



The Icknield Primary School Pupil Premium Strategy Statement

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	195
Proportion (%) of pupil premium eligible pupils	63 (32%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2023
Date on which it will be reviewed	November 2026
Statement authorised by	Diane Mitchell
Pupil premium lead	Claire Arnold
Governor	Shelley Desborough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,385
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 2024.	£7,395
Pupil premium funding carried forward from previous years (enter £0 is not applicable)	£
Total budget for this academic year	£75,780



Part A: Pupil premium strategy plan

Statement of intent

At The Ickniel Primary School we intend to support any pupil or groups of pupils the school has identified as being socially disadvantaged. The spending of Pupil Premium takes into account the specific needs of these pupils and their families alongside the highlighted areas for development of the school. Through this approach, we aim to reduce the gap in progress and achievement between those entitled to this funding when compared to those who are not. We regularly monitor and evaluate the effectiveness of our provision to ensure that appropriate and prompt provision is made for all pupils who belong to vulnerable groups. We ensure that outstanding teaching and learning opportunities meet the needs of all our pupils and are at the heart of all of our funding decisions. All of our spending decisions are aimed at accelerating progress for these pupils to ensure they achieve a minimum of age-related expectations with the school's aspiration being higher than this.

Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium children also fit into other vulnerable groups.
2	We have seen an increased number of our pupil premium children who have complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, and social-emotional and mental health.
3	Assessments, observations, and discussions with pupils indicate that many of our pupil premium children have not had rich and varied experiences meaning knowledge of the world and vocabulary acquisition is limited.
4	Attendance data over recent years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.
5	Lack of parental engagement due to a variety of reasons including, their own literacy difficulties, poor mental health and low value placed upon academic success.
6	Observations and assessments of children's engagement and progress during remote learning, indicate that the education and wellbeing of disadvantaged pupils have been impacted by school closures to a greater extent than for other pupils.

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
The attainment of pupils entitled to Pupil Premium funding is increased	Pupils entitled to Pupil Premium funding are identified and tracked regularly in terms of progress and attainment. Teachers are aware of the Pupil Premium children in their class and target them in their teaching. Pupils entitled to Pupil Premium funding benefit from targeted interventions and small group teaching.
Quality first teaching ensures strong progress of pupils entitled to Pupil Premium funding across all core subjects.	All teaching is 'Good' or better across subjects. Planning is adapted to match the needs of Pupil Premium children. Lesson observations demonstrate assessment for learning strategies where teachers check children's understanding and address misconceptions in the moment of the lesson or through 'green for growth' sessions. Lessons focus on exposure to rich vocabulary and purposeful learning.
To provide all our pupils with a balanced and enriched curriculum that motivates, inspires and engages, specifically focusing on increasing physical activity.	Commitment to Subject leaders release time to ensure the curriculum intent is knowledge-based and builds on prior learning. Specialist sports teaching and after school clubs are provided to children.
To maintain high attendance levels.	Pupil premium pupils' attendance for the academic year increases.
Assessment is used to identify gaps in learning. Children are supported through high-quality tuition and targeted teaching to close gaps.	Teachers monitor pupils' progress and update this regularly. Disadvantaged pupils are identified and monitored closely by class teachers and leaders. Pupil progress meetings focus on progress made by disadvantaged pupils. Additional support is provided for disadvantaged pupils.
Pupils entitled to Pupil Premium funding have increased independence and confidence in their learning ability.	High-quality independent work is evident in books. Children can access the full curriculum independently. Pupils can articulate what they have learned and their next steps for improvement.
All pupils can articulate the importance of well-being and can take appropriate actions to support their social and emotional health.	Pupils are able to talk about how they use the feeling displays, Worry displays and boxes inform staff of the emotions felt by the children in their class and can respond accordingly. Pupils are able to share their worries freely with adults in their rooms. School assemblies address all aspects of SMSC - known to Pupils to demonstrate an improving understanding of social, moral, spiritual and cultural aspects of the curriculum. Pupils are able to link and transfer their PSHE learning to the wider world.

