

# Pupil premium strategy statement:



1. Summary information					
<b>School</b>	Ingoldmells Academy				
<b>Academic Year</b>	20/21	<b>Total PP budget</b>	£121,050.00	<b>Date of most recent PP Review</b>	23/03/19
<b>Total number of pupils</b>	128 (Jan 20 Census)	<b>Number of pupils eligible for PP</b>	90	<b>Date for next internal review of this strategy</b>	Oct 20

2. Current attainment		
<b>Attainment for: 2019/ 2020 KS2 (14 pupils)</b>	<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		
% achieving expected standard or above in writing		
% achieving expected standard or above in reading		
% achieving expected standard or above in reading, writing and maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Skills are low for PP children on entry to FS. This impacts upon attainment in subsequent years.
<b>B.</b>	Gaps in learning due to COVID-19
<b>C.</b>	Low aspirations.
<b>External barriers</b>	
<b>D.</b>	Mobility

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>Rapid increase in attainment across the academy.</p> <ul style="list-style-type: none"> <li>• Pupils to enrol from 2 years of age developing solid early years foundations for future learning.</li> <li>• End of FS will show above average progress in CLL, reading, writing and maths for 80% of PP chn from on entry.</li> <li>• Phonics attainment at year 1 to match national.</li> <li>• Continued increase in R,W,M skills moving across KS1 and 2.</li> <li>• Pupils to achieve to the EXS % in Y4 multiplication times tables assessments.</li> <li>• Pupils below ARE at the beginning of the academic year 20/21 will make accelerated progress in order to diminish the gap following lost learning and also diminishing the gap based on national.</li> <li>• A greater % of pupils will achieve at GD than recorded at the beginning of the academic year..</li> </ul>	<p>End of year will show:</p> <ul style="list-style-type: none"> <li>• 80% of PP chn achieving GLD at FS</li> <li>• Phonics attainment to meet national attainment for all.</li> <li>• An increase in attainment for PP chn from Y1 - Y2</li> <li>• Y4 pupils meeting national in multiplication time tables assessment.</li> <li>• Significant progress to be evident from KS1 - KS2 outcomes</li> <li>• Increase in %+ working at greater depth at Y6 R,W,M..</li> <li>• Lost learning due to COVID-19 to be eradicated and for 100% of pupils to be meeting their individual expectations.</li> </ul>
<b>B.</b>	<p>Lost learning due to COVID 19 to be recaptured and built upon</p> <ul style="list-style-type: none"> <li>• T1 will see assessment identifying gaps in knowledge and effective intervention plans in place.</li> <li>• Effective use of additional spend for catch up to see additional teachers in post to support targeted intervention across KS1 and KS2.</li> <li>• End of year will see all children meet EOY expectations based on baseline data Feb 20.</li> <li>• End of year will see % of children exceed EXS</li> </ul>	<ul style="list-style-type: none"> <li>• Children happy in school and supported pastorally</li> <li>• Targeted interventions in place to support pupils.</li> <li>• Small group teaching following targeted intervention planning</li> <li>• 100%of pupils reduced the gap relating to lost learning on TA baseline assessment Sept 20</li> <li>• 75% of pupils at expected or above July 21 in R,W,M, phonics, GLD</li> </ul>
<b>C.</b>	<p>Increase aspirations in pupils to have an independent desire to achieve.</p>	<ul style="list-style-type: none"> <li>• Pupils will see for themselves that they are meeting their personal goals</li> <li>• Pupils will attend school at 97%</li> </ul>
<b>D.</b>	<p>Ensure families are supported and pupils needs met.</p>	<ul style="list-style-type: none"> <li>• Home learning in place if school/bubble closures are enforced</li> <li>• FSM vouchers provided for chn self isolating.</li> <li>• Pupils supported with transport over the winter period</li> <li>• FSW in place for continued support</li> <li>• EWO in place for targeted support</li> </ul>

- 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
Pupils to enrol from 2 years of age developing solid early years foundations for future learning.	Further develop the newly established nursery provision	Establishing solid early years foundations will enhance attainment for all pupils. Overall, the evidence suggests 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	Ongoing moderation and monitoring.	PM	July 21
End of FS will show above average progress in CLL, reading and writing for 80% of PP chn from on entry.	QFT as the primary approach supporting collaborative learning.	Young children enjoy the outdoors, EEF suggest - the impact of collaborative approaches on learning is consistently positive. However, the size of impact varies, so it is important to get the detail right. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains.	Monitoring of provision and on going monitoring of pupil progress.	DC	July 2021
	Outdoor education supporting collaborative learning				
Phonics attainment at Y1 to match national.  Phonics at Y2 (due to school closures	Small group teaching led by experienced teacher.	Small group teaching supported by effective AFL will allow for individual attainment to be progressed.	Observation Pupil voice Phonics outcomes at Y1 and Y2	SAH, DC	June 2021
	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.			Jan 21

