

**PUPIL PREMIUM STRATEGY STATEMENT (2022/2023)**

**September 2022**

# Pupil Premium Strategy Statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](https://www.gov.uk/government/publications/pupil-premium).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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

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| Detail | Data |
| School name | Irby Primary School |
| Number of pupils in school | 219 |
| Proportion (%) of pupil premium eligible pupils | 22/219 = 10% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/2023 – 2024/2025 |
| Date this statement was published | 12/09/22 |
| Date on which it will be reviewed | 12/09/23 |
| Statement authorised by | Chair of Governors  Mr G Barley  Mr R Dixon |
| Pupil premium lead | Mr R Dixon |
| Governor / Trustee lead | Mrs S Douglas |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £44,465 |
| Recovery premium funding allocation this academic year | £3,335 |
| 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 | £47,800 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **‘Be Kind, Work Hard and Never Give Up’**  At Irby Primary School, we believe that **education is the key to a child’s future and is much more than academic study**. We encourage children to achieve the **highest positive standards** in all areas of school life. All children learn about **themselves, other cultures and religions; to recognise and nurture positive relationships and acknowledge differences and demonstrate respect for others**.  We provide a **friendly, caring atmosphere** in which children feel **happy, secure and valued** whilst enjoying an **exciting and engaging curriculum** in a **stimulating learning environment.**  **In partnership with parents and carers** we aim to develop the **full potential, independence, self-motivation** and **confidence** of the children. We seek to lead them to gain a **fuller understanding of the world** in which they live so they can become **responsible and proactive global citizens**.  Our aim is that all pupils, irrespective of their background or any challenges they may face, feel safe, valued and are thus well prepared and supported in order that they realise their potential, both personally and academically. The focus of our pupil premium strategy is to support pupils, whether they are disadvantaged or not, to achieve personal goals and secure good progress and attainment in line with age-related expectations.  We continue to evolve a rich and engaging knowledge based curriculum, which relies on consistently high quality teaching to provide all children with the key knowledge and vocabulary. This is achieved through nurturing children’s curiosity and building confidence and determination through a focus upon positive reinforcement.  In considering the challenges faced by all pupils, including those for disadvantaged pupils, our approach relies upon rigorous diagnostic assessment to facilitate early identification of potential barriers to progress or attainment and the prompt provision of support. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1  Reading | Assessments and observations of pupils identify that disadvantaged pupils can experience greater difficulties with phonics than their peers and with reading support outside of school. This negatively impacts their ability to achieve the expected standard in the Year 1 phonic check and upon their development as readers. |
| 2  SEND | Our assessments and observations of pupils identify that a significant proportion of disadvantaged pupils face challenges posed by specific additional needs (SEND). |
| 3  Maths | Internal and external assessment data indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils (2022 Year 6 17% disadvantaged achieved ARE+ compared to 71% non-disadvantaged). |
| 4  Well-being | Our assessments and observations of pupils identify that the well-being of many of our disadvantaged pupils has been impacted by the pandemic and the challenges faced by individual children. This has affected attendance and/or engagement in learning for some individuals and thus detrimentally impacts disadvantaged children’s academic progress and attainment when compared to their peers. |
| 5  Attendance | Our assessments and observations of pupils identify that the attendance of disadvantaged pupils has been between 3% lower than for non-disadvantaged pupils (six of current 17 disadvantaged pupils had attendance figures below 95% in 2021/2022 – 4/21 children are new arrivals). |
| 6  Writing | Internal and external assessment data indicate that writing attainment among disadvantaged pupils is significantly below that of disadvantaged pupils (2022 Year 6 33% disadvantaged achieved ARE+ compared to 50% non-disadvantaged). |

## 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.

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| Intended outcome | Success criteria |
| Increased reading engagement.  Improved phonics and reading progress and attainment. | KS1 and KS2 reading outcomes for 2024/2025 identify that 70% of disadvantaged pupils meet the standard. |
| Early identification of needs and prompt provision of appropriate support. | Early identification and support provided for disadvantaged pupils with additional barriers to learning and needs. To ensure that good or better progress is made by all pupil and 70% of pupils eligible for Pupil Premium achieve ARE+. |
| Improved maths progress and attainment for disadvantaged pupils at the end of KS2 | KS1 and KS2 maths outcomes for 2024/2025 identify that 70% of disadvantaged pupils meet the standard. |
| To achieve and sustain wellbeing for all pupils in our school particularly our disadvantaged pupils at the end of KS2 | Sustained high levels of well-being from 2024/25 demonstrated by:   * Qualitative data from pupil voice, student and parent surveys and teacher assessment. * Improved attendance data for disadvantaged pupils (individually and collectively). * Higher engagement and participation in learning and school life (roles of responsibility and enrichment activities). |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustain high attendance from 2024/25 as demonstrated by:   * Overall attendance for disadvantaged pupils is in line with that of non-disadvantaged and 95%+ (for 17 pupils 94.11% 2021/2022). * The percentage of pupils who are persistently absent (90% or below) is in line with non-disadvantaged pupils and less than 2%. |
| Improved writing progress and attainment for disadvantaged pupils at the end ofKS2 | * KS1 and KS2 writing outcomes for 2024/2025 identify that 70% of disadvantaged pupils meet the standard. |

