

Pupil premium strategy statement – Ireby Church of England Primary School

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	34
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	5 th October 2023
Date on which it will be reviewed	5 th October 2024
Statement authorised by	Michael John
Pupil premium lead	Michael John
Governor / Trustee lead	Philippa Irving

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3200
Recovery premium funding allocation this academic year	£2000
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
Total budget for this academic year <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>	£5200

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by our vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set with high expectations for all
- act early to intervene at the point need is identified in-line with our school's Curriculum, teaching and learning policy.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Improved well-being for all children including disadvantaged
2	Improved reading attainment for all children including disadvantaged

3	Improved maths outcomes for all children including disadvantaged
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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
Improved well-being for all children including disadvantaged	Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil and parent voice and teacher observations A significant increase in participation in enrichment activities, particularly among disadvantaged pupils (see mapped enrichment activities)
Improved reading and attainment for all children including disadvantaged	KS 2 reading outcomes are above those achieved nationally with regards to the % having met the expected standard
Improved mathematical skills for all including our disadvantaged	KS2 maths outcomes in 2024/25 show that more than % of disadvantaged pupils met the expected standard.

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (Star reader)	Star reader compares understanding of a reader's vocabulary and gives an accurate reading age. It supports our ability to ensure pupils read books that challenge at the right level and receive the correct support through our teaching and intervention work. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (RWI)</p>	<p>The school purchased and implemented Read, Write Inc with all the training and learning resources required. This highly structured approach to the teaching of reading has led to strong outcomes in our phonics tests at Year 1 and the confidence of our readers across KS 1 and lower KS 2 where required.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Outcomes for all children have been positive with all achieving above national standards</p>	<p>1,2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>We have purchased maths resources to support our teaching that is in-line with the DfE non-statutory guidance which has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Maths outcomes were positive with 100% at the expected standard in 2023. Internal data is showing positive impact of our maths teaching.</p>	<p>1, 3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>We have invested in a PHSE scheme which supports high-quality teaching across our school. We have also identified a social and emotional lead on our staff with responsibility for supporting identified children.</p> <p>Pupil voice and work in books shows positive impact of the PHSE scheme on all pupils</p>	<p>1</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional small group tuition for maths	Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
Small focused phonics groups with trained staff	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	2

Wider strategies

Budgeted cost: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils to attend residential for outdoor learning	The EEF evidence does not support this as a strategy for academic improvement . However, as a school, and through discussion with governors, we have decided that the is significant impact in terms of priority 1.	1
Supporting pupils to learn a musical instrument/ arts participation	EEF evidence points to positive outcomes for disadvantaged pupils to have arts participation , we support this through playing the violin working with a professional music coach	1,2,3

Total budgeted cost: £7300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2021/22 there were no disadvantaged pupils to assess at the end of KS 2

During 2022/ 23 there were no disadvantaged pupils to assess at the end of KS 2

Outcomes for all pupils were high when compared to national, especially in 2023 where we achieved 100% at the standard for every assessment.

On-going assessment of our small numbers of PPG at Ireby confirm that we are on-track to achieve expected standards.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.