

Pupil premium strategy statement - Iford and Kingston CE 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 |
|---|---|
| School name | Iford and Kingston CE Primary School |
| Number of pupils in school | 165 |
| Proportion (%) of pupil premium eligible pupils | 14.54% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Stewart James; Executive Head |
| Pupil premium lead | Holly Stonehouse; Inclusion Lead |
| Governor / Trustee lead | Sally Domingo-Jones Alison Gardiner Nicholas Taylor |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £31,630 |
| Recovery premium funding allocation this academic year | £3,044 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £34,674 |

Part A: Pupil premium strategy plan

Statement of intent

- At Iford and Kingston CE Primary School, we have high aspirations and ambitions for our children. We believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from but, instead, about developing the necessary skills and values required to succeed.

- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Iford and Kingston CE Primary School, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Some PPG pupils have more limited access to cultural, sporting and learning opportunities. We will boost the opportunities to access experiences outside school by funding swimming, archery, music lessons, Forest School and so on. |
| 2 | Low attainment and slow progress rates made by PPG children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. |
| 3 | Pupils and their families have social & emotional difficulties, including medical and mental health issues. |
| 4 | Low attendance and persistent absenteeism of PPG/disadvantaged children. |

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 |
|---|--|
| All PPG pupils to experience the same school-based opportunities including long educational visits and cultural, sporting and learning opportunities. | The percentage of PPG pupils accessing cultural, sporting and learning opportunities will be in line with those of other pupil groups. |
| PPG pupils make similar progress to all pupils at the school in reading, writing and maths. | Formative and summative assessments show that the progress of PPG pupils matches that of other groups. Where teachers identify that PPG pupils are in danger of falling behind other pupils, they make use of intervention and catch-up opportunities. |
| PPG pupils have access to support services to address mental health and wellbeing. | The percentage of PPG pupils who access mental health and wellbeing support activities and opportunities at least matches that of other groups. Monitoring and evaluation shows that mental health and wellbeing is improved following support. |
| Attendance of PPG pupils is in line with that of school and national averages. Where it is not, families will be contacted and measures to | Weekly and termly reviews of attendance and punctuality show that attendance and punctuality for PPG families is good. Where |

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| improve attendance and punctuality put in place. | it falls below good, families will be contacted and measures to improve attendance and punctuality discussed. |
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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: £0

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional TA time to provide interventions and in class support for PPG pupils. | Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. See: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 2 |
| Training support staff in principles of Sounds Write SSP to deliver high quality interventions and additional support in phonics. | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. See: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 2 |

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

Budgeted cost: £24,594

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Whole school approaches to developing emotional and resilience. Targeted children with emotional barriers to learning and challenging/complicated home environments receive targeted | Some of our pupils come to school from challenging home situations. For these children it can be a challenge to focus on their learning; they need support and opportunities to talk. We have introduced targeted Nurture Groups and have developed the role of the Nurture lead. All staff have received training around sensory processing and the benefits of sensory circuits. | 3 |

| | | |
|---|--|--|
| interventions and mindfulness activities. Interventions to include sensory circuit work, Zones of Regulation approach, therapeutic thinking, nurture support groups and in-class interventions. | | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,080

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Play therapy and nurture sessions to support pupils, including PPG pupils, in developing social skills and self-confidence. | Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. See: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 3 |
| Work with PPG pupils and their families to address issues relating to poor attendance or punctuality, involving the EIP Family Support Worker as appropriate. | Good attendance has a positive impact on academic outcomes. See: https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf | 4 |
| Funding to be used to support PPG families with the cost of trips, including residential trips. | Academic outcomes are affected by more than just in school experiences, No child can be excluded from a trip based on the parents inability to contribute. See: https://assets.publishing.service.gov.uk/media/5af99c8ae5274a25e78bbe30/Charging_for_school_activities.pdf | 1 |

Total budgeted cost: £34,674

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A number of PPG pupils benefitted from support for mental health or wellbeing issues such as accessing play therapy or counselling sessions and being part of nurture groups or sensory circuits. Feedback from the play therapist, pupil voice and feedback from teachers and parents/carers show that these activities had a beneficial impact on pupil self-confidence and ability to focus in class.

We foster a whole school approach to developing emotional wellbeing and resilience through Zones of Regulation and Therapeutic Thinking approaches. We have introduced targeted Nurture Groups and have developed the role of the Nurture lead. This will continue in 2023-2024; the impact will be monitored throughout this academic year. Support resources and small group and one-to-one same day interventions are beginning to impact on the progress of our PP pupils.

Support (through small group and one-to one same day interventions) remains a priority for 2023-2024. Children receiving regular intervention are developing more confidence in their learning. PP pupils' enjoyment of their learning has been impacted, positively, by the introduction of the new Skylark Curriculum and the Jane Considine approach to writing. These initiatives will continue to be a focus for us. Feedback from lesson observations has been valued by staff and impacted on subsequent planning. A focus for lesson observations in 2023 has been the impact of TAs on in-class provision for vulnerable learners.

All PPG pupils were able to access the same cultural capital opportunities as non-PPG children due to the school's policy of using the PPG grant to subsidise trips and activities. Events attended included curriculum based trips to Lewes Castle and other sites, theatre visits and residential trips to include outdoor adventurous activities.

Externally provided programmes

| Programme | Provider |
|--------------------------|----------------|
| Play Therapy | Sashka Dunlop |
| The Write Stuff | Jane Considine |
| Therapeutic Thinking | |
| Zones of Regulation | |
| Speech and Language Link | |