

Pupil premium strategy statement:



1. Summary information					
School	Ingoldmells Academy				
Academic Year	2017/18	Total PP budget	£116,160	Date of most recent PP Review	23/03/17
Total number of pupils	126	Number of pupils eligible for PP	88	Date for next internal review of this strategy	March 18

2. Current attainment		
Attainment for: 2016 2017 KS2 (24 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	81%	88% / 75%
% achieving expected standard or above in writing	75%	63% / 76%
% achieving expected standard or above in reading	44%	50% / 71%
% achieving expected standard or above in reading, writing and maths	38%	38% / 61%

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 and accuracy in reading
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 literacy skills (CLL, R & W) across the academy.</p> <ul style="list-style-type: none"> • End of FS will show above average progress of 4 steps + for 80% of PP chn from on entry. • Continued increase in literacy skills moving across KS1 and 2. • Pupils below ARE at the beginning of the academic year 17/18 will make on average 6 steps in progress in order to diminish the gap on all pupils nationally. • HA PP chn achieve at greater depth in reading and writing as IGA attainment targets. 	<p>End of year will show:</p> <ul style="list-style-type: none"> • 75% 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 reading and for all pupils to read with accuracy at an appropriate speed.</p> <ul style="list-style-type: none"> • 80% + PP chn will engage with reading eggs at home. • 80% + PP chn will read their individual reading book at home supported by their parents /carers. • 65%+ of Y2 pupils to read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute 	<ul style="list-style-type: none"> • July 18 will show a 20% increase across the academy of pupils at ARE in reading in each year group from end of 16/17. • IGA targets in reading will be achieved across all year groups in reading.
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 enagement
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

5. Planned expenditure				
Academic year	2017/18			
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 of teaching for all				
Desired outcome A.	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
End of FS will show above average progress of 4 steps for 80% of PP chn from on entry.	Reduction of class sizes to support attainment for all.	Separating these two curriculum (FS2 & KS1) for a portion of the day will support attainment and increase progress. This will be enhanced through smaller group sizes.	Rigorous monitoring from SL and P.	PM
	CPD opportunities Elklan course Early Years Conference	Continued professional development ensures staff are reflective in their delivery of quality learning through, up to date teaching methods.	Monitoring visits from EYFS consultant to support SLT judgements.	P
	Resources purchased to support phonic awareness.	High quality resources support engagement in learning. A whole school approach to phonics will allow consistency across the academy.	Rigorous monitoring from SL and P.	P, SL, CT
	Development of continued provision to support reading and writing	Working with EYFS consultants will enhance and further develop current practice. Visiting recognised effective settings allows the sharing of good and better practice.	Drop in observation will show the development of continuous provision. Journals will provide evidence of effective practice.	CT, P
Impact				
<p>Of those pupils who joined us at the beginning of the year and remained within our FS2 cohort progress was excellent. At baseline 0% of disadvantaged pupils were at ARE in all areas. EOY data shows 78% of disadvantaged pupils achieving GLD - Excellent progress evident.</p> <p>Enabling the curriculums to be split, positively supported attainment for both FS2 and Y1 enabling adults to target individual groups effectively thus accelerating learning.</p>				

Desired outcome A.	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
Continued increase in literacy skills moving across KS1 and 2.	Provision of a fifth teacher.	Reduction of class sizes to support attainment for all.	Mentor support as part of the NQT package	Mentor and P
	Additional adults assigned to support across KS1.	Smaller class sizes allows a greater adult to child ratio in order to take individual learning forward rapidly.	Rigorous monitoring- SL and P. A whole team approach across FS2 and KS2 led by class teachers.	SAH RK
	Reading Eggs IT program in place for all pupils to be used in school and at home	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.	All class teachers monitor engagement in this new system for the pupils in their class. Data showing % of engagement per class will be monitored.	SL
	Further books purchased to engage reluctant readers	Evidence shows that children who engage in reading for enjoyment achieve to a higher standard.	Teachers will collect children's preferences and pupil voice will highlight that their interests are supporting their skills in reading.	SL, P
	Establish workshops/ shared reading and phonic sessions for parents and carers across all year groups.	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.	Registers will highlight attendance to each session.	P
	Relabeling of books in the library following the Dewey System	Ease of access to books of interest to pupils will increase their engagement with the library and the books within it ultimately increasing reading mileage.	Pupils will be seen to access the library purposefully	P, CT
	Resources to support, stamina and fluent reading e.g. timers,	Recent assessments highlighted that lower scaled scores in some cases were attributable to pupils not being able to access the text quickly enough in order to complete the papers in the allotted time.	KS1 and Ks2 outcomes will be seen to rise and pupils will be able to access the tests in the allotted time.	CT
	Incentives purchased engagement rewards.,	Raising the profile of reading even further to engage pupils in reading.	Displays in classes and in our library area will feature those who are developing as readers.	CT, P, SL
	Further engagement with the Mobilize project	EEF Research highlights the effectiveness of additional adult support when adopted across the school. Whole staff training supports and facilitates this.	Attendance at staff training. Classroom observation will highlight effective support by all additional adults.	P