## 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: £23,946

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Facilitation for additional time for SENDCo* | * The retention of key staff facilitates the early identification and prompt support for all children, disadvantaged or not, in order to ensure targets for academic progress and attainment are met. | 1, 2, 3 & 6. |
| *Retention of highly skilled teaching assistants and the facilitation of improved staffing ratios among high need groups.* | * There is evidence to support the effectiveness of improved staff to children ratio in classes where additional staff can facilitate improved learning by reducing or removing levels of disruption. * There is strong evidence that the mentors/trusted adults support the well-being and engagement of children who face varied and sometimes significant challenges. This supports access to learning and attainment. | 1, 2, 3, 4, 5, 6. |
| *Enhancement of our maths curriculum through focused training from the Maths Hub (Embedding Mastery) and T. Loughran (LA).*  *Funding teaching release time for training and to embed key elements of guidance.* | * With reference to the evidence based DfE guidance we have adopted a new scheme of work (White Rose – May 2021) and have secured further pedagogical training (Maths Hub) in order to secure better progress and outcomes for the children. * Further training to be allocated from Wirral Education authority as requested through our Senior School Advisor (SSA). | 3 |
| *Enhancement of our writing curriculum through embedding A. Peate sentence structures, standardised assessment and homework resource.* | * Developing a high quality teaching and a curriculum that responds to the needs of the children is key to secure progress. * The use of standardised tests is effective as a diagnostic tool to identify learning and areas for development – implementing Rising Stars GAPS. * There is strong evidence that effective parental engagement can have a positive impact upon pupil progress and attainment.   <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>   * Identified an implemented a digital homework resource which is time limited, easy to use, accessible and shares with parents the SPaG expectations for each cohort (responding to Parent Questionnaire July 2022). | 6 |
| *Enhancing our humanities, art and DT curriculums developing staff expertise and an engaging, knowledge based curriculum.* | * The tiered model and menu of approaches for PP identifies a strong correlation between high quality teaching and positive outcomes for all children. | 1, 2, 3, 4, 5, |
| *Purchase of DfE validated Synthetic Phonics programme to secure stronger phonics teaching and outcomes for children.* | * Phonics approaches have a strong evidence base that indicates a positive impact upon the accuracy of word reading, particularly for disadvantaged pupils.   <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1, 2 |

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

Budgeted cost: £20,442

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Programme of structured intervention programmes (Irby Advance) based upon robust diagnostic assessment (including phonics sessions).* | * Small group and/or one-to-one tuition/intervention have a strong evidence base indicating a positive impact upon pupils, particularly in term of the progress made. * Evidence from school is also positive, particularly when considered outside of the disruption of the pandemic.   <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1, 2, 3, 4. |
| Resourcing to meet the specific needs of disadvantaged pupils with SEND | * The review of seating and other such resources to provide the best learning environment for disadvantaged pupils with SEND. | 2 |
| *Engagement with the School Led Tutoring Programme* | * Strong evidence from last year’s data for Y1 SLT and that synthetic phonics approaches have a positive impact upon pupils, particularly from disadvantaged backgrounds.   <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>   * EEF also provides considerable evidence to identify that small group tuition has a positive effect upon outcomes for children (IPS 2022 - 100% of those in small group phonics tuition achieved Y1 standard). | 1, 2, 3, 4. |

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

Budgeted cost: £5,048

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Provision of a comprehensive strategy for mental health and well-being (ELSA, Rest Easy and MCTC, MHST)* | * Evidence from recent years identifies the importance and significantly positive impact that our mental health and well-being curriculum has for many of our pupils. Early support has in all cases, supported well-being and improved individuals’ self-esteem and engagement with learning. | 3, 5. |
| *Funding for enhancement and enrichment activities.* | * Based upon our experience and knowledge of our pupils and families, we have strong evidence to support a need for a small amount of funding to be set aside to ensure that disadvantaged children have an equity of access to extra-curricular and enrichment activities (music tuition, sports clubs, residential visits). | 3, 5. |
| *Contingency funding for acute cases.* | * In light of the recent pandemic and based on our experiences and those of similar schools, we have identified a need for a small contingency fund so that we can react promptly to an emerging need. | All |

