

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ingoldmells Academy
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	76%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023/2024
Date this statement was published	September 23
Date on which it will be reviewed	December 23, April 24, July 24
Statement authorised by	Neil Mitchell
Pupil premium lead	Neil Mitchell
Governor / Trustee lead	Emma Nuttall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113490
Recovery premium funding allocation this academic year	£11310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 124800

Part A: Pupil premium strategy plan

Statement of intent

The exceptionally high proportion of disadvantaged pupils at the Academy reflects the level of deprivation in the area. The staff team at Ingoldmells are fully committed in providing the best possible support to every pupil and work hard to tailor the provision to ensure pupils are engaged and involved in their learning.

We aim for all disadvantaged pupils to achieve their full potential socially, emotionally and academically. The curriculum provides what we believe will support every pupil to succeed, especially our most vulnerable.

Our disadvantaged strategy identifies the challenges that this group of pupils face and provides clear strategies to overcome and support these. The whole staff team have a shared vision that all pupils, whatever their background and situation, will have their needs met and have access to an inclusive, knowledge and skills filled curriculum.

Our strategies aim to provide:

- A range of experiences and enrichment opportunities
- Opportunity to develop life skills to support their future success – in the next stage of their journey and in future employment.
- Quality first teaching & learning for all pupils
- A range of CPD for all staff that impacts on provision, attainment and progress – CTs and LSAs
- Group interventions
- 1-1 support
- A strong sense of community, collaboration and respect – within the Academy and beyond the school environment.
- Pastoral support from trained IGA staff and from the partnership with the Mental Health Support Team – for identified pupils.
- Support from our Family Key Worker and Education Welfare Officer – providing a range of wider support to families.
- A strong partnership between parents and the Academy team.

The details of the plan are outlined below.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Pupils require additional support to achieve their potential - academically, socially and emotionally.
2	Our pupil premium group of pupils (and families) often have other complex needs and challenges – we use the term ‘multiple disadvantage’ to describe this. The impact of having significant and multiple disadvantages is clear for this large group of pupils. The number of family incidents requiring agency intervention has increased.

	Break down of figures: 73% Pupil Premium; 29% PP + SEND; 34% PP + current or past Family Key Worker/Early Help/Children’s Services involvement.
3	Entry baseline assessment data indicates that the majority of our pupil premium pupils enter school significantly below age-related expectations and with very limited vocabulary.
4	Discussions with families and pupils indicates that many of these pupils have limited life experiences and cannot verbalise what they would like to achieve in the future.
5	Our attendance data indicates that pupil premium pupils attend less well than their peers – Covid has impacted further on this, supporting the research that shows that disadvantaged pupils have been more affected by the pandemic. 2020/2021 PP 95.2% Non-PP 98.4% (including X coding) 2021/2022 PP 92.11% Non-PP 93.3% 2022/2023 PP 90.0% Non-PP 96.5% 2023/2024 (Sep – Dec) PP 91.9% Non-PP 93.7%

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
PP pupils to make good progress and diminish/close the attainment gap from their starting point.	<ul style="list-style-type: none"> - Internal data and pupils’ learning outcomes reflect the strong progress that they have made. - Target setting discussions with teachers sets ambitious targets for pupils. - Termly pupil progress and intervention planning meetings have impacted on the focused provision for pupils. - Pupils have been well supported in all lessons and receive a range of additional support to diminish/close the attainment gap. - Quality first teaching is good or better and pupils have made strong progress – evidenced in their books and through pupil discussions. - A range of interventions are used to support the specific needs of pupils, including: <ul style="list-style-type: none"> • Language (Wellcomm, Elklan) • Phonics, (Little Wandle) • Reading, writing, maths (PiXL) - Parents feel well supported in being able to work with their children at home.
Pupils will develop knowledge, skills and experiences that will support their future lives - providing them with self-belief and ambitious aspirations.	<ul style="list-style-type: none"> - The Skills Builder work has impacted on pupils, and they have developed key skills that will support their future access to education and employment.

