

**PUPIL PREMIUM STRATEGY STATEMENT (2023/2024)**

**September 2023**

# 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 | 222 |
| Proportion (%) of pupil premium eligible pupils | 19/222 = 9% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023/2024 – 2025/2026 |
| Date this statement was published | 30/10/23 |
| Date on which it will be reviewed | 10/09/24 |
| Statement authorised by | Chair of Governors  Mrs S Douglas  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 | £42,080 |
| Recovery premium funding allocation this academic year | £3,516 |
| 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 | £45,596 |

# 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 -  2023 60% disadvantaged ARE+ compared to 81% 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 2% lower than for non-disadvantaged pupils (3/19 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.  2023 Y6 40% disadvantaged achieved ARE+ compared to 69% 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%+. * 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 2025/2026 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: £19,708

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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. * Complete the final year of the Embedding Mastery programme. * Evaluate and implement systems to support the acquisition and recall of key number facts including timetables. * Explore further resources and good practice through the MAT. | 3 |
| *Enhancement of our writing curriculum through embedding book led units of work and rigorous and consistent assessment structures.* | * 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 in line with MAT. * 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>   * Review and evolve book led units of work for English with support provided by English lead and external lead English practitioner. | 6 |
| *Finalise the Foundation subject curricula, 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. * Continued programme of CPD and co-coaching to enhance staff expertise. | 1, 2, 3, 4, 5, |
| *Embed 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: £24,074

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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: £1,900

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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 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: £45,682**

# 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.

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| *Please reference the evaluated Pupil Premium Grant Impact 2022 -2023 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 |  |
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## Service pupil premium funding (optional)

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

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| 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 |

# Further information (optional)

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