

## Pupil premium strategy statement

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	King Ina C of E Academy
Number of pupils in school	323
Proportion (%) of pupil premium eligible pupils	33% (93 FSM, 13 Serv, 1 Ever6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Suzie Svenson
Pupil premium lead	Suzie Svenson
Governor / Trustee lead	Cathy Farley (trustee)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,495
Recovery premium funding allocation this academic year	£12,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£133,110

# Part A: Pupil premium strategy plan

## Statement of intent

### School Aims

We aim to ensure that every child leaves King Ina Church of England Academy excited about learning and determined to succeed. We want to equip them with confidence, resilience and a passion for lifelong learning. The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

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.

### Principles

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 will be allocated following annual needs analyses which will identify priority classes and groups. Half termly tracking meetings will monitor the impact of targeted support for identified pupils. 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.

At King Ina C of E Academy, we believe that all our children have an equal entitlement, and should have an equal opportunity to:

- Develop imagination and creativity
- Acquire skills and abilities
- Have a love of learning

- Teaching and learning appropriate to their needs
- Social enrichment appropriate to their needs.

### Aims

- To support academic progress
- To support emotional needs
- Accessibility to residential school trips
- Accessibility to annual school day trip
- Annual ½ term of swimming lessons
- Accessibility to the wider curriculum
- Pastoral support
- 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

## Challenges

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

Challenge number	Detail of challenge
1	Some being unable to achieve a secure understanding of the age related curriculum for their year group
2	Financial barriers to accessing the wider curriculum
3	Addressing the widened gap between vulnerable pupils and their peers in core subjects
4	Emotionally vulnerable students, and a low level of resilience
5	Ensuring children are prepared for learning, arriving to school on time and having 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
<i>Increased age-related curriculum attainment</i>	Assessment results
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
Reducing the gap between vulnerable pupils and their peers in core subjects	Assessment results

An increase in emotional security and higher level of resilience	Increase in attendance and happier, more engaged and resilient pupils
Students start the school day on time, fulfilled and ready to learn	Increase in 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: £12,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching provision	Personalised lessons / interventions accelerate pupils' academic progress.	1 & 3

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

Budgeted cost: £101,583

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA/HLTA support – small group or 1-1 interventions	Smaller group sizes / 1-1 support leads to better outcomes for pupils	1 & 3
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	Increased engagement with up-to-date and specific resources used in class	1 & 3

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

Budgeted cost: £18,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistants (ELSA) provision	Pupils that feel emotionally secure and are resilient achieve better outcomes	4
Breakfast Club Provision	Students that start the school day on time, fulfilled and ready to learn have increased attendance and attainment	5

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	2 & 3
Providing school uniform	Builds school spirit, sense of community and belonging, breaks down class barriers between students.	4

**Total budgeted cost: £133,110**

## 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.

We expect all pupils to make 3 steps of progress across the year from their September starting points. The data analysis below shows that in most year groups Pupil Premium pupils made on average, at least 3 steps of progress, with some making better than expected progress:

	READING	WRITING	MATHS
	Progress	Progress	Progress
YEAR 1	3.5	3.6	3.3
YEAR 2	3.7	4.1	3.7
YEAR 3	3.2	3.0	2.5
YEAR 4	3.5	3.9	3.8
YEAR 5	2.9	3.0	3.0
YEAR 6	3.0	3.1	3.1

Where the average steps progress was below 3, analysis has taken place to establish children requiring further support in the academic year 2022-23.

In addition to the above, this cost area also supported children other than those eligible for Pupil Premium, who also accessed the support that is provided in small groups, via in-class support and through 1:1 interventions. The below data analysis shows that in most year groups, on average all pupils made at least 3 steps of progress, with some making better than expected progress:

	Reading	Writing	Maths
Year 1	3.3	3.4	3.2
Year 2	3.5	3.5	3.3
Year 3	3.2	3.0	2.9
Year 4	3.3	3.5	3.5
Year 5	2.8	2.8	3.0
Year 6	2.9	3.0	2.9

Where the average steps progress was below 3, analysis has taken place to establish children requiring further support in the academic year 2022-23.

## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*