	<ul style="list-style-type: none"> - Pupils have benefited from a well-sequenced curriculum that focuses on key knowledge and skills. This is remembered and will support their future ambitions. - Pupils have enjoyed a range of experiences that have enhanced their learning and promoted a greater awareness of their locality and the wider world. - Pupils have an increased ambitions for the future and can verbalise these, linking to their awareness of the skills they will require.
Pupils are well supported academically, socially and emotionally – resulting in being ready for the next stage of their learning journey.	<ul style="list-style-type: none"> - Pupils have self-belief and desire to achieve. - Pupils are sociable and interact positively with others. - Pupils have benefited from the emotional support that they have received and can use the strategies taught to self-regulate and remain calm. - Pupils are aware of their strengths and areas of focus – this helps them to be independent in their continued emotional development. - The Mental Health Support Team have worked with staff to identify pupils who require additional, specific support.
Pupils to have good attendance and punctuality.	<ul style="list-style-type: none"> - Pupils attain in line with national data - as a cohort and individual. - PA reduced from last year's figures of 39% (PP), 30% (all pupils) - Where attendance has been a challenge, this has been well supported and, as a result, has improved. - Parents have engaged with the Academy and understand the importance of strong attendance.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 48000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of additional intervention teacher and support	EEF – Small group tuition – moderate impact/low cost +4	1
Continue Implementation of Write Stuff (writing approach) - Resources invested in to impact on pupil progress; investment in whole school resources.	A research informed approach to providing a consistent and language rich approach across the age ranges. EEF Effective Professional Development	1 & 3
Enhancements to maths teaching, primarily in EYFS and KS1, embedding mastery of number	The Mastering Number Programme will have a daily teacher led session of 10 to 15 minutes, children in Reception, Year 1 and Year 2. This is designed to ensure that pupils develop fluency with, and understanding of, number that is crucial to future success in maths and academic progress more generally. +7 months progress, very high impact, very low cost	1, 2, 3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 37000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To maximise progress for all in both phonics and reading – ensuring children are reading regularly both at home and school. - Additional 1:1 or intervention sessions for identified PP children. - Continue to invest in Accelerated Reader to promote a love of reading as part of our whole school approach to reading , provide detailed assessments to inform provision and to ensure pupils have a book to match their needs. Encourage parental engagement, especially with phonics reading.	EEF – Phonics – low cost/high impact +5 months progress EEF – 1:1 tuition – high impact/moderate cost +5 months EEF +3 months – research evidence EEF – Parental Engagement – low cost/high impact +4 months	1 & 3

To develop pupils' oracy and vocabulary. - Wellcomm, Eiklan training and interventions	EEF – Oral Language Interventions – low cost/high impact +6 months	1 & 3
To further enhance the Maths provision and progress. - Access to quality resources (updated White Rose) - Specific group interventions to address gaps in learning – QLAs to inform, alongside daily teacher assessment. Investment in PiXL assessment and intervention materials.	Case studies completed – award winning approach and resources.	1 & 3
Small-group conferencing with class teacher and pupils to identify misconceptions and gaps in learning, especially in writing for disadvantaged pupils.	Feedback with additional support where needed has potential to accelerate learning. Low cost/high impact +6 moths	1 & 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 49200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise use of our breakfast club to ensure a positive start to the day. - Magic Breakfast	Magic Breakfast based on research EEF +2	1, 2 & 5
Offer free bagels to all pupils - Magic Breakfast	Magic Breakfast based on research EEF +2	1, 2 & 5
Families to receive additional support from our Family Key Worker and Educational Welfare Officer to overcome barriers for learning and attendance. - Family Key Worker to support families with persistent absenteeism	Wider Strategies – Disadvantaged Strategy – EEF 'Vital in approving attendance'	2 & 5

<p>To provide specific pastoral support to identified pupils.</p> <ul style="list-style-type: none"> - Use of identified Mental Health contact and further training. 	<p>Education Psychologists recommend the programme based on research evidence.</p> <p>University of Nottingham study.</p>	1 & 4
<p>To embed and continue to use Skills Builder to increase aspirations and develop life skills.</p> <ul style="list-style-type: none"> - Implementation of development days as focus for 'aspiration' element of school intent. 	<p>CDI Framework based on research.</p>	4
<p>To respond to the individual needs of pupils/families.</p> <ul style="list-style-type: none"> - Specific items needed to support learning at home - Specific items to support pupils self-confidence where necessary (uniform) - To support access to experiences (trips) 	<p>Parental engagement: very low cost, moderate impact +4 months EEF</p>	1
<p>Funding for rewards for improvement in attendance across the whole school.</p> <p>Rewards for pupils funded as part of whole school behaviour strategy.</p>	<p>Behaviour interventions (approaches to developing a positive school ethos which aim to support greater engagement in learning) +4 months</p>	1
<p>Extra-curricular broadening of opportunities for pupils, funding a wider range of clubs and experiences</p>	<p>Public Health England/Youth Sport Trust</p> <p>Unicef report 'Getting into the Game: Understanding the Evidence for Child-Focused Sport for Development' (2019)</p> <p>Arts Council England 'Equality and diversity in arts and culture' Point 3.7: Socio-economic status</p>	4
<p>Engagement with Behaviour Outreach Support Service</p>	<p>Behaviour interventions moderate impact/low cost +4</p>	1

