

# Ingrave Johnstone C of E 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Ingrave Johnstone C of E Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	James Rogers, Headteacher
Pupil premium lead	Amy Bryant Berkin, Inclusion Manager
Governor lead	Dave Watts, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,905
Recovery premium funding allocation this academic year	£3,371
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	£38,276

# Part A: Pupil premium strategy plan

## Statement of intent

At Ingrave Johnstone C of E Primary School we want to enable all of our pupils to develop the key skills, knowledge, understanding, attitudes and aspirations, that will enable them to thrive and succeed as life-long learners, in a rapidly changing and challenging world.

We are an inclusive school, and through our Christian Vision of 'We can do everything together, loving and learning through God' we want to ensure that all of our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas in school. The main priority of our pupil premium strategy is to support all of our disadvantaged pupils to enable them to reach this potential, including progress for pupils who are high attainers.

We aware that we have children from a wide variety of contexts and we will seek to always consider the challenges faced by our vulnerable pupils, such as those who have a social and emotional needs and young carers. The strategy contained within this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is key to our approach at Ingrave Johnstone, with a clear focus on areas in which disadvantaged pupils require the most support. This will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in our intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also an integral part of our wider school plans for education recovery following the COVID-19 outbreak and the very real disruption caused by this. This includes targeted support from qualified teachers and teaching assistants for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be flexible and adaptable to challenges and individual needs, underpinned by effective diagnostic assessment. The approaches we have adopted complement each other to help pupils achieve their very best. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Increased numbers of pupils entering the EYFS with speaking and listening skills below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. This impacts significantly on early reading and fluency.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Pupils achieve well at the end of Key Stage 2 at the expected standard in reading but this is not reflected in the outcomes for pupils at greater depth in reading for our disadvantaged pupils due to gaps in their learning and the impact of school closures over the last two years.
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.</p>
5	<p>Our attendance data over the three academic years 2018-2021 indicates that attendance among disadvantaged pupils has been between 7.99% and 5.78% lower than for non-disadvantaged pupils.</p> <p>50-53% of persistent absentees have been disadvantaged pupils over 2 of the last 3 years, compared to 1.98-4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Over the academic year 2021-2022, 43.75% of the persistent absentees were disadvantaged.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved rates of phonic acquisition and spelling among disadvantaged pupils	KS1 phonics outcomes and GPS outcomes in Key Stage 2 in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> <li>the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 30% lower than their peers.</li> </ul>

## 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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue implementing NELI programme in reception class to address early language difficulties and fund on-going training and release time for language interventions.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Purchase books and resources to support a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Purchase enrolments for Accelerated Reading programme for all pupils.	The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. The first EEF-funded efficacy trial of AR found pupils who received the programme made three months of additional progress in reading comprehension. <a href="#">Accelerated Reader (re-grant)   EEF (educationendowmentfoundation.org.uk)</a>	2
Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff, such as using	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	3

Essex's Trauma Perceptive Practice (TPP) approach.	<a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation NELI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3
Use of school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3,4

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

Budgeted cost: £3,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued professional development on Trauma Perceptive Practice and training on Disadvantaged, with the aim of developing a whole school approach to mental health and well-being to support all pupils across the school, including disadvantaged pupils and those especially affected as a result of the pandemic.</p>	<p>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.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

**Total budgeted cost: £38,276**

## 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 2022 to 2023 academic year.

Over the last year, we have continued to develop and work on our whole-school curriculum to maintain the levels of high-quality teaching across all subjects. Subject leaders have attended professional development meetings held across local settings to share good practice and improve, where needed, their subjects at Ingrave Johnstone. Many subject leaders have held staff training sessions for their subjects throughout the last year.

We have continued to implement the Essex approach of Trauma Perceptive Practice (TPP), with the majority of staff members having received all nine elements of the original training. We are due to receive updates to TPP throughout the academic year of 2023-2024 also. As of last year, whilst this is an approach applicable for the whole-school population, we have found it particularly pertinent to those who are disadvantaged at our school.

The impact of the support detailed above has been significant upon the results across all key stage measurements. In Year 1, 81% of pupils passed their Phonics screening check; 100% of the children on the Pupil Premium register passed their Phonics screening – the national average for this result was 79%. In Year 2, 74.1% of pupils were at age related expectations in reading, 70.4% in writing and 81.5% in Maths, which are all significantly above the national averages of 68% for reading, 60% for writing and 70% for Maths. Of the children on the Pupil Premium register, 33.3% of them were at age-related expectations for all three subjects in Year 2. This was a small cohort of three children, all of whom also have other additional needs.

In Key Stage 2, for the Year 4 multiplication check, 77.4% of all pupils scored full marks, with 100% of pupils on the Pupil Premium register scoring full marks – the national average was 29% pass rate.

The Year 6 cohort had a challenging experience during Key Stage 2, partly due to lockdowns during their time in Years 3 and 4 and a high level of need in the class. 35% of the class were on the SEN register for a variety of different additional needs and 7% of the class had EHCPs. 24% of the class were on the Pupil Premium register as well. Prior attainment at Key Stage 1 was also lower than in previous years.

Taking all of the above into account, 75.9% were at age-related expectations for reading, compared to the national figure of 73% and 75.9% for GPS, compared to the national average of 72%. The figures for writing and Maths were slightly below the national average scores, with



65.5% achieving age related expectations for writing compared to the national average of 71%, and 65.5% in Maths compared to the national average of 73%. Given the high level of need in the class and the additional provision put in place both before and during the tests themselves, these results were not unanticipated. The scaled scores across Reading, GPS and Maths were all 105, which is in line with the national averages.

71% of the children in the Year 6 cohort who were on the Pupil Premium register were also on the SEN register for varying additional needs. Two of these pupils were not entered for the SATs due to their high level of need. Of the children who were on the Pupil Premium register who did take the SATs, 42.9% achieved age-related expectations, 28.6% for writing, 57.1% for GPS and 42.9% for Maths. These children had all made progress from their starting points from earlier assessments throughout the year.