	CPD opportunities for all staff	Continued professional development ensures staff are reflective in their delivery of quality learning through, up to date teaching methods.	Data and rigorous monitoring by P and SL will highlight strengths and areas for development.	P, SL
	Pupils in Y4,5,6 take part in GL assessments	Accurate standardised assessment to inform future planning	Data will be analysed to support next steps for individuals.	SL, P,CT
	No Nonsense Phonics and spelling	A consistent approach to phonics and spelling will increase attainment year on year as pupils will be fully aware and used to the terminology and daily routine.	Phonics data will be assessed termly by KS1 lead. Spelling across the school will be assessed through book scrutiny.	CT, P, SLL, KS1

Impact

- Ensuring class sizes remain small has enabled adults to closely assess and teach to the needs of the pupils in their classes. This has included pastoral support which can so often hinder a pupil's attainment and progress.
- Reading across the academy saw significant increase in attainment for disadvantaged pupils at KS2 with 83% of pupils achieving the expected standard, matching national standards. The impact of work significantly increased the profile of reading for all pupils. Pupil voice highlights pupil engagement in reading for pleasure.
- 78% disadvantaged achieved the expected standard in phonics
- Staff have attended a range of CPD opportunities which can be seen to be positively impacting upon progress and attainment for all pupils.
- PIXL assessments are now utilised across the academy and will continue to support accurate assessment and intervention into 18/19.
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Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
B.				
80% + PP chn will engage with reading eggs at home	Reading Eggs IT program in place for all pupils to be used in school and at home.	The IT based program appeals to pupils and through online initial assessment it ensures pupils are reading at a suitable level to support further progression.	SL and CT will monitor engagement with this new program.	SL
80% + PP chn will read their individual reading book at home supported by their parents /carers.	Establish workshops/ shared reading and phonic sessions for parents and carers across all year groups.	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.	Registers will highlight attendance to each session.	P

65%+ of Y2 pupils to read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute	Resources purchased to support stamina and fluent reading e.g. timers	Greater fluency increases the enjoyment and engagement in the text. Increasing pupils ability to read at an appropriate speed will allow them to show their full potential in assessment.	Listening to pupils read will highlight increase fluency, speed and stamina in reading.	P, SL
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Impact
<ul style="list-style-type: none"> Positive impact of the approach taken to reading can be seen in the achievement of disadvantaged pupils at the end of KS2 83% achieving ARE, exceeding national. The introduction of Reading Eggs across the academy has acted as a catalyst in engaging a greater % of pupils with reading at home. Data shows that over 50% of pupils regularly make use of Reading Eggs at home. Pupils talk positively of the program and will turn to it voluntarily. Parent workshops exploring the value of reading at home were poorly attended, as was the parent workshop looking at Reading Eggs. The message to home was conveyed via newsletters and through parent assemblies . Pupil voice has highlighted to SLT that parents are aware of Reading Eggs and know it is a program that can be accessed at home. <p>Next steps will include workshops for parents either new to the academy and existing to share the messages around the value of reading and strategies to use, including Reading Eggs.</p>

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
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.	PM, SL, CT
	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
	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
	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

	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
	Total Budgeted Cost All			£92,966

Impact

- Pupils within the academy have had the opportunity to work with police, ambulance crews, scientists, musicians from the BBC concert orchestra. Along with off site visits.
- The curriculum continues to develop across this year and into 18/19 with the development of RSE, RE for Lincolnshire, engagement with Arts Awards and Arts Mark, EVOLVE music for all, Rhubarb Theatre Company, Mini Movers and a partnership beginning to be established with Fantasy Island to look at all roles across their company.
- After school clubs are well attended and certain clubs are oversubscribe with waiting lists in place.