Total budgeted cost: £124800

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Pupil Outcomes:					
		Result All Pupils at IGA 22-23	National or Local Data (All pupils) 21-22	Pupil Premium Pupils at IGA 22-23	Pupil Premium LA Data 21-22
GLD		70%	LA: 64%	60% -10	49% -15
Y1 Phonics		58%	LA: 74.1%	50% -8	62% -12
Y2	Reading	64%	LA: 63.1%	55% -9	49% -14
	Writing	57%	LA: 53.1%	44% -13	37% -16
	Maths	71%	LA: 64.8%	66% -5	51% -13
	Combined	57%	TBC	44% -13	TBC
Y6	Reading	73%	Nat: 70.6%	66% -7	62% -8
	Writing	78%	Nat: 64.9%	75% -3	55% -10
	Maths	72%	Nat: 68.2%	66% -6	56% -12
	Combined	67%	Nat: 58%	58% -9	43% -15

Identified Strengths

- PP children at Ingoldmells Academy outperform PP children in Lincolnshire in all areas except phonics on 22-23 data.
- Outcomes at end of KS2 for Ingoldmells PP children are in line with National figure for all pupils (15% above National PP figure).
- The gap from PP to all pupils at Ingoldmells is uniformly smaller than the gap for Lincolnshire LA. Maths at end of KS1 and KS2 has a much closer gap.

Key priorities from the data

- Phonics screen data is below national for both PP and all pupils – this remains a focus for the academy in 23-24.
- Reading and writing outcomes for PP children at the end of KS1 remain significantly below 'all pupils'.

Input on communication and language and early phonics will continue to be intensive to further improve phonics, reading and writing outcomes in EYFS and KS1

- Although some PP pupils perform well, and close to their peers, there remains a gap and this will be the focus for the year ahead.

The attendance for all IGA pupils is 91.8% (National 93.8%) and for Pupil Premium pupils it is 90% (against a National figure of 91.3%).

Teaching

Activity	Impact
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Appointment of additional class teacher to reduce class sizes (2021-23)	Additional CT appointed resulting in smaller class sizes across the Academy. The impact has been clearly evident in the progress made by pupils and the learning behaviours seen in all classes. Pupils data is in line with or above PiXL national data and pupils are recovering well from the disruption caused by Covid.
Appointment of additional intervention teacher and support	Intervention teacher appointed. Focused on Y6 – impact on data evident. 68% combined at the end of KS2 means that our pupils have attained above the National figure for the last 2 years.
Embed training for phonics/early reading <ul style="list-style-type: none"> - New staff - Existing staff 	Phonics scheme fully implemented and impact in data outcomes clear. GAT reviews have been positive and comment on the consistency of delivery. Pupil data in Y1 is affected by a high level of SEND in the cohort (50%). All pupils in Year 2 retaking the successfully scored 32+, and with the levels of support we expect this again to be the case in 23-24.
Continue training for the Write Stuff (writing approach) – developing consistency, especially for newer staff members.	Write Stuff well embedded. Used consistently across the Academy. Impacting on all year-groups – continue to monitor impact as this is now in place and embedded. Further focus to be on supporting pupils with potential to meet GDS standard in writing.
Training sessions for PSHE/RSE <ul style="list-style-type: none"> - Subject leaders - All CTs/LSAs 	Training completed. External training provided for staff and workshops for pupils and parents (Big Talk). Very positive feedback.
Training for intervention pastoral sessions - Friends/Feelings Detectives	Further specific training to be delivered. The Mental Health support TA has had a positive impact on pupils who have received additional support throughout the year, enabling them to make positive progress. MHST training provided to key staff – impacting on provision for individuals.

