

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	King Ina C of E Academy
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	26.54% (86)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Suzie Svenson
Pupil premium lead	Suzie Svenson
Governor / Trustee lead	Cathy Farley (governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,495
Recovery premium funding allocation this academic year	£10,295
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	£105,790

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils

School Vision

Start children off on the way they should go and even when they are old they will not turn from it.

Proverbs 22:6 (NIV)

Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.

The targeted and strategic use of Pupil Premium funding will support us in achieving our vision.

The Pupil Premium introduced in April 2011, is provided by the Government in addition to main school funding, to address the current underlying inequalities between children eligible for free school meals (FSM) and their more affluent peers. Schools also receive funding for children who have been looked after continuously (LAC) for more than six months, and children of service personnel. It is for schools to decide how their Pupil Premium allocation is spent as they are best placed to assess what additional provision should be made for individual pupils.

How our current pupil premium strategy plan works towards achieving those objectives

Principles

Who is Pupil Premium Funding for?

Children who are entitled to receive Pupil Premium funding are: children in receipt of free school meals, looked after children and children whose parent (s) are in the forces.

We ensure that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the Academy has legitimately identified as being socially disadvantaged.

Pupil Premium funding is allocated following annual needs analyses, which will identify priority classes and groups. Regular Pupil Progress Meetings are held to ensure that targeted support is in place for identified pupils and to monitor the impact of the support.

What are the key principles of our strategy plan?

At King Ina C of E Academy, our intention is that all children have an equal entitlement to an education that encourages a love of learning, positive attitudes, confidence, independence, resilience, creativity and physical health in all our students.

Our aim is that by the time all of our pupils leave the academy at the end of KS2 they have:

- Acquired knowledge and skills of the National Curriculum for KS2 in each subject area
- Developed creativity and imagination
- The ability to self-evaluate and move forward
- Pride in their achievements and take responsibility for their own actions
- Confidence when making their own choices and the freedom to express themselves
- Ability to work independently and to co-operate with others in a team
- A range of practical skills to apply to all areas of their lives
- Skills that can be transferred to the workplace and to their lives as teenagers and then adults
- Learnt to use a range of tools to create works of art, dance, drama, music, IT and literature.
- An awareness of their own uniqueness and skills of patience, resilience and tolerance

For Pupils identified to received support through Pupil Premium Funding, we specifically aim to provide:

- Support to increase academic progress and attainment
- Pastoral support for pupils' social emotional mental health needs
- Accessibility to residential school trips
- Accessibility to annual school day trips
- Annual ½ term of swimming lessons
- Accessibility to the wider curriculum
- School Uniform
- Additional resources identified by teachers to target pupils to achieve a secure understanding of the age related curriculum for their year group for use in school

How will we achieve this?

- Providing quality first teaching that meets the needs of all pupils.
- Providing additional support for pupils through individual or group interventions
- Provide support from our in-house pastoral support team in the form of ELSA, social communication, speech and language support
- Make referrals to the Mental Health Support Team for support over and above our pastoral support
- Provide parents with our Pupil Premium Pledge, detailing the financial available to identified pupils for trips, swimming and music lessons and school uniform.

Challenges

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

Challenge number	Detail of challenge
1	A number of Pupil Premium pupils not achieving age-related expectations in reading, writing and maths - continued gap between PP pupils and peers.
2	Pupil premium pupils who are also on the SEND register not making expected progress
3	Increased child protection concerns leading to emotionally vulnerable pupils with a low level of resilience
4	Financial barriers to accessing the wider curriculum eg trips, sporting activities and music lessons
5	Children are not prepared for learning, having arrived school late and having not had breakfast

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
Increased progress and attainment	Assessment results – more pupil premium pupils making expected progress and achieving age-related expectations in reading, writing and maths.
Increased rates of progress for PP pupils who are also on the SEND register	Pupils who are PP and SEND to make 3 steps of progress in reading, writing and maths by the end of each year.
Early Help is in place for vulnerable pupils and families to enable pupils to engage in learning and attendance at school to increased.	The impact on pupils of home-related factors is reduced. Pupils attend school regularly, they are settled at school and ready to learn.
All children will participate in day and residential school trips and extra-curricular activities	Increased participation of all school trips and educational activities across all year groups
Students start the school day on time, fulfilled and ready to learn	Increased attendance and attainment

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: £10,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching provision	Personalised lessons and interventions to accelerate pupils' academic progress.	1

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

Budgeted cost: £65,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA and HLTA support – small group in-class support and small group and 1-1 structured interventions	<ul style="list-style-type: none"> • Small group support within class lessons to enable pupils to access differentiated learning • Creating smaller class sizes in identified year groups during English and Maths lesson - leads to greater adult support for pupils. • Small group and 1:1 interventions focuses on pupils' needs, enabling a personalised approach to learning and filling gaps in learning. 	1 & 2
Procurement of additional resources as identified by teachers to target pupils to achieve a secure understanding of the age related curriculum for their year group for use in school	<ul style="list-style-type: none"> • Increased engagement with up-to-date and specific resources used in class 	1 & 2

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

Budgeted cost: £29,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistants (ELSA) and Social Communication Assistant provision	Pupils feel emotionally secure and are resilient learners, enabling them to achieve better outcomes	3
Extra-curricular activities e.g. School trips, swimming, music lesson	Access to extra-curricular activities increases curricular engagement, and interpersonal skills resulting in higher attainment	4
Providing school uniform	Builds school spirit, sense of community and belonging, breaks down class barriers between students.	4
Breakfast Club Provision	Students that start the school day on time, fulfilled and ready to learn have increased attendance and attainment	5

Total budgeted cost: £105,790

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 2020 to 2021 academic year.

Pupil Premium Progress Summer 2021

% of Pupil Premium pupils making 3 or more steps of progress in each of reading, writing and maths during the academic year 2020-21:

	Reading	Writing	Maths
Year 2 = 46 children	11/13 = 85%	10/13 = 77%	11/13 = 85%
Year 3 = 36 children	10/15 = 66%	10/15 = 66%	9/15 = 60%
Year 4 = 38 children	10/11 = 91%	10/11 = 91%	11/11 = 100%
Year 5 = 58 children	13/16 = 81%	13/16 = 81%	13/16 = 81%
Year 6			
Year 6 = 46 children	8/8 = 100%	8/8 = 100%	8/8 = 100%

Despite the the Covid-19 pandemic and the lockdown in the Spring Term 2021, our Pupil premium pupils made good progress in reading, writing and maths from their starting points, as can be seen above.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA provision
What was the impact of that spending on service pupil premium eligible pupils?	Pupils that feel emotionally secure and are resilient achieve better outcomes. Increase in attendance and happier, more engaged and resilient pupils.

Further information (optional)