

Pupil premium strategy / self-evaluation Inmans Primary School

1. Summary information					
School	Inmans Primary School				
Academic Year	20/21	Total PP budget	59400	Date of most recent PP Review	22/11/20
Total number of pupils	405	Number of pupils eligible for PP	46	Date for next internal review of this strategy	11/01/21

2. Current attainment (from 2019 SATs)			
KS2	All pupils	Pupils eligible for PP (11)	National
% achieving expected standard in RWM	71%	27%	65%
% achieving expected standard in Reading	73%	27%	73%
Progress in reading	-1.5	-2.61	
% achieving expected standard in Writing	81%	45%	79%
Progress in Writing	-.24	-3.08	
% achieving expected standard in Maths	78%	45%	79%
Progress in Maths	0.25	-1.71	
KS1	All pupils	Pupils eligible for PP (10)	National
% achieving expected standard in Reading	79%	80	75%
% achieving expected standard in Writing	80%	90	69%
% achieving expected standard in Maths	70%	80	76%
Year 1 Phonics	All pupils	Pupils eligible for PP (5)	National
% meeting the expected standard in Phonics	83%	60%	82%
Year 2 Phonics	All pupils	Pupils eligible for PP (10)	National
% meeting the expected standard in Phonics	95%	100%	91%
EYFS	All pupils	Pupils eligible for PP (2)	National

% achieving GLD	76%	100%	72%
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3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	Higher % of PP pupils are identified with SEND profile of cohorts vary and require different types on support.
B.	Low starting points – requiring accelerated learning.
C.	Unknown starting points – pupils move to Inmans from other schools. Transition information variable.
D.	Levels of concentration and overall self-confidence is low for a significant number of PP pupils

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Parental support – low aspiration and lack of engagement with school
E.	Complex home circumstances sometimes requiring agency support

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria
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A.	Pupils make at least expected progress as measured from statutory starting points	Flight paths
B.	Pupils attend school ready to learn – attendance data measured alongside a day in the life	Attendance data/monitoring of individual pupils
C.	Increased parental engagement with school and then the learning – measured parental support	Parental attendance at school events. Response to questionnaires. Remote learning
D.	Parents are supported before and during children joining school and throughout the year	Parent view and review meeting

5. Review of expenditure

Previous Academic Year	2019 - 2020
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i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Use coaching strategies to further develop teachers' ability to scaffold and stretch activities	Ensure that all teaching remains good and outstanding teaching increases	LA pupils more effectively supported using TA support within the class. Tracking also more effective using PT. Other impact – difficult to measure due to COVID 19.	More coaching is still required on PT for some members of staff. Also more focus is required on stretching the MA specifically during remote learning.	£9785
Further develop reading skills of PP pupils through targeted intervention	Ensure that all pupils make at least expected progress	No statutory data. Currently undertaking post lockdown baseline following reintegration period. Will update with Y2 phonics and also NFER data,	Reading competition did encourage most pupils to access ORB. Hard to reach pupils were given packs of books. Remote learning policy written and with governors for approval. Need to emphasise remote learning expectations to parents.	£3000

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Target all PP pupils to read at least three times a week	Pupils read more fluently and enjoy reading. They make a least expected progress.	Daily reader sessions with TA were successful before lockdown. See above for statutory evidence	Reading competition did encourage most pupils to access ORB. Hard to reach pupils were given packs of books. Remote learning policy written and with governors for approval. Need to emphasise remote learning expectations to parents. Regular contact during remote learning is essential.	£750
To target and support all PP children to have an attendance rate above 96%	Pupils are in school, ready to engage and learn	Attendance was above 96%. The role of family liaison officer is effective in building relationships.	Family liaison officer role will continue. Also supporting pupils who are isolating.	£21608

Improve social and emotional skills of targeted PP pupils	Pupils are resilient and their on task behaviour is improved	ELSA sessions are successful. Some pupils require 'top ups' and where necessary the Safeguarding team have applied for Early Help support.	Continue to ensure that the ELSA hours are protected as much as possible. The ELSA also organises resources, however her timetable is flexible and after Lockdown 1 all social groups were disbanded to allow JL to meet with pupils most in need. Social groups have restarted.	£9031
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Parental choice for additional spending	Parental support and participation increases	Not all parents made requests via the questionnaire so staff spoke to families. Majority of pupils accessed one of the following <ul style="list-style-type: none"> • Swimming • Cubs • Book vouchers 	Group of these parents are very hard to engage. Also not all have equipment for remote learning, which made lockdown 1 difficult, and pupils did not access the learning. (please see lockdown learning analysis. School lent equipment to families and have now applied for the free devices from the government.	£2080
Pay for clubs – specifically extended clubs	To ensure chn are ready for the day	Chn who attend breakfast club are increasingly ready for the school day. Breakfast and late club continued during lock down and PP pupils accessed them (please see registers).	Having a flexible approach to these clubs is essential. Some pupils are not charged, some are offered a reduced cost which allows the grant to pay for other opportunities.	£10236

