

Pupil premium strategy statement:



1. Summary information					
School	Ingoldmells Academy				
Academic Year	2018/19	Total PP budget	£118,800.00	Date of most recent PP Review	23/03/18
Total number of pupils	130 (Jan 18 Census)	Number of pupils eligible for PP	90	Date for next internal review of this strategy	March 19

2. Current attainment		
Attainment for: 2017 2018 KS2 (16 pupils)	<i>Pupils eligible for PP within IGA</i>	<i>Pupils not eligible for PP (IGA / National Y6)</i>
% achieving expected standard or above in maths	83%	75% / 76%
% achieving expected standard or above in writing	67%	75% / 78%
% achieving expected standard or above in reading	83%	50% / 75%
% achieving expected standard or above in reading, writing and maths	58%	25% / 64%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Literacy Skills are low for PP children on entry to FS2. This impacts upon attainment in subsequent years.
B.	Desire, resilience and creativity in writing for all pupils.
C.	Low aspirations.
External barriers	
D.	Mobility

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Rapid increase in attainment in literacy across the academy.</p> <ul style="list-style-type: none"> • End of FS will show above average progress in CLL, reading and writing for 80% of PP chn from on entry. • Continued increase in reading writing skills moving across KS1 and 2. • Pupils below ARE at the beginning of the academic year 18/19 will make accelerated progress in order to diminish the gap on all pupils nationally. • A greater % of pupils will achieve at GD than recorded at the beginning of the academic year.. 	<p>End of year will show:</p> <ul style="list-style-type: none"> • 70% of PP chn achieving GLD at FS • 80% + PP at ARE in reading and 70%+ writing at Y2 • 70%+ achieve ARE at Y6 in reading and writing • 18%+ working at greater depth at Y6 reading and writing.
B.	<p>Increase all pupils desire and engagement in learning with a focus to writing. For all pupils to write with creativity. Correctly punctuated, accurate spelling and grammatically correct.</p> <ul style="list-style-type: none"> • Pupils will gain inspiration in a desire and creativity in their writing through engagement in a variety of stimulating experiences. • Pupil will increase their range of vocabulary and this will be evident in their writing. • Engagement with Mobilise a a means of sharing good practice to further develop a broad, rich curriculum to stimulate learning. 	<ul style="list-style-type: none"> • July 19 will show a 20% increase across the academy of pupils at ARE in writing in each year group from end of 17/18. • IGA targets in writing will be achieved across all year groups in reading. • An increase in the % of pupils achieving greater depth in writing will be evident compared to end of 17/18.
C.	<p>Increase aspirations in pupils to have an independent desire to achieve.</p>	<ul style="list-style-type: none"> • Pupils will see for themselves that they are meeting their personal goals • IGA targets will be achieved • Pupils will have had the opportunity to engage in a broad variety of events and activities and this will support learning and engagement. • Pupils will attend school at 97%
D.	<p>Ensure pupils who join our academy mid-year are swiftly settled and their learning continues to progress.</p>	<ul style="list-style-type: none"> • Initial accurate assessments continue to be collected upon arrival • Pupils supported with transport over the winter period • FSW in place for continued support • EWO in place for targeted support

Desired outcome A.	Chosen action / approach 18/19	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
End of FS will show above average progress in CLL, reading and writing for 80% of PP chn from on entry.	Relocation of EYFS and provision of pure year group teaching.	Separating these two curriculums (FS2 & KS1) will support attainment and increase progress. This will be enhanced through smaller group sizes.	Rigorous monitoring from SLs and P. Drop in observation will show the development of continuous provision. Journals will provide evidence of effective practice.	DC	June 2019
	Pupils to enrol in school the term after their fourth birthday.	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families	Monitoring of provision and on going monitoring of pupil progress.	DC	July 2019
	Resources purchased to support engagement in CLL across EYFS.	Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.			
	Resources purchased to support phonic awareness.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Monitoring visits from EYFS consultant to support SLT judgements.	DC	June 2019
	Workshops provided for parents to increase shared learning at home and school.	We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities.	Parent voice/ pupil voice	P, DC	July 2019