Targeted

Activity	Impact
<p>To maximise progress for all in both phonics and reading – ensuring children are reading regularly both at home and school.</p> <ul style="list-style-type: none"> - Training for all staff, to ensure specific skills are taught through daily phonics/ reading sessions. - Additional 1:1 or intervention sessions for identified PP children. - Invest in Accelerated Reader and across the Academy to promote a love of reading, provide detailed assessments to inform provision and to ensure pupils have a book to match their needs. <p>Encourage parental engagement, especially with phonics reading.</p>	<p>Phonics scheme fully implemented and impact in progress clear. Multiple GAT reviews have been positive and comment on the consistency of delivery. All Year 2 pupils who did not achieve 32+ in Y1 screening successfully completed in Y2.</p> <p>Progress of children who received additional support was particularly strong.</p> <p>Accelerated Reader implemented and supporting pupil engagement in reading. Impact evident in increase in words read and in scored achieved in quizzes. Pupil voice shows positive view of reading across the Academy.</p>
<p>To develop pupils' oracy and vocabulary.</p> <ul style="list-style-type: none"> - Wellcomm training and interventions 	<p>Wellcomm and early Write Stuff implemented. Positive impact evident in pupils' oral use of</p>

Fantastics/Write Stuff training and implementation in the classroom – across the curriculum.	vocabulary and written outcomes, leading to improvement in (60% PP achieved GLD; 69% overall).
To further enhance the Maths provision and progress. <ul style="list-style-type: none"> - Access to quality resources (White Rose) - Specific group interventions to address gaps in learning – QLAs to inform, alongside daily teacher assessment. 	Maths resources in use consistently by class teachers. Monitoring reflects this and the progress pupils have made over time. Interventions have been delivered and impact is evident in PiXL scores – good progress for all pupils. <u>Attainment of pupils in Summer 2023 (percentage at Expected Standard)</u> Year 1: 67% All; 63% PP Year 2: 71% All; 66% PP Year 3: 67% All; 71% PP Year 4: 88% All; 83% PP Year 5: 70% All; 64% PP Year 6: 72% All; 67% PP

Activity	Impact
Offer free access to our breakfast club to ensure a positive start to the day. <ul style="list-style-type: none"> - Magic Breakfast 	Breakfast club is available at no cost for PP pupils. Intake increased academic year 22-23. Those who attend enjoy this provision.
Offer free bagels to all pupils <ul style="list-style-type: none"> - Magic Breakfast 	All pupils receive a bagel each morning. There is a high uptake for this daily.
Families to receive additional support from our Family Key Worker and Educational Welfare Officer to overcome barriers for learning and attendance.	We continue to work on the attendance of all pupils and the actions taken on a daily basis support this. Attendance is 91.8%, below national figure of 93.8%. SAP meetings carried out and FPNs requested for unauthorised holidays and poor attendance. Family Key Worker has supported key families – impacting on family life, emotional wellbeing and attendance.
To provide specific pastoral support to identified pupils.	A range of pastoral support has been provided. The Mental Health support TA has had a positive impact on pupils who have received additional support throughout the year, enabling them to make positive progress. MHST have supported key pupils with a positive impact on their wellbeing. Families have provided positive feedback about this engagement and support.
To embed Building Futures to increase aspirations and develop life skills.	Skills Builder has been implemented across all classes and pupils have enjoyed a range of employer encounters and experiences. Further development of Skills Builder to be part of school development in 23-24 as aspiration focus.
To respond to the individual needs of pupils/families. <ul style="list-style-type: none"> - Specific items needed to support learning at home - Specific items to support pupils self-confidence (uniform) - To support access to experiences (trips) 	Additional items have been provided, as required. This is done sensitively and in collaboration with families via the class teachers or FKW.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose - Premium	White Rose
TT Rockstars	TT Rockstars
1Decision	1Decision
Little Wandle Phonics	Little Wandle Phonics
Picture News	Picture News
Whiz Pop Bang	Whiz Pop Bang
Classroom Secrets	Classroom Secrets
Key Stage History	Key Stage History
History Association	History Association
Kapow	Kapow

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A