**Pupil premium strategy statement (primary)**

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| 1. **Summary information** | | | | | |
| **School** | Ilsington | | | | |
| **Academic Year** | 2020 - 21 | **Total PP budget** | £6,725 | **Date of most recent PP Review** | July 2020 |
| **Total number of pupils** | 62 | **Number of pupils eligible for PP** | 5 | **Date for next internal review of this strategy** | July 2021 |
|  |  | **LAC** | 1 (£2,345) |  |  |
|  |  | **Services** | 1 (£310) |  |  |

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| 1. **Attainment 2020 (Based on Y6 results)** | | |
| *Ilsington’s figures for pupils eligible for PP (outcomes are based on teacher assessment as there were no SATs tests in 2020 due to the COVID-19 pandemic)* | | *Pupils not eligible for PP (national average)* |
| **% achieving expectations in reading** | 0% (Based on 1 pupil) | No data due to COVID-19 pandemic |
| **% achieving expectation in writing** | 0% (Based on 1 pupil) | No data due to COVID-19 pandemic |
| **% achieving expectation in maths** | 0% (Based on 1 pupil) | No data due to COVID-19 pandemic |

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| 1. **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)* | | | |
|  | | Some pupil premium children are achieving below the national average in writing, reading and maths | |
|  | | Some pupil premium children’s progress will have been impacted by the school closures linked to the COVID-19 pandemic | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **C.** | | Some pupil premium pupils have SEMH needs which can impact on their progress | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Pupils eligible for PP to be achieving in line with national average in reading, writing and maths | | * Pupils eligible for PP to attain EXS in line with non-eligible peers in reading, writing and maths across the school * The progress of eligible pupils in reading, writing and maths is at least in line with National at the end of KS2 * Pupils identified as prior higher attaining are identified and targeted for GDS * Eligible pupils to achieve RWM combined at least in line with Nationals * Lead indicators are monitored and acted upon weekly |
|  | Pupil’s eligible will make accelerated progress following learning being impacted by the school closures linked to the COVID-19 pandemic | | * Pupils will access a recovery curriculum * Additional provision will be accessed via Quality First Teaching * Bounce back tracking document and provision map. |
|  | Pupils eligible for PP have access to SEMH support through the Inclusion Hub | | * Pupils will be identified through Boxall profiling who need SEMH support. * Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc |

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| 1. **Planned expenditure** | | | | | |
| 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. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **Improved attainment in reading, writing and maths at the end of KS2** | **Hubs;**Middle leaders will engage with the Trust-wide network to ensure the highest quality delivery of a broad and balanced curriculum.  All staff to focus on ‘Implement/Intent and Impact’. | Ofsted’s new inspection framework will place an increased emphasis on curriculum as part of a new quality of education grade, which will also look at teaching and learning and outcomes for pupils.  The inspectorate has said that it will assess curriculum through intent, implementation and impact.  Ms Fearn - Ofsted said: “Intent is about what leaders intend pupils to learn. It’s as simple as that. Intent is everything up to the point at which teaching happens.”  She said that, according to Ofsted’s new framework, “good intent" has the following four features:  a curriculum that is ambitious for all pupils;  a curriculum that is coherently planned and sequenced;  a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;  a curriculum that is broad and balanced for all pupils.    Ms Fearn said that, in order to assess intent, inspectors will "consider the curriculum leadership provided by senior, subject and curriculum leaders". | All staff to have a greater understanding of the position of each subject's current focus, good practice and shared resources.    All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).  Lesson observations to look at **challenge/impact.**  Pupil progress meetings identify target children forensically.    Book monitoring to dig deeper into how effective the teacher/pupil ‘response’ to the work has been ie- has it improved the child’s progress? | **Teaching staff and senior leadership**  **Subject Leaders** | **Termly** |
| **Some pupil premium children’s progress will have been impacted by the school closures linked to the COVID-19 pandemic**  Staff build strong home/ school links and involve families with creating an individual package of provision for their children which includes involving pupil voice. | **Recovery Curriculum** in place for first few weeks of Autumn 1. Following up Recovery Curriculum with regular opportunities for children to benefit from outdoor education e.g extended Science and English session held in Simm’s Wood  **Quality First Teaching-**All teachers use formative feedback and pupil conferencing to inform and empower children enabling them to know how to progress their own learning .All teachers promote high expectations for all and encourage culture of resilience and challenge for all children.  **Assess and Monitor**- All teachers use effective MA to identify and address areas for development needed to move children’s learning forwards.  **Diagnose Therapy Test-** The school has access to the specialist support and interventions of The Link Academy’s inclusion Hub and works closely on a case by basis to ensure best provision is in place for each child.  **Specific provision map** for pupil’s impacted by missed learning as appropriate to needs of individual children. | The National Strategies suggest that the key to success with all learners is **quality first teaching** (QFT). ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.11 Mar 2015 | Lesson observations to look at **challenge/impact.**  Pupil progress meetings identify target children forensically.    Book monitoring to dig deeper into how effective the teacher/pupil ‘response’ to the work has been ie- has it improved the child’s progress? | **Academy Heads** | **Half termly** |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **Improved attainment in reading, writing and maths at the end of KS2** | Precision Teaching  1:1 sessions. 1:1 comprehension/understanding support  Pre/Post -Teaching and same day conferencing  Booster Clubs  QFT CPD  Building Learning Power  Early Work looking at spelling, punctuation and grammar | Precision Teaching: “Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach” Carl Binder, Cathy Watkins (1990)  The National Strategies suggest that the key to success with all learners is **quality first teaching** (QFT). ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.11 Mar 2015  Building Learning Power approach based on J. Hattie’s research and writing. | All staff to have a greater understanding of the position of each subject’s current focus, good practice and shared resources.    All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).  Lesson observations to look at **challenge/impact.**  Pupil progress meetings identify target children forensically.  Book monitoring to dig deeper into how effective the teacher/pupil ‘response’ to the work has been i.e.- has it improved the child’s progress? | **Teaching staff and senior leadership**  **Subject Leaders** | Termly |
| **Some pupil premium children’s progress will have been impacted by the school closures linked to the COVID-19 pandemic** | Precision Teaching  1:1 sessions. 1:1 comprehension/understanding support  Pre-Teaching and same day conferencing  SATs Boosting 1-1  QFT CPD  Embedding ‘Maths no Problem’  Opportunities for whole school and class extended writing with a focus on sharing published writing with families and school community. | Precision Teaching: “Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach” Carl Binder, Cathy Watkins (1990)  The National Strategies suggest that the key to success with all learners is **quality first teaching** (QFT). ... an expectation that pupils will accept responsibility for their own learning and work independently. regular use of encouragement and authentic praise to engage and motivate pupils.11 Mar 2015 | All staff to have a greater understanding of the position of each subject’s current focus, good practice and shared resources.    All staff to feel supported in middle leadership roles (strategic and school based) with a focus on accountability (curriculum, books and data position).  Lesson observations to look at **challenge/impact.**  Pupil progress meetings identify target children forensically.  Book monitoring to dig deeper into how effective the teacher/pupil ‘response’ to the work has been i.e.- has it improved the child’s progress? | **Teaching staff and senior leadership**  **Subject Leaders** | Half termly |
| **Total budgeted cost** | | | | | **Staffing: £2,521.87**  **Resources: £840.63** |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **Pupils eligible for PP will have access to SEMH support through the Inclusion Hub** | Pupils will be identified through Boxall/ Devon Graduated Response profiling when need SEMH support.  Pupils will access the Link Academy Inclusion Hub, Early help, Play Therapy, SEMH interventions e.g. Managing Big Feelings, Therapeutic Play etc  Access to MAST  Inclusion Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions) | The Boxall Profile is an invaluable resource for the assessment of children and young people's social, emotional and behavioural development. Nurture UK  Feedback from previously participating schools report a positive change in a child’s ability to self-regulate, which has enabled them to access curricular learning more effectively.  Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions | Boxall Profile reviews termly  Pre-course questionnaires sent out to participating children, teachers, and parents (pre and post sessions) to measure impact. | IIH Manager  Academy Head | Termly |
| **Inclusion Hub Manager to challenge and support how the PP Grant is spent and monitor progress and attendance**  **IIH Budget**  **Total budgeted cost** | | | | | **£3,362.50**  **£6,725.00** |