**Total budgeted cost: £49,436**

# 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 2021 to 2022 academic year.

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| *Please reference the evaluated Pupil Premium Grant Impact 2021 -2022 which is available on the school website under the tab: Pupil Premium.* |

## 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*

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| --- | --- |
| Programme | Provider |
| N/A |  |
|  |  |

## 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 |

**OUTCOMES AND EVALUATION (2022/23)**

**Challenges 1, 2, 3 and 6**

* High engagement with reading across all year groups and identified as a strength of the school in July 2023 Ofsted. Further work next year on developing engagement with parents from Red Class and support for all families through the website, further resources and workshops for parents in phonics and reading.
* KS2 classes to trial the use of interactive digital reading comprehension package.

**Foundation 2 (Red Class)**

* 79% of all children achieved GLD with no children eligible for Pupil Premium in this year (Reading and Writing 79%).

**KS1**

* 87% of all children achieved the National standard (National 79%) in the Y1 phonics assessment with no children eligible for Pupil Premium.
* All staff accessed training and co-coaching for phonics during the course of the year (Staff Meetings and co-coaching).
* There were two children eligible for pupil premium in Year 2 and a further five identified with additional needs (SEND). Pupils achieved:

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **Attainment** | **Pupil Premium (2)** | **SEND (5)** |
| **Reading** | 71% Expected (National 66%)  23% Exceeding (National 19%). | 50% Expected  0% Exceeding. | 20% Expected  0% Exceeding. |
| **Writing** | 61% Expected (National 60%)  16% Exceeding (National 8%). | 0% Expected  0% Exceeding. | 0% Expected  0% Exceeding. |
| **Maths** | 77% Expected (National 71%)  23% Exceeding (National 18%). | 100% Expected  0% Exceeding. | 40% Expected  0% Exceeding. |

* Of Year 2 pupils, 97% of all children achieved the standard with 80% of the five children eligible for pupil premium achieving the standard in either Y1 or Y2. All pupils who did not reach the pass mark continue to access high quality and small group phonics teaching throughout Year Three or until they reach the appropriate standard.

**KS2**

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| --- | --- | --- | --- |
| **Subject** | **Attainment** | **Pupil Premium (5)** | **SEND (10)** |
| **Reading** | 75% Expected (National 73%)  38% Exceeding (National 29%). | 40% Expected  20% Exceeding. | 33% Expected  10% Exceeding |
| **Writing** | 69% Expected (National 71%)  13% Exceeding (National 13%). | 40% Expected  0% Exceeding. | 10% Expected  0% Exceeding |
| **SPaG** | 72% Expected (National 72%)  34% Exceeding (National 30%). | 20% Expected  20% Exceeding. | 10% Expected  10% Exceeding |
| **Maths** | 78% Expected (National 73%)  34% Exceeding (National 24%). | 40% Expected  20% Exceeding. | 40% Expected  10% Exceeding |

**Pupil Premium Outcomes:**

* Of the 22 children identified as eligible for PP, 10 or 45% were also identified as having specific additional needs (SEND).
* Progress for Pupil Premium children who did not have any additional learning needs was strong with the exception of writing.

**PP Progress (2022/2023)**

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| --- | --- | --- | --- | --- |
| **Subject** | **Less than expected** | **Expected/Good** | **Accelerated** | **Expected/Accelerated Progress** |
| **Read (10)** | 10% | 60% | 30% | 90% (83% 2022) |
| **Write (10)** | 50% | 50% | 0% | 50% (63% 2022) |
| **Maths (10)** | 10% | 70% | 20% | 90% (75% 2022) |

**PP/SEND Progress (2022/2023)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Less than expected** | **Expected/Good** | **Accelerated** | **Expected/Accelerated Progress** |
| **Read (12)** | 33% | 42% | 25% | 66% (50% 2022) |
| **Write (12)** | 83% | 8% | 8% | 16% (67% 2022) |
| **Maths (12)** | 66% | 17% | 17% | 34% (58% 2022) |

**All PP Progress (2021/2022)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **Less than expected** | **Expected/Good** | **Accelerated** | **Expected/Accelerated Progress** |
| **Read (22)** | 23% | 50% | 27% | 77% (67% 2022) |
| **Write (22)** | 73% | 27% | 0% | 27% (67% 2022) |
| **Maths (22)** | 41% | 41% | 18% | 59% (67% 2022) |

