

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	73%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024/2025
Date this statement was published	September 24
Date on which it will be reviewed	December 24, April 25, July 25
Statement authorised by	Neil Mitchell
Pupil premium lead	Neil Mitchell/Joanna Howden
Governor / Trustee lead	Emma Nuttall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113220
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	£113220

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; 19% PP + SEND; 26% 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. 2021/2022 PP 92.11% Non-PP 93.3% 2022/2023 PP 90.0% Non-PP 96.5% 2023/2024 PP 93% (vs National FFT PP 91.9%) Non-PP 95.4%

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	<ul style="list-style-type: none"> - The Skills Builder work has impacted on pupils, and they have developed key

<p>- providing them with self-belief and ambitious aspirations.</p>	<p>skills that will support their future access to education and employment.</p> <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.
<p>Pupils are well supported academically, socially and emotionally – resulting in being ready for the next stage of their learning journey.</p>	<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.
<p>Pupils to have good attendance and punctuality.</p>	<ul style="list-style-type: none"> - Pupils attain in line with national data - as a cohort and individual. - PA further reduced from 2022-23 figures of 39% (PP), 30% (all pupils) and 23-24 figures of 23% (PP) and 20% (all) - 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: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue Implementation of Write Stuff (writing approach)</p> <ul style="list-style-type: none"> - Resources invested in to impact on pupil progress; investment in whole school resources. 	<p>A research informed approach to providing a consistent and language rich approach across the age ranges. EEF Effective Professional Development</p>	1 & 3
<p>Enhancements to maths teaching, primarily in EYFS and KS1, embedding mastery of number</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	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
<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"> - 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 	<p>EEF – Phonics – low cost/high impact +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>EEF – 1:1 tuition – high impact/moderate cost +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF +3 months – research evidence</p>	1 & 3

<p>to inform provision and to ensure pupils have a book to match their needs.</p> <p>Encourage parental engagement, especially with phonics reading.</p>	<p>EEF – Parental Engagement – low cost/high impact +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>To develop pupils' oracy and vocabulary.</p> <ul style="list-style-type: none"> - Wellcomm, Elklan training and interventions 	<p>EEF – Oral Language Interventions – low cost/high impact +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1 & 3
<p>To further enhance the Maths provision and progress.</p> <ul style="list-style-type: none"> - 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. 	<p>Case studies completed – award winning approach and resources.</p>	1 & 3
<p>Small-group conferencing with class teacher and pupils to identify misconceptions and gaps in learning, especially in writing for disadvantaged pupils.</p>	<p>Feedback with additional support where needed has potential to accelerate learning. Low cost/high impact +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1 & 3

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

Budgeted cost: £ 51220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidise use of our breakfast club to ensure a positive start to the day.</p> <ul style="list-style-type: none"> - Magic Breakfast 	<p>Magic Breakfast based on research EEF +2</p> <p>https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</p>	1, 2 & 5
<p>Offer free bagels to all pupils</p> <ul style="list-style-type: none"> - Magic Breakfast 	<p>Magic Breakfast based on research EEF +2</p>	1, 2 & 5

<p>Families to receive additional support from our Family Key Worker and Educational Welfare Officer to overcome barriers for learning and attendance.</p> <ul style="list-style-type: none"> - Family Key Worker to support families with persistent absenteeism 	<p>Wider Strategies – Disadvantaged Strategy – EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>2 & 5</p>
<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. University of Nottingham study.</p> <p>https://www.tandfonline.com/doi/full/10.1080/02643944.2022.2093955#abstract</p>	<p>1 & 4</p>
<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>	<p>4</p>
<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>	<p>1</p>
<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>	<p>1</p>
<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>4</p>

	Arts Council England 'Equality and diversity in arts and culture' Point 3.7: Socio-economic status	
Engagement with Behaviour Outreach Support Service	Behaviour interventions moderate impact/low cost +4	1

Total budgeted cost: £113220

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 2023 to 2024 academic year.

Pupil Outcomes:

		Result All Pupils at IGA 23-24	National or Local Data (All pupils) 22-23	Pupil Premium Pupils at IGA 23-24
GLD		72%	LA: 68%	75%
Y1 Phonics		79%	LA: 78%	75%
Y2	Reading	92%	LA: 63.1%	100%
	Writing	58%	LA: 53.1%	57%
	Maths	67%	LA: 64.8%	71%
	Combined	58%	LA: 53%	57%
Y6	Reading	79%	Nat: 74%	88%
	Writing	89%	Nat: 72%	88%
	Maths	95%	Nat: 73%	88%
	Combined	79%	Nat: 61% LA 56%	88%

Identified Strengths

- PP children at Ingoldmells Academy match or outperform 'all' children in Lincolnshire/National in all areas on most recent available data. *note – phonics PP within one pupil of LA figure
- Outcomes at end of KS2 for Ingoldmells PP children are significantly above National figure for 'all' pupils.
- There is no significant gap between our PP pupils in comparison to 'All' IGA pupils (75% to 79% phonics, 88% to 95% in KS2 maths the only negative gaps). PP children have higher outcomes than 'All' IGA in KS2 reading, KS2 combined, KS1 reading and KS1 maths.