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT are non-class-based to provide catch-up support across the school	TNTP guidance states that 'accelerated learning and strong instruction are interdependent'. In order to prevent children from becoming 'trapped in a cycle of low-quality or below-grade level work', SLT identify exactly what unfinished learning needs to be addressed, when and how. EEF guidance states that 'great teaching is the most important lever schools have to improve outcomes for pupils'. SLT has the scope to support teachers to deliver high-quality lessons.	1, 2, 6
CPD package available to all staff to support high-quality teaching and learning	According to EEF guidance, early career teachers have access to bespoke mentoring and support.	1, 2, 6

Targeted academic support

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics catch up programmes	EEF guidance states that small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. SLT will use Little Wandle assessment to assess the best way to target support. Children will receive support in groups of up to 4.	1, 2, 6
Literacy and Maths Interventions Year 6 Booster Sessions	There is extensive evidence supporting the impact of high quality 1:1 and small group tuition as a catch-up strategy. EEF guidance states that tuition provided by qualified teachers is likely to have the highest impact and	1, 2, 6

	that an effective relationship between tutor, teacher and pupils is essential. Therefore, school-led tutoring has been implemented to close specifically identified gaps. Evidence of the impact of these specific interventions in previous cohorts indicates that they can allow children to make accelerated progress.	
Speech and Language support	Targeted support in specific year groups focusing on oral language following the advice from S&L support.	3

Wider strategies

Budgeted cost: £5,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
John Huntingdon Charity to work with and support vulnerable families and children.	EEF guidance states supporting parental engagement can have 3+ months of positive impact.	1, 2, 4,5, 7
Blue Smile weekly play therapy sessions and group sessions.	Blue Smile play therapy has had a positive impact on the pupils.	1, 2, 7
MHST (Mental Health Support Teams) supports a whole school approach through targeted CPD training for staff supporting pupils SEMH (Social Emotional Mental Health)	EEF (+ 4) guidance states that Social and emotional approaches have a positive impact of up to +4 months of additional progress in academic outcomes over the course of an academic year. School-level approaches to developing a positive school ethos.	1, 2, 7
Attendance is tracked and monitored. Phone calls to families if vulnerable children are not in school and offers support.	EEF guidance states that non-academic interventions, such as improving pupils' attendance, are often vital in boosting attainment	4, 5
A broad and balanced curriculum will provide access to high-quality educational experiences to enhance children's cultural capital.	Children who have rich high-quality experiences will have enhanced knowledge and understanding of the world, richer experiences and increased language and vocabulary acquisition.	3, 5, 6
Sporting opportunities and varied after school enrichment clubs	Sporting opportunities and other varied enrichment clubs will enhance children's cultural	3, 5



	capital and raise self-esteem and self-confidence.	
Instrumental lessons offered for Key Stage 2 children through Rock Steady	Enhancing children’s cultural capital through instrumental lessons and music raises self-esteem and self-confidence.	3
Contingency fund for acute issues	Based on experience, 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
Opportunities for trips in and beyond the local area and visitors to school	Trips beyond the local area and a variety of visitors to the school will enhance children’s cultural capital.	3, 5

Total budgeted cost: £75,780

Part B: Review of the previous academic year 2023 to 2024

Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that at the end of Key Stage 2 outcomes for disadvantaged pupils were:

Reading - 67% of pupils met the expected standard

Writing - 33% of pupils met the expected standard

Grammar Punctuation Spelling (GPS) - 33% of pupils met the expected standard

Mathematics - 50% of pupils met the expected standard

Reading, writing, mathematics - 17% of pupils met the expected standard

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



results achieved by our non-disadvantaged pupils. The data demonstrates that the pupils' outcomes in reading and maths were stronger. Technical aspects of writing were identified as barriers which reflected in both the GPS tests and teacher assessment of writing.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that attendance for disadvantaged children for during 2023 to 2024 was 92.4%.

Based on all the information above, the performance of our disadvantaged pupils met our expectations set in some subject areas but not all. We are at present on course to achieve the outcomes we set out to achieve by 2026, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that phonics catch-up, participation of extracurricular clubs, support through play therapy, attendance of booster classes were effective.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.