**Pupil Premium Attainment:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **% Boys (12)** | **% Girls (10)** | **% Total Target** | **% Total (22/216)** |
| **Read** | 67% | 30% | 70% | 50% |
| **Write** | 25% | 30% | 70% | 32% |
| **SpaG** | 42% | 30% | 70% | 36% |
| **Maths** | 58% | 20% | 70% | 41% |

**Teaching**

**Activity 1 and 2:**

* Additional time was facilitated for the SENDCo who has led the school in the early identification of additional needs and the provision of seven EHCPs during the year. This work was recognised as a strength in the Ofsted Inspection in July 2023. The retention of staff has played a pivotal role in support high need cohorts and providing interventions during and after school hours. Progress is extremely strong amongst Pupil Premium and SEND children.

**Activity 3:**

* The Maths curriculum continues to evolve through engagement with the Maths Hub and external guidance and support. A focus upon key vocabulary and the development of further opportunities for the acquisition of reasoning and problem solving activities supports strong outcomes for children across school and remains a focus for next year’s school improvement work.
* The additional TA support in Y5 was sustained and has supported strong outcomes for behaviour in that cohort.
* The support provided for School Led Tuition resulted in 62% of all children receiving tuition achieving ARE+ with 69% in the maths sessions.

**Activity 4:**

* The use of J Considine materials was identified as good during the deep dive by Ofsted in July 2023 and the work to embed A Peate structures continues with a review of the non-Considine, book led units in 2023/24. Adoption of a new assessment structure has been extended due to joining a MAT and time to implement their ‘writing leaves’.
* Support from the MAT’s writing leads has been sourced for 2023/24.

**Activity 5:**

* In 2022/23 the humanities and art curriculums were implemented for the first year and the feedback from Ofsted was very positive with a depth of knowledge and understanding evidenced amongst pupils for the units they had accessed over the year. Further work will take place to refine further the knowledge learnt and to ensure key concepts and vocabulary threads are identified within subject disciplines.

**Activity 6:**

* The validated phonics scheme had been implemented and embedded and early reading and phonics were identified as strong during the Ofsted in July 2023.

**Targeted Academic Strategies**

**Activity 1:**

* Staffing absence and cover requirements continued to adversely affect the provision of in school interventions. Following the disruption of Covid, teaching assistants are now allocated focused groups according to need rather than simply in the year group they may be based.

**Activity 2:**

* Approximately £300 was spent to source further SEND resources with a focus upon supporting our neurodiverse children. This has had a positive impact for many individuals and assemblies and PSHE lessons continue to address children’s different needs in a sensitive and supportive light. Further funds will be directed as required and will include the provision of a sensory room during the next year.

**Activity 3:**

* Reference Teaching Activity 3 – outcomes.

**Wider Strategies**

**Activity 1 (Challenges 4 & 5):**

* A structured approach to the provision of a mental health curriculum has been successful in providing early intervention to support pupil’s needs.
* We had no persistent school refusers and attendance data is very strong in all areas and better than National with greater levels of support provided to a very small number of children (approximately 2%) to address concerns regarding attendance.
* *Irby Primary School is a happy and caring place to learn. This means that pupils are proud to be part of this school. The school’s motto of ‘be kind, work hard and never give up’ underpins how pupils conduct themselves each day. The supportive and positive relationships that staff build with pupils, and that pupils build with each other, help them to feel safe in school. Pupils appreciate being able to talk to staff if anything is worrying them (Ofsted Inspection, July 2023).*
* More detail concerning our mental health curriculum can be found on the School’s website under the tab: Parent Hub.

**Activity 2:**

* All children eligible for pupil premium are encouraged to take an active part in school life with participation tracked through the year. All Pupil Premium children have been involved this year with at least one club and/or representational activity (e.g. Football team and training) and this continues to be tracked throughout the year. Focused lunchtime sports activities are provided to engage, build self-esteem and promote the acquisition of sports and collaborative skills. Support continues to be made available to reduce costs for music instruction, clubs and uniform.
* Three children accessed funding support for the Y6 residential visit and a further three children have accessed support for extra-curricular clubs/activities.

**Activity 3:**

* Support for emergency needs has been provided as required throughout the year with parents actively encouraged to seek school’s support. A key source of support has been the provision of a food deliveries which are distributed amongst families on a needs based basis.
* The new pupil progress structure is embedded with three meetings per year for each cohort. Staff are aware of individual needs and track interventions, progress and attainment carefully with high expectations of all. This facilitates early identification of need and prompt intervention and support as a rigorous and robust tracking system.

# Further information (optional)

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