

Pupil premium strategy statement:



1. Summary information					
School	Ingoldmells Academy				
Academic Year	2019/20	Total PP budget	£129,8360.00	Date of most recent PP Review	23/03/19
Total number of pupils	138 (Jan 19 Census)	Number of pupils eligible for PP	98	Date for next internal review of this strategy	March 20

2. Current attainment		
Attainment for: 2018/ 2019 KS2 (23 pupils)	<i>Pupils eligible for PP within IGA</i> 87%	<i>Pupils not eligible for PP (IGA / National Y6)</i> 13%
% achieving expected standard or above in maths	80%	67% / 79%
% achieving expected standard or above in writing	75%	67% / 78%
% achieving expected standard or above in reading	75%	67% / 73%
% achieving expected standard or above in reading, writing and maths	70%	67% / 65%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	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>

<p>A.</p>	<p>Rapid increase in attainment across the academy.</p> <ul style="list-style-type: none"> • End of FS will show above average progress in CLL, reading, writing and maths for 80% of PP chn from on entry. • Phonics attainment at year 1 to match national. • Continued increase in R,W,M skills moving across KS1 and 2. • Pupils to achieve to the EXS % in Y4 multiplication times tables assessments. • Pupils below ARE at the beginning of the academic year 19/20 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"> • 80% of PP chn achieving GLD at FS • Phonics attainment to meet national attainment for all. • An increase in attainment for PP chn from Y1 - Y2 of; 14% in pupils achieving EXS in reading, 35% in writing and 28% in maths. • 70% of Y4 pupils to achieve in the Y4 multiplication assessments. • Significant progress to be evident from KS1 - KS2 outcomes • Increase in %+ working at greater depth at Y6 R,W,M..
<p>B.</p>	<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. • A broad curriculum will stimulate discussion, engagement, vocabulary acquisition and stimulus to enhance writing. • CPD opportunities enable shared good practice. 	<ul style="list-style-type: none"> • July 20 will show a 10% increase across the academy of pupils at ARE in writing in each year group from end of 18/19. • IGA targets in writing will be achieved across all year groups. • An increase in the % of pupils achieving greater depth in writing will be evident compared to end of 18/19.
<p>C.</p>	<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 • 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% • Careers and aspirations events will increase pupil knowledge of the wider community and possibilities, leading to future aspirations.
<p>D.</p>	<p>Ensure families are supported and pupils needs met.</p>	<ul style="list-style-type: none"> • Pupils supported with transport over the winter period • FSW in place for continued support

- EWO in place for targeted support
- Pupils joining our academy other than through routine admissions to be quickly settled into our academy with current attainment swiftly assessed

Desired outcome A.	Chosen action / approach 19/20	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.	Continue to teach FS2 and Year 1 as pure cohorts.	Having separated these two curriculum (FS2 & KS1) last academic year has supported a rapid increase in attainment at FS2. Smaller class sizes across both year groups will support attainment.	Ongoing moderation of FS2. Ongoing moderation, monitoring and development within Y1.	DC	June 2020
	Pupils to enrol in school the term after their fourth birthday.	Overall, the evidence suggests and FS2 outcomes 18/19 show 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 ongoing monitoring of pupil progress.	DC	July 2020
	Develop nursery education within a dedicated nursery as a part of Ingoldmells Academy.	Establishing solid early years foundations will enhance attainment for all pupils.	Ongoing moderation and monitoring.	DC and PM	July 2020
Phonics attainment at Y1 to match national.	Small group teaching along with additional afterschool interventions.	Small group teaching supported by effective AFL will allow for individual attainment to be progressed.	Ongoing moderation and monitoring.	MC, SAH,	June 2020
	Purchase additional phonic resources.	Resources to support incidental and additional practise with letters and sounds to support phonic knowledge being secure in the long-term memory.	Observation, pupil voice.	MC, DC	June 2020
Continued increase in	Reduction of class sizes across the	The Education Endowment Foundation recognise that the reduction in class size can have a positive impact of on	Progress of all pupils to be monitored termly.	SAH, PM	July 2020

R,W,M skills moving across KS1 and 2.	academy to support attainment.	average 3 months per pupil. The provision of a sixth teacher facilitates this.			
	Provision of a sixth teacher		Mentor in place to support RQT	PM	July 2020
	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.	DC	July 2020
	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.	SAH, PM	July 2020
	Subscribe to Maths Rockstars	IT programs that can be accessed in school and at home provide additional and engaging learning opportunities through repeated chances to practise.	Maths lead to monitor progress and offer additional support.	NM	June 2020
Pupils below ARE at the beginning of the academic year 19/20 will make accelerated progress in order to diminish the gap on all pupils nationally.	All teachers will access resources and assessments from PiXL.	Accurate standardised assessment to inform future planning.	Data will be analysed to support next steps for individuals.	PM	July 2020
A greater % of pupils will achieve at GD than recorded at the beginning of the	After school club to support HA chn.	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	Principal monitor attendance and progress of pupils attending after school club to ascertain its impact.	PM	July 2020

academic year..		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.			
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Impact

Our dedicated nursery provision opened January 2020. Offering early years education to children from 3 years of age, following a curiosity approach, which, once time allows, will support communication, language and literacy and attainment across the curriculum, both EYFS and NC. Unfortunately, the provision closed due to COVID-19. However, staff used the time effectively to complete online training and further explore the approach we wish to take. The impact of this shows greater improvements in staff knowledge and in the environment. September 2020 - FS1 children have settled quickly and are already showing green shoots of progress specifically in CLL.

Attainment at FS2, Feb 2020 highlighted progress for 100% children (PP) in both the prime and specific areas of learning from their starting point in September.