		Increasing parental engagement in primary schools had on average two to three months' positive impact for low cost.			
	CPD opportunities to be attended exploring new initiatives in writing.	Continued professional development ensures staff are reflective in their delivery of quality learning through, up to date teaching methods. Working with EYFS consultants will enhance and further develop current practice.	Rigorous monitoring from SL and P.	P, SL, CT	June 2019
Desired outcome A.	Chosen action / approach 18/19	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Continued increase in reading and writing skills moving across KS1 and 2.	Reduction of class sizes across the academy to support attainment.	The Education Endowment Foundation recognise that the reduction in class size can have a positive impact of on average 3 months per pupil. The provision of a sixth teacher facilitates this.	Progress of all pupils to be monitored termly.	P, SL	July 2019
	Provision of a sixth teacher		Mentor in place to support NQT	SAH P	July 2019
	Establish early entry to school by providing FS1 education.	Early and firm foundations in effective, quality early years education has a significant positive impact upon a child's current and future attainment delivering an average of around five additional months' progress.	Ongoing observation of provision, focus to progress made for each pupil.	DC	September 2019
	Continue to engage with Reading Eggs IT program in place for all pupils to be used in school and at home	Evidence shows that children who engage in reading for enjoyment achieve to a higher standard. The interactive, competitive nature of this IT program will appeal to all pupils thus engaging them in reading activities tailored to their individual needs and interests. Research highlights that pupils who read at home as well as at school are more likely to be readers and to make greater progress in reading. Positive attainment in reading leads to progress in writing.	All class teachers monitor engagement in this system for the pupils in their class.	SL, P	July 2019

<p>Pupils below ARE at the beginning of the academic year 18/19 will make accelerated progress in order to diminish the gap on all pupils nationally.</p>	<p>All teachers will access resources and assessments from PiXL.</p>	<p>Accurate standardised assessment to inform future planning.</p>	<p>Data will be analysed to support next steps for individuals.</p>	<p>SL, P,CT</p>	<p>July 2019</p>
<p>A greater % of pupils will achieve at GD than recorded at the beginning of the academic year..</p>	<p>After school club to support HA chn.</p>	<p>The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.</p>	<p>Principal monitor attendance and progress of pupils attending after school club to ascertain its impact.</p>	<p>P</p>	<p>July 2018</p>
	<p>CPD to support teacher knowledge and ensure high expectations.</p>		<p>Book scrutiny will show distinct differentiation and high expectations.</p>	<p>P</p>	<p>July 2019</p>

Desired outcome B.	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Pupils will gain inspiration in a desire and creativity in their writing through engagement in a variety of stimulating experiences.	Pupils to engage in outdoor learning. Staff to work with GAT outdoor learning consultant.	Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	Planning will evidence how the outdoors is being utilized across the academy.	PM	July 2019
	Pupils to engage in art to promote and develop storytelling, creativity and skills in writing.	EEF reports benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	Planning will evidence how arts are being utilized. Observation will evidence pupils engagement in learning across the curriculum.		July 2019
Further engagement with the Mobilize project	To share effective practice across a cluster of schools and professionals.	Sharing good practice promotes research and continued developments in teacher practice leading to increased outcomes for pupils.	Planning scrutiny, environment walks, progress in books.	RK	July 2019
Pupil will increase their range of vocabulary and this will be evident in their writing.	Provision of varied experiences to develop language.	Pupils who engage with a range of experiences develop knowledge, enquiry and increase their vocabulary.	Pupil voice	PM	July 2019
	Provision of quality up to date reading material that appeals to pupils.	Pupils who read for pleasure develop a greater range of vocabulary and develop ideas to take forward into their writing.	Data, pupil voice	PM	July 2019

Desired outcome C.	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Increase aspirations in pupils to have an independent desire to achieve.	Provide a broad curriculum to engage all pupils through varied interests	Pupils who are interested in the content of the opportunities offered to them will have greater engagement in the learning.	Pupils will be able to talk with enthusiasm about their learning. A variety of opportunities will be evident across the year.	P, SL,CT	July 2019
	Invite visitors into the academy to share; knowledge , skills and experiences Pupils to take part in out of school activities	Utilizing experience and skills from outside professionals / visitors will provide pupils with the opportunities to learn from others and develop a greater awareness of careers, opportunities and individual interests.	A planned timetable of events will be established.	SLT	July 2019
	A variety of incentives across the academy will be put in place.	Development of a desire to achieve, initially for a rewards and ultimately for self-fulfilment.	Displays will highlight achievements.	P	July 2019
	Assemblies and lessons will share with the children the purpose of learning and how it can lead to a desired career.	A continued consistent message to drive and develop aspirations in all pupils.	Timetable of assemblies. Dates are set for the year. Invitation to people to speak to the children. Whole school approach showing developing high aspirations for all.	P	July 2019
	Engagement in after school clubs	Children to engage in sporting activities, clubs including broader life experiences.	Pupils will be able to talk about other experiences and interests.	P	July 2019
	Mini Police Scheme	Children engage in the schemes to promote and develop roles and responsibilities across the school community.	Observation will show increased awareness across all pupils in maintaining effective behaviours and in promoting good relations and support for all in school and the local community.	P	July 2019

