

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	Conisbrough Ivanhoe Primary Academy
Number of pupils in school	396 (incl 52 F1)
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (3 year – 2021/2022 – 2023/2024)
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	L Mills
Pupil premium lead	L Mills
Governor / Trustee lead	R Lockwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,980 PP £3,660 EYPP
Recovery premium funding allocation this academic year	£12,180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£128,820

Part A: Pupil premium strategy plan

Statement of intent

We intend to improve outcomes for disadvantaged pupils in school by ensuring that, in the first instance, all children have access to the very best provision through quality first teaching. We believe that upskilling teachers to deliver evidence based, best practice will benefit all children, but will particularly impact upon children eligible for Pupil Premium. We aim to ensure that pupils 'keep up' and don't have to 'catch up', by providing intervention only when necessary, with reading at the very core of our curriculum. In spending our recovery premium allocation, we prioritise the spending on providing fast track tutoring for those identified as most in need, and in the commitment to ensure that all children leave our school with the minimum skills in swimming and water safety, regardless of where it appears in the school curriculum. We have also allocated the recovery premium to further support our commitment to the highest possible achievement in reading, by purchasing appropriate and engaging reading materials to enhance reading for pleasure experiences. We intend to improve access to education for all pupils, but place greater emphasis on subsidising costs to families of children eligible for pupil premium, to ensure that no child misses out on essential experiences such as school visits, so that they are able to acquire the cultural capital they need to be successful in later life. We use every resource available to the school to ensure that ALL children can make the best possible progress, and have access to the Quality First Teaching that enables them to achieve to their full potential. In order to deliver this, we have used the Pupil Premium funding to increase staffing levels, in particular support staff, across the school.

Our Pupil Premium and Recovery Premium funding has been allocated on the following principles:

- We believe in the capacity of every pupil to achieve at the highest level
- We believe that social or financial disadvantage should never be an obstacle to a young person's academic success or future life chances
- We will use every funding source and educational strategy at our disposal to remove barriers to success for our pupils
- We will encourage ALL pupil to believe in themselves and in their potential to succeed

Challenges

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

Challenge number	Detail of challenge
1	Higher percentage of pupils eligible for PP enter school (or F1) with very poor communication and language development, compared to non-eligible pupils
2	Lower attainment of children eligible for PP in reading and writing, compared with non-eligible pupils
3	Reduced educational motivation and engagement of eligible pupils, particularly around reading and reading at home
4	Gaps in learning due to COVID-19 school closures
5	Lower attendance rates, punctuality and 'readiness to learn' for pupils eligible for PP compared with non-eligible pupils
6	Lack of experiences for children eligible for PP compared with non-eligible children which can negatively impact upon cultural capital

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
Improve outcomes in reading for pupils eligible for PP funding	Gap reduces between PP and non-PP children in each year group.
Improve outcomes in writing for pupils eligible for PP funding	Gap reduces between PP and non-PP children in each year group.
Improve attendance rates for pupils eligible for PP