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
A.KS1 & 2 Pupils below ARE at the beginning of the academic year 17/18 will make on average 6 steps in 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 accelerated progress from their starting points.	S. Mitchell
	Early identification of pupils working below ARE	Data analysis has identified pupils who will benefit from targeted intervention.	Data analysis each term will identify pupils working below ARE. Next steps relating to suitable intervention will be established.	P
	CPD opportunities	Dedicated time for SENCo and TAs to further develop skills, assessments and next steps with Catch UP intervention.	SENCo and Principal will evaluate the effectiveness of the program through data analysis and observation.	SENCo P
	Catch up intervention to be used across each class . 1-1 support 15min 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	Data collected by SENCo will highlight progress and inform next steps.	SENCo

		intervention programmes increase attainment when led by TAs.		
	Establish workshops/ shared reading and phonic sessions for parents and carers across all year groups.	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.	Registers will highlight attendance to each session.	P
	Provision of an after school reading club.	Additional support and time to read and write to support individual needs in order to accelerate progress.	Pupils will be invited to attend, registers maintained. Accelerated progress will be evident through data analysis.	CT, P
HA PP chn achieve at greater depth in reading and writing as IGA attainment targets	After school club to support HA chn.	Small focussed group to engage with individual needs in order to achieve at GD.	Principal monitor attendance and progress of pupils attending after school club to ascertain its impact.	P
Continued increase in literacy skills Y6.	HWK club for targeted PP pupils. Easter school.	Experience has shown that additional support 1-2 from the class teacher increases attainment. Experience has shown that children taking part in Easter school retain their knowledge and understanding through continuing to learn over the two week holiday. 60% of Y6 generate PP funding.	Progress for PP children will be evident.	PM, SM
Increase in the % of PP children achieving at greater depth at the end of KS2.	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 the aspirations of pupils across the	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 clb will be seen to impact positively on	PM

academy.			attainment for individuals.	
C. Increase the aspirations of pupils across the academy.	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
Provide continued support for families	EWO will be involved with families who's attendance falls below 87%. The FSW will be asked to work with children who are consistently falling below 90%. Awards are given to children who have 'good' attendance. If travel is an issue for families they will be offered ways to help.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.	Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.	PM, AH, CP
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
Total Budgeted Cost Targeted Support				£9,700

Impact

- In reading, the gap on national can be seen to be diminishing with 83% of disadvantaged pupils achieving ARE compared with 80% nationally.
- Progress in reading at KS2 sits at 0.17 for disadvantaged pupils compared to % for non-disadvantaged.
- Maths progress 0.23 with attainment matching national at 81%
- Progress in writing 0.17 with 67% of disadvantaged pupils achieving ARE compared to 83% nationally.
- Next steps see writing as a focus to school development along with pupils achieving to higher expectations.
- The pastoral support offered to pupils and families can be seen to be having a positive impact with families being supported when needed.
- SEND and pastoral support can be seen to be keeping exclusions to a minimum through appropriate and timely interventions, internally and from external agencies.
- Meetings recorded with parents new to the academy evidence the positive impact the meetings have e.g., clarifying misconceptions, sign posting to further support, engaging further SEND investigation..

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
C. Increase the aspirations of all girls in KS2.	Support from FSW and GFS	Previous experience has shown positive impact from these sessions resulting in; increase in self-confidence, self awareness, self-image and aspirations	Support will be accessed. Children will achieve and will develop confidence in all areas.	CP
C. Increase the aspirations of all pupils across the academy.	Opportunities to engage with live theatre. Pantomime Garsington Opera	Provision of a range of experiences broadens the mind and opens up opportunities for the future. Previous experience highlights that these can be new experiences for pupils.	Increased experiences will lead to increase in vocabulary and aspirations.	PM
A Continued increase in literacy skills moving across KS1 and 2.	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.	TM

Supporting children and families	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
Supporting children and families	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
			Total Budgeted Cost	£8,228
Impact				
<ul style="list-style-type: none"> • Support from GFS and FSW could be seen to develop the confidences of girls at KS2 • Pupils across the academy in the majority of cases look smart with the expectation for correct uniform supported through a certain amount of key pieces provided. • Breakfast club can be seen each morning to be providing a calm start to the day with breakfast. 				

Total = £ 110,894

The remaining £5266 was allocated according to identified need over the year. The additional spend was in part utilised to support additional numbers due to an increase in pupil numbers over the year.