

Iford and Kingston CE Primary School

Pupil premium strategy statement 2021-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	Iford and Kingston CE Primary School
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	13.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	March 2023
Date on which it will be reviewed	November 2023
Statement authorised by	Andrew Dobell
Pupil premium lead	Catherine Allison
Governor / Trustee lead	Matthew Brumsen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,834
Recovery premium funding allocation this academic year	£1,087
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	£27,921

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 such as visits to Glyndebourne Opera House (Y5 and Y6). 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. To encourage this, the families of all PPG pupils will be offered up to 30% of the value of the PPG grant to finance these opportunities and experiences.	The percentage of PPG pupils accessing cultural, sporting and learning opportunities will be in line with those of other pupil groups and families will be encouraged to spend the 30% of the PPG grant available for developing a wide range of experiences.
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 improve attendance and punctuality put in place.	Weekly and termly reviews of attendance and punctuality show that attendance and punctuality for PG families is good. Where it falls below good, families will be contacted and measures to improve attendance and punctuality discussed.

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: £9,137

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA time to provide interventions and in class support for PPG pupils.	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.	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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring funded through the DfE National Tutoring programme to deliver small	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2

group interventions for PPG and other vulnerable pupils.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,001

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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Encourage use of the 30% PPG funding available to families to take extra-curricular activities, either school based and including after school clubs, music lessons and residential visits or offered by an external provider, including swimming, gymnastics and archery.	https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cs-cultural-capital/	5
Additional intervention teacher to work on gaps in reading, writing and maths for PPG and other vulnerable pupils.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1669896218	2
Work with PPG pupils and their families to address issues relating to poor attendance or punctuality, involving the EIP Family Support Worker as appropriate.	https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf	4

Total budgeted cost: £37,138

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.

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.

KS2 SATS took place for the first time since 2019.

In reading, 40% of PPG pupils were assessed as being below the expected standard and 60% at or above the expected standard. 17% of pupils across the school were assessed as being below the expected standard and 83% at or above the expected standard.

In writing, 40% of PPG pupils were assessed as being below the expected standard and 60% at the expected standard or above the expected standard. 41% of pupils across the school were assessed as being below the expected standard and 59% at or above the expected standard.

In maths, 60% of PPG pupils were assessed as being below the expected standard and 40% at the expected standard or above the expected standard. 21% of pupils across the school were assessed as being below the expected standard and 79% at or above the expected standard.

All PPG pupils were able to access the same cultural capital opportunities as non-PPG children due to the school's policy of using 30% of 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.