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| 1. **Review of expenditure 2020-21** | | | | |
| **Previous Academic Year** | |  | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| For all children to feel confident and able to access curriculum.  For gap analysis to lead to precise, focused teaching matching individual needs  For all children to make Good or better progress and attainment | Small classes more opportunity for precision teaching/ pre and post teaching to support individual need. | Yes  Maths  100% Good progress  Reading  100% Good progress Included GDS in KS2 SATS  Writing  80% Good progress\* ( 2/5 moved on to specialist provision in September).  Reading 40% Accelerated progress  Writing 10% accelerated progress | 2/5 children with PP moved from Ilsington into specialist provision after July and the progress and attainment achieved whilst they were at Ilsington CE Primary reflects the effectiveness of the provision in place.  At times a ratio of 2:1 was provided to enable the best possible learning environment for a child with complex needs. In the future the school would need to have higher levels of funding to achieve this again. |  |
| 1. **Targeted Support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| For each child to be known as an individual and for their specific areas of development to be understood and met | One to one and small group support in place from subject leads, class teacher and appropriate TAs focused on specific areas identified through pupil conferencing. | Yes- children with ASD and a range of barriers to learning were provided with individualised learning opportunities which included specific setting, resources and staffing.  Outside agencies were involved and training given by SEMH team and Educational Psychologist to ensure that staff clearly understood how to meet the needs of students. | The results achieved show that the school’s approach was effective, however it was costly and staffing was stretched and budgets would ned to be considered if this level of need were to be met again in the future. |  |
| **Total Cost** | | | | Staffing:  £3000  Resources: £900 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Access to SEMH support through link Academy and Babcock.  To build self esteem, resilience and confidence in children with PP. | Effective SEMH support for staff and pupils to ensure all those involved in supporting children with high needs are effectively supported.  A range of opportunities were provided for individuals and groups supported by staff which gave children time to create, achieve, reflect and communicate together. Woodland school, baking, arts and crafts, off site trips. | Yes- this was reflected in the progress made by the group involved and the other children included in many of the sessions. There has been a noticeable improvement in confidence and in academic attainment in those involved. | SEMH team support highly effective in supporting progress and attainment for high needs children with PP.  The school plans to further develop this strand of its PP provision and will run half termly woodland day sessions with a focus on developing the children’s understanding and confidence in the four Rs. ( Building Learning Power) Reflectiveness, Reciprocity, Resilience and Resourcefulness. | £3,500  £500 |
| **Total Expenditure** | | | | £7,900 |

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| 1. **Additional detail** |
| IIn this section you can annex or refer to **additional** information which you have used to inform the statement above.  Funding is made available to all children with Pupil Premium to provide uniform, free before and after school club access, costs of all off site trips and residentials. Children are also provided with IT for home use when need eg blended learning during Covid.  Further information about the details and results of PP children at the school and the school’s approach to Building Learning Power can be found on our school website http://www.ilsington.thelink.academy/website/pupil\_premium\_/520041 |