Key priorities from the data

- There is a significant gap between reading and writing at end of KS1.
Input on communication and language and early phonics will continue to be intensive to further improve phonics and writing outcomes in EYFS and KS1

Teaching

Activity	Impact
Appointment of additional intervention teacher and support	KS2 outcomes for PP pupils above National – Reading 88%, Writing 88%, Maths 88%, Combined 88%. PP KS2 Progress scores – Reading +2.1, Writing +2.9, Maths +3.5

<p>Embed training for phonics/early reading</p> <ul style="list-style-type: none"> - New staff - Existing staff 	<p>All staff fully trained in phonics.</p> <p>PP Phonics outcomes Y1 23-24: 73% (shadow data for pupils who started Y1 80%). Y2 23-24 100%</p>																					
<p>Continue training for the Write Stuff (writing approach) – developing consistency, especially for newer staff members.</p>	<p>PP writing outcomes:</p> <table border="1"> <thead> <tr> <th></th> <th>22-23</th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>Y1 EXS</td> <td>43%</td> <td>36%</td> </tr> <tr> <td>Y2 EXS</td> <td>38%</td> <td>57%</td> </tr> <tr> <td>Y3 EXS</td> <td>57%</td> <td>43%</td> </tr> <tr> <td>Y4 EXS</td> <td>58%</td> <td>70%</td> </tr> <tr> <td>Y5 EXS</td> <td>59%</td> <td>64%</td> </tr> <tr> <td>Y6 EXS</td> <td>75%</td> <td>87%</td> </tr> </tbody> </table> <p>All year group cohorts showing increase in PP pupils at EXS from 22-23 to 23-24.</p>		22-23	23-24	Y1 EXS	43%	36%	Y2 EXS	38%	57%	Y3 EXS	57%	43%	Y4 EXS	58%	70%	Y5 EXS	59%	64%	Y6 EXS	75%	87%
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<p>Training sessions for PSHE/RSE</p> <ul style="list-style-type: none"> - Subject leaders - All CTs/LSAs 	<p>Whole staff training delivered to PSHE/RSE lead.</p>																					
<p>Training for intervention pastoral sessions - Friends/Feelings Detectives</p>	<p>Reduction in incidents between pupils at play and lunchtime. Pupil voice shows a positive view of relationships within the school.</p>																					

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 progress as above: PP Phonics outcomes Y1 23-24: 70% (shadow data for pupils who started Y1 80%). Y2 23-24 100%</p> <table border="1"> <thead> <tr> <th></th> <th>22-23</th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>Phonics PP</td> <td>43%</td> <td>73%</td> </tr> </tbody> </table> <p>Reading outcomes for PP children</p> <table border="1"> <thead> <tr> <th></th> <th>22-23</th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>43%</td> <td>64%</td> </tr> <tr> <td>Y2</td> <td>50%</td> <td>100%</td> </tr> <tr> <td>Y3</td> <td>65%</td> <td>85%</td> </tr> <tr> <td>Y4</td> <td>67%</td> <td>62%</td> </tr> <tr> <td>Y5</td> <td>71%</td> <td>91%</td> </tr> <tr> <td>Y6</td> <td>84%</td> <td>88%</td> </tr> </tbody> </table> <p>Significant increases of PP pupils working at EXS for reading between 22-23 and 23-24 across majority of cohorts.</p>		22-23	23-24	Phonics PP	43%	73%		22-23	23-24	Y1	43%	64%	Y2	50%	100%	Y3	65%	85%	Y4	67%	62%	Y5	71%	91%	Y6	84%	88%
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<p>To develop pupils' oracy and vocabulary.</p> <ul style="list-style-type: none"> - Wellcomm training and interventions 	<p>EYFS 73% of pupils attained speaking & comprehension in 23-24.</p>																											

Fantastics/Write Stuff training and implementation in the classroom – across the curriculum.																						
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. 	<p>Further training using White Rose Maths delivered and data analysis carried out on pupil gaps and areas of weakness.</p> <table border="1"> <thead> <tr> <th>EXS maths</th> <th>22-23</th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>67%</td> <td>71%</td> </tr> <tr> <td>Y2</td> <td>71%</td> <td>67%</td> </tr> <tr> <td>Y3</td> <td>67%</td> <td>93%</td> </tr> <tr> <td>Y4</td> <td>88%</td> <td>94%</td> </tr> <tr> <td>Y5</td> <td>70%</td> <td>74%</td> </tr> <tr> <td>Y6</td> <td>72%</td> <td>94%</td> </tr> </tbody> </table>	EXS maths	22-23	23-24	Y1	67%	71%	Y2	71%	67%	Y3	67%	93%	Y4	88%	94%	Y5	70%	74%	Y6	72%	94%
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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 	Takeup of breakfast club has increased from average of 6 PP children pw to 15 PP children pw across 23-24.
Offer free bagels to all pupils <ul style="list-style-type: none"> - Magic Breakfast 	Bagels offered to all pupils. Anecdotal evidence shows that pupils effort and concentration in the morning is high.
Families to receive additional support from our Family Key Worker and Educational Welfare Officer to overcome barriers for learning and attendance.	FSW/EWO played key part in increased attendance across the school – 23-24 PP attendance +1.1% above National PP data at 93%
To provide specific pastoral support to identified pupils.	Pastoral support delivered to 24 pupils in 23-24.
To embed Building Futures to increase aspirations and develop life skills.	Building Futures still being implemented across the school.
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) 	FSW/EWO/SENCO/Pastoral lead have completed multiple family engagements and supported families with issues around schooling. Parent feedback form shows positive responses from parents in terms of support offered by school.

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
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