Engagement with the English Hub further impacted positively upon our drive to increase phonics attainment at Y1. Considerable investment in phonics resources and phonetically decodable books has been made, alongside additional CPD opportunities for relevant staff was planned, however certain training has rolled over to year 20/21 due to school closures 19/20. Feb 2020 data highlighted that Y1 were on track to meet national expectations. Unfortunately, school closures and lost learning has impacted negatively upon this attainment as we return to schools Sept 2020.

After school clubs were in place and were attended by pupils moving towards GD by the end of the academic year. This support continued remotely during school closure.

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 2020

	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 2020
Further engagement with the Mobilize project	To share effective practice across a cluster of schools and professionals.	A well-developed curriculum will support engagement through identification of pupil needs and interests.	Planning scrutiny, environment walks, progress in books.	PM	July 2020
Pupils will increase their range of vocabulary and this will be evident in their writing.	Targeted across topics and across each year group each week	Purposefully increasing pupil's vocabulary will increase vocabulary acquisition.	Pupil voice	PM	July 2020

Impact
 CPD opportunities for staff from outdoor education consultant sharing many ideas saw a greater % of children engaged with outdoor education. This remains an area for further development. Further CPD opportunities were needed and the opportunity to trial some of the ideas as we moved through the year. This was stemmed due to school closures.
 CPD all teaching staff. Engagement with Literacy consultant - Chris Whitney further promoted effective and creative writing based on reading. Creativity in writing could be seen through the language children were using in their writing inspired through cross curricula work and focussed word work targeted at each year group.
 Engagement with the Mobilise project supported development of curriculum planning across the school and the development of knowledge organisers for many subjects across the curriculum. During school closures teachers were able to continue to develop the knowledge organisers. Moving forward will be to make effective use of these tools to support learning.
 Teachers promoted vocabulary and language across each year group, this was evident through writing, conversations with children and on class working walls.

Desired outcome	Chosen action / approach	What is the evidence and	How will you ensure it is	Staff lead	Impact
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C.		rationale for this choice?	implemented well?		
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	July 2020
	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.	PM	July 2020
	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.	PM	July 2020
	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.	PM	July 2020
	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.	PM	July 2020
	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.	PM	July 2020
	Total Budgeted Cost All				£79,084
Impact A variety of opportunities were engaged with including: a working group from KS2 promoting junior online safety - this was groups of children coming together from across the region to share knowledge and then to feed back to the school. Careers fair attended by year 6 children provided the opportunity for children to discuss possible career opportunities from a wide range of professionals across a variety of sectors both work ad further education. The School Council and the Mini Police promoted respect, understanding and the rule of law across the academy and an					

understanding on how this relates to the local community., delivering on a range of topics. Gymnastics specialist in school promoted gymnastics. A greater incentive 19/20 was placed on children developing a sense of self and an awareness and pride in their own personal achievements. This was supported by all adults.

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.	Introduction of nursery provision	EEF - On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	Monitoring and observation of newly established provision.	PM, DC	July 2020
A. Pupils below ARE at the beginning of the academic year 19/20 will make accelerated progress in order to diminish the gap on all pupils nationally.	Dedicated SEND support from SENCo and Deputy SENCo.	Daily support to pupils to promote mental health and well-being. 71% of SEND children are also pupil premium children.	PP SEN children will make progress from their starting points.	S. Mitchell	July 2020
	Nessy program to be established as suggested by Specialist teacher service.	EEF highlights - Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging skills.	Data collected by SENCo will highlight progress and inform next steps.	SENCo	July 2020

	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.	Year 6 pupils will increase their skills in maths - data analysis.	NM	July 2020
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	July 2020
	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	July 2020
	Enable pupils to attend a residential trip during year 6.	Provide pupils with opportunities to build on skills in teamwork, resilience, enjoyment and challenge.	Pupil voice	NM	July 2020
D. Support pupils and families who join the academy during the year	Early 1-1 assessments to establish a pupil's 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	July 2020
	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					£ 34,211

Impact

FS2 - Progress evident at Feb 2020 with chn on track to achieve target. FQT enabled dedicated and targeted approach to the individual needs of each child. Small group, planned, strategic intervention supported attainment. Regular, dedicated time allocated to talking activities supported continued progress. The focus and importance to CLL could also be seen within FS1 during the 3 months FS1 was open prior to school closures. Chn settled quickly and interactions were beginning to flourish between children and adults.

SEND - Nessy program purchased and identified chn worked with adults ensuring they were fully aware how to access the program. Nessy supported home learning during school closures of identified SEND pupils. Ongoing SENCO support provides early identification of pupil needs, outside agency involvement and where appropriate EHCP.

Pupil aspirations continue to be supported through daily routines as well as further planned opportunities and after school clubs e.g Beeches, sport, ukulele. These combined with career fairs, mini police scheme and external visitors.

Midyear admissions are supported in early assessment of need and support. Pupils are tracked and can be seen to settle quickly into our academy.

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 shows a decline.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better	Attendance monitored weekly between EWO and IGA attendance officer. Any absence will be addressed	AH, KT	July 2020
	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	July 2020
	Provision of free school uniform on entry to reception.	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	July 2020

	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	Children will remain in school FS2 -Y6.	P M	July 2020
Total Budgeted Cost					£13,991
Impact Support for families has continued throughout the year, particularly during school closures. Pupils and their families supported through regular weekly contact, home visits, school provision, free school meals and general pastoral support through a period of time unprecedented in education. FSW, SENCO, P and teachers played a key role in this ongoing support.					

Total Planned Spend as of Sept 2019= £ 127,286