

Pupil premium strategy statement – Ings Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--------------------------------------|
| Number of pupils in school | 238 |
| Proportion (%) of pupil premium eligible pupils | 36.8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024/25 to 2027/2028 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Lisa Allen Headteacher |
| Pupil premium lead | Lisa Allen Headteacher |
| Governor / Trustee lead | Wayne Anderson Chair of Governors |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £134,340 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £134,340 |

Part A: Pupil premium strategy plan

Statement of intent

Ings Primary School is part of a Cooperative Multi-Academy Trust and the principles of working cooperatively within and beyond our school is a strength. Our school aims to ensure children have access to a wide, rich set of experiences and opportunities enabling development of talents and interests to complement academic learning. The school provides a broad and balanced curriculum that meets the needs of all pupils irrespective of their background or the challenges they face, with the aim that all our children make good progress and achieve good attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good progress for those who are already high attainers. Our curriculum has been reviewed and refined during the last academic year and we continue to fine tune it. Staff are committed to improving pedagogy and this is a focus of our staff CPD sessions.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We provide a carefully planned focus on key learning, balanced with a curriculum that supports our children's mental and physical health and continues to provide experiences that address deficits in cultural capital. Our Pupil progress meetings focus on all our pupils as individuals, discussing and understanding what they need to succeed. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Children in our nursery start from significantly low starting points and through effective quality first teaching, all pupils (including those who are disadvantaged) make good progress. The majority of children enter F2 still below their expected age. Once children are in EYFS the gap is narrowed further. Since Covid 19 we have seen a significant impact on all areas of learning but in particular, Personal, Social, Emotional Development, Communication and Language and Literacy. These are the areas of learning that are of a higher concern. These areas are also a targeted focus area across the whole school when looking at independence, behaviour, social skills and interaction. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of

disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged appropriately to achieve and early intervention is swiftly initiated as needed
- Ensure all children are valued and heard in a safe and caring environment so that they can thrive
- Ensure quality first teaching and high expectations for all pupils, irrespective of disadvantages or challenges children may face, children are encouraged to take responsibility for their learning and have high aspirations for themselves

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of disadvantaged pupils nationally. On entry to Reception class the majority of pupils both non disadvantaged and disadvantaged pupils arrive significantly below age-related expectations compared to national. This gap is great initially but this reduces towards the end of KS2. |
| 4 | Our assessments, observations and pupil voice indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in language acquisition, phonics, reading and writing across the school. |
| 5 | Our assessments, parent and pupil voice, observations and discussions with pupils and families have identified social and emotional issues for many pupils, together with a lack of enrichment opportunities during |

| | |
|---|---|
| | school closure. These challenges particularly affect disadvantaged pupils, including their attainment and physical and mental well being.. |
| 6 | Attendance for all groups is below the national average. Our assessments and observations indicate that absenteeism is negatively impacting on all pupils including disadvantaged pupils' progress. |

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 |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS1 PSC check combined with KS1 and KS2 Reading SAT outcomes in 2024/25 indicate that reading attainment among disadvantaged pupils is rising. |
| Improved writing attainment among disadvantaged pupils. | KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that more than 72% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in active lessons • a significant increase in participation in enrichment extra-curricular activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by: |

| | |
|--|--|
| | <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being inline with each other. the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being inline with their peers. |
|--|--|

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: **£60,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure Statutory Tests and assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 1, 2, 3, 4 |
| <p>Embed our bespoke curriculum, enriched language usage which supports pupils to articulate key ideas, consolidate understanding and extend their use of tier 3 vocabulary.</p> | <p>There is a strong evidence base that suggests oral language interventions, learning partner work, including circle time activities including high-quality classroom discussion, are inexpensive to implement with high impacts on reading and language development:</p> | 1 |

| | | |
|---|---|---|
| <p>We will purchase resources and fund ongoing teacher training and release time to secure subject leadership and an enhanced language rich curriculum with quality texts and books, which we will purchase as needed</p> | <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>There is strong evidence that a great engaging curriculum, one which is progressive and ensures deep learning with excellent language usage, supports vocabulary acquisition. Research supports this: Curriculum, Teaching and Support</p> | |
| <p>Replenish and expand usage of RWI DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: RWI Case Study</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 2 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD hosting TRG (including Teaching for Mastery training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>Mastering Number NCETM</p> <p>NCTM Research</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> | 3 |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(education endowment foundation.org.uk)</p> | 5 |

| | | |
|-------------------------------------|--|--|
| development and training for staff. | Staff wellbeing charter ACES Research End Violence- White Ribbon | |
|-------------------------------------|--|--|

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

Budgeted cost: **£31,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Purchase of a quality texts and programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | 1, 4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our Trust and RWI lead practitioner, together with Reading Lead half termly training and Trust diagnostic meetings with Ruth Miskin specialist. | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 2 |
| TTRockstars, Phonics Online Resource RWInc Portal Accelerated Reader SATs bootcamp online resource packages. | Accelerate the progress of PP pupils in basic number and arithmetic skills and reading. Available in school and at home. | 2, 3, 4, 5, 7 |

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

Budgeted cost: **£43,340**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Whole staff training on behaviour management and anti-bullying, including trauma informed approaches with the aim of developing our school ethos and developing a relationship strategy supporting emotional response behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://www.thinknpc.org/resource-hub/trauma-informed-approaches/ | 5 |
| Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance, as well as employing a Family Links worker to support parents to understand the need for improved school attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Attendance workshops- attend framework | 6 |
| The School Nurse provides a range of | Evidence demonstrates that children's well being is paramount to | |

| | | |
|---|---|---------|
| support for our pupils and their families. A significant proportion of the pupils who receive support from the nurse will be disadvantaged. The support ranges from prevention, identification, early support and access to specialist support. | ensure the child is physically and mentally healthy, before they are ready to learn. The school nurse employs a range of strategies bespoke and specific for the children. Mental Health and behaviour DFE Improving Attendance School Nursing | |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |
| Music services (wider opps and small group tuition) | Ensure access to wider opportunities for all pupils. Support access music tuition for disadvantaged children | 2, 4 |
| Enrichment opportunities | Enrichment through visits - providing the experiential opportunities for all children, ensuring their cultural capital deficit is improved. to visit museums and other venues | 1,2,3,4 |

Total budgeted cost: £ 134,340

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2032/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level.

We also looked at these comparisons using scores for 2023, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2023/24 was below that of non disadvantaged pupils in phonics, reading, writing and maths.

We identified further approaches to boost outcomes for disadvantaged and All pupils after our evaluation of the year 1 phonics check data this year.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. We are on course to achieve the outcomes that we set out to achieve by 2025/26, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| Advotalk | Advotalk |

Service pupil premium funding (optional)

| | |
|--|--|
| <p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p> | |
| <p>Our service funding has enabled us to purchase ipads to record evidence of our pupils and allow them to have a communication tool as and when required.</p> | |
| <p>The impact of that spending on service pupil premium eligible pupils</p> | |
| <p>Teachers observed improvements in wellbeing for our service children.</p> | |

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#) (Advanced course). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Three leaders have enrolled in the DfE sponsored NPQs training programmes. This will ensure leaders will employ a range of skills and strategies to ensure learning opportunities are the best they can possibly be to ensure children can learn and thrive.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also discussed this with colleagues across our Trust to learn from their approaches.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure the best outcomes for our pupils.