventions are consistent and regular</p>	<p>KS1 TA 10Hrs per week X39 £3900</p> <p>KS2 TA 6 Hrs per week £2340</p>	<p>Termly when progress is assessed – allocation of staff will depend on the needs of pupils throughout the school</p> <p>Formally July 2021</p>
<p>Impact and Lessons Learned: The support in classes where there are higher needs than elsewhere has helped to support the CT and allow them to work with individual children. Most children, on testing have shown that they are where they should be in Reading. Writing is still lagging behind slightly. Emphasis on reading to continue as a school with booster groups for writing.</p>					
Total Budget Cost					£7410

III. Other Approaches					
Desired outcomes	Chosen action/approach	What is the evidence and rationale for	How will you ensure it is	Staff Lead	When will you review

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		this choice – Objective	implemented well?		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 2021
	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 2X hr weekly £780	July 2021 £1135
Impact and Lessons Learned: Social groups and ELSA continue to be delivered to children who might benefit. This has been particularly useful now we are back at school and although most children are happy to be back in school and eager to learn there are a few where anxieties have appeared.					
Improved Behaviour in class	Extra TA support to enable pupils to access learning for children who require it Regular contact with parents to review progress and engage Regular “check-in” times to talk through any issues they may have Regular, timetabled 1:1 time for vulnerable pupils with a TA to play a game, talk etc	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	
Impact and Lesson Learned: With support in class it is noticed where a child might need some quiet time before trouble occurs Support is always on hand from the HT as well This model will continue					
Enrichment and Development of skills.	Payment of fees for clubs, school trips, opportunities and	Pupils have access to opportunities that might not be available to them		SBM Swimming	Clubs: Multi-skills

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Offering wider opportunities and broadening of horizons	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 Music lessons through Berkshire Maestros also offered	otherwise		Clubs & Trips (incl. Y6 residential) £700	2 terms/ 4children £400 Pottery 2 Terms/4 children £60 Music 3 Terms/2 Children £150 £610
Impact and Lessons Learned: These clubs play a very important role in allowing children to access a variety of social situations outside school time.					
Free School Dinners for Ever 6 Pupils Support with Uniform costs	This is assessed on a need basis All children are FSM rather than Ever-6 this year.				
Impact and Lessons Learned: This has not been asked for this year as we do not have any Ever 6 pupils LA vouchers for the school holidays during Covid have been appreciated. Support with uniform allows all children to look the same and not single anyone out					
Total Budget Cost					£1745
Total Expenditure:					£13,835

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	
	2020							
	2021							
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	
	2020							
	2021							
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	
	2020							
	2021							

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%