6. Planned expenditure

Academic year

2020 - 2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Ensure that the new Inmans curriculum is ambitious and bespoke for all pupils, including and specifically PP.	Curriculum enquiries are relevant, engaging and have high end points that enable pupils to see how the knowledge and understanding will support them in their future.	Whilst the curriculum is broad and balanced, is it ambitious enough for these pupils, highlighting how the learning is important and transferable?	Use pupil voice Develop a curriculum working party to develop this final step of curriculum development.	SF	Spring 1. After each enquiry is taught – review how effective it has been,
AHT supporting teachers to ensure quality across the curriculum.	Pupils have knowledge and cultural capital to raise their own expectations and engagement in education.	Following analysis of barriers, pupils need support in seeing the benefit of learning. There have narrow horizons and expectations for the their future. New curriculum now in place – next step to ensure that the quality is as good as the core curriculum.	Through monitoring timetables, books and lessons. Targeted support then put in place for members of staff.	AHT	Ongoing
Total budgeted cost					£22400

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Additional intervention time based in bridging gaps. Using PT to good effect.	Interventions are matched to needs and have SMART targets.	Baseline following lockdown have identified gaps in learning which could result in lack of progress across the curriculum.	Coaching for SMART targets Monitoring of interventions	LJ	Termly
Planned same day interventions.	Pupils 'catch up' ASAP and also participate in pre teaching.	As above and the evidence that stand alone interventions don't add as much value.	Weekly tracking chn. SLT monitor record intervention trackers.	FW	Weekly
Purchase online Lexia.	Pupils have access to high quality English intervention at home and school.	Following trial of the programme – progress made was evident. Also an intervention that can be used at home and school could increase progress made.	SENCO to identify which pupils to access Lexia.	TF/SF	Ongoing

Total budgeted cost **£11430**

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support with remote learning.	Pupils continue learning during an isolation or lock down periods.	Some families do not have devices or access to the internet. Paper copies are provided – however not in currently in line with work posted on Seesaw.	Case by case event. If paper copies are still required – the paper copies must match Seesaw.	SF/FW	Ongoing
Responding to personal requests from parents/carers.	Build relationships and increase engagement with school.	Improved relationships impact positively on learning.	SLT to make decision on requests. Regular contact with families.	SF/FW/JL	Ongoing

Total budgeted cost **£25580**

7. Additional detail

The pupil premium is located to schools for:

Children of statutory school age from low-income families who have been eligible for free school meals at any point in the last 6 years (FSM); Children who have been looked after continuously for more than six months; Children whose parents are currently working in the armed forces.

PPG provides funding for two policies:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers; and
- Supporting children and young people with parents in the regular armed forces

The PPG per pupil for 2019-2020 was as follows:

- Disadvantaged pupils Pupil Premium per pupil Pupils in Year Groups R to 6 recorded as Ever 6 FSM £1,300
- Looked After Children (LAC) £1,900 Service children Pupils in Year Groups R to 11 recorded as Ever 4
- Service Child or in receipt of a child pension from the Ministry of Defence. £300

The DfE offer the following guidance: In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

However they also state that: Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. The purpose of this report is to inform parents, carers and governors how much pupil premium the school received for 2019-20, how it was spent and the impact it had on pupils' achievement. The report also explains how the pupil premium for 2020-21 will be used. The current percentage of pupils classed as Ever 6 for FSM is 11%, below the national average. This number has dropped over the last few years. However New to Inmans pupils (pupils who join after EYFS or Y2) often are Pupil premium – currently 30%.

Inmans is affected by the decision for all pupils in EYFS and KS1 to have free school meals. This means very few families need to register to become FSM despite incentives introduced by the school. Consequently, the school receives a smaller amount of deprivation funding than most schools nationally.

Many more pupils in the school come from low-income backgrounds and although not eligible for the pupil premium some aspects of the school spend reflects the need for these pupils also.