19/20) to meet national.	Further CPD opportunities in conjunction with English Hub	Continued CPD supports effective teaching and current research into increased pupil attainment.			
Continued increase in R,W,M skills moving across KS1 and 2.	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, PM	July 2021
	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 2021
	Continue to engage with 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 2021
Pupils below ARE at the beginning of the academic year 20/21 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 2021
Pupils will achieve at GD		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 2021

	Targeted afterschool clubs focussed to HAP.	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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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
<p>T1 will see assessment identifying gaps in knowledge and effective intervention plans in place.</p> <p>Planned interventions will promote learning for targeted pupils.</p>	<p>Class teachers completing assessments initial two weeks of term.</p> <p>Teachers compile targeted interventions to close the gaps on lost learning and to drive attainment.</p>	EEF- Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	<p>Data will drive intervention planning.</p> <p>Data will show progress for individual learners.</p>	PM	July 2021
Effective use of additional spend for catch up to see additional teachers in post to support targeted intervention across KS1 and KS2.	Additional teachers employed to support with intervention across KS1 and KS"	Foreword from Her Majesty's Chief Inspector. Where schools spent the Pupil Premium funding successfully to improve achievement, they; Allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects	Data tracking will highlight progress in attainment and pupils moving back to whole class teaching.	PM	July 2021
End of year will see all children meet EOY expectations based on baseline data Feb 20.	KS2 - IT to support teaching and learning in school and at home if needed due to SI.	EEF-Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	Observation will highlight pupil engagement. Data will highlight progress.	PM	July 2021

	<p>Visualisers purchased to support AFL in classes</p> <p>QFT across all classes</p>	<p>Considering possible closures or self-isolation, devices can be loaned to pupils to enable continued learning.</p> <p>EEF-Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', tend to have a positive impact. Feedback has effects across all age groups.</p> <p>Foreword from Her Majesty's Chief Inspector. Where schools spent the Pupil Premium funding successfully to improve achievement, they; Understood the importance of ensuring that all day to-day teaching meets the needs of each learner.</p>			
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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	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 2021

independent desire to achieve.	Terms 2- 4 Identify people to talk to the children remotely.  Summer term - Invite visitors into the academy to share; knowledge , skills and experiences	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 as COVID restrictions begin to lift.	PM	July 2021
	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 delivered initially remotely across the school. 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 2021
	Mini Police Scheme  Initially remotely	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 2021
	<b>Total Budgeted Cost All</b>				£71,000

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 2021
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 2021
	Increased adults within each bubble to support small group intervention.	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 2021
	CPD opportunities to ensure high quality interventions.	Foreword from Her Majesty's Chief Inspector. Where schools spent the Pupil Premium funding successfully to improve achievement, they; Made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve			

	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 5/6 pupils will increase their skills in maths - data analysis.	NM	July 2021
C. Increase aspirations in pupils to have an independent desire to achieve.	Pastoral support for all pupils to promote positive mental health and wellbeing.	Through a growth mindset approach to learning pupils will build their resilience and desire to learn and feel gratified in their own successes, no matter how small.	Observation will highlight a 'can do' attitude in pupils.	PM	July 21
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 2021
	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 2021
Support to home learning	Home Learning in place in view of possible bubble/school closures. A variety of approaches in place on order to facilitate continues engagement with learning.	Continued learning is important in light of the months currently lost due to COVID-19.	Use will be seen to be made of the website, loaned devices, printed packs, home delivery, telephone support.	PM	July 21
<b>Total Budgeted Cost Targeted Support</b>					£31,000

## 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	<p>EWO will be involved with families whose attendance shows a decline.</p> <p>Awards are given to children who have 'good' attendance.</p> <p>If travel is an issue for families they will be offered ways to help.</p>	<p>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.</p> <p>Children enjoy receiving awards and will often try harder when an award is being offered.</p>	<p>Attendance monitored weekly between EWO and IGA attendance officer.</p> <p>Any absence will be addressed immediately.</p>	AH, KT	July 2021
	Engagement in the 'Magic Breakfast' Scheme	To provide a healthy, breakfast at the start of the day for all children.		P and CT	Apr 1 <sup>st</sup> 21
	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 2021

	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.	P M	July 2020
<b>Total Budgeted Cost</b>					£10,500

Total Planned Spend as of Sept 2020= £ 112,500.00

The remaining £8,550.00 will be utilized as pupil need arises across the year.