	Total Budgeted Cost All	£37,416
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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	Impact
A FS will show above average progress in CLL, reading and writing for 80% of PP chn from on entry.	Following baseline assessment purchase resources to promote listening skills and develop skills in speaking.	Effective assessment of needs of pupils in the foundation stage allows further panning to meet their learning needs. Purchasing resources to meet the need of identified pupils enables us to use the children's interests in order to engage them in learning.	Observation and pupil progress will evidence high quality teaching.	PM, DC	July 2019
A. Pupils below ARE at the beginning of the academic year 18/19 will make accelerated progress in order to diminish the gap on all pupils nationally.	Dedicated SEND support from SENCo and Deputy SENCo.	Early identification and support to identified additional needs to facilitate effective learning. 77% of SEND children are PP children and are supported through SEND intervention and support.	PP SEN children will make progress from their starting points.	S. Mitchell	July 2019
	Catch up intervention to be used across each class. 1-1 support 20min 3/5	Research backed intervention proven to diminish the gap for pupils working below ARE. Evidence from EEF toolkit shows that small group tuition for intervention has impact at a moderate cost. Evidence also shows that structured intervention programmes increase attainment when led by TAs.	Data collected by SENCo will highlight progress and inform next steps.	SENCo	July 2019
	Use of PIXL therapies	Targeted intervention based on accurate	PIXL assessments analysed by CT	P. CT	July 2019

		.assessment utilising PIXL assessments	and P. PPM promote further discussion around targeted interventions.		
	Third Space after school club with the support and guidance from a member of staff.	Online tuition to address identified misconceptions in maths. Evidence from last year's results identify Third Space in supporting above national results in maths. 71% of the school cohort are in receipt of PP funding.	Year 6 pupils will increase their skills in maths - data analysis.		
C. Increase aspirations in pupils to have an independent desire to achieve.	Provision of after school club to support SMSC.	Developing and nurturing interests leading to increased aspiration.	Invited pupils will attend and positive impact of the club will be seen to impact positively on attainment for individuals.	PM	September 2019
C. Increase aspirations in pupils to have an independent desire to achieve.	Y6 cohort to visit Life Wise Centre to highlight how choices can impact upon your future.	Enabling children to see, through real life scenarios how their own choices can have both negative and positive impact on their lives and others. This experience will increase the % of children making positive decisions in the future.	Y6 will attend the session. Follow up work and discussion will take place in school.	NM	September 2019
D. Support pupils and families who join the academy during the year	Early 1-1 assessments to establish a pupils current attainment	Early identification of current attainment facilitates effective planning to take learning forward for each pupil.	Class teachers will maintain record of initial assessments.	CT, P	
	FSW to support families during transition.	Parents and carers who move to new area are unfamiliar with certain provisions etc. that they can access. Previous experience highlights the invaluable support offered from our FSW in supporting families within IGA.	It will be evident that pupils settle quickly and parent comments will highlight the support they have received if required.	FSW, P	July 2018
Total Budgeted Cost Targeted Support					£42,621.04

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	
Support for families	EWO will be involved with families whose attendance falls	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better	Attendance will be monitored half termly. Any absence will be addressed immediately.	PM, AH, CP	September 2019
	FSW to support families across IA.	Previous experience highlights the invaluable support offered from our FSW in supporting families within IA.	Parents and carers will feel supported.	FSW, P	July 2019
	Employ staff to run Breakfast Club	To provide a healthy, calm start to the day.	Breakfast club will be well attended and children will be in school on time and have a solid foundation for the day's learning.	AB, RH	September 2019
	Provision of free school uniform on entry to reception. Further support provided.	All pupils will have a sense of pride in themselves. School uniform eradicates barriers which could be evident.	Children will be proud to belong to the school community.	PM	September 2019

	Ensure that all children are able to attend school every day.	A high % of families reside in accommodation between Ingoldmells and Skegness over a year. Support is provided in order to maintain consistency in education for all pupils.	Children will remain in school FS2 -Y6.	PM	September 2019
Total Budgeted Cost					£11,382.00

Total Planned Spend as of Sept 2018= £ 91,419

The remaining £27,381 will be allocated through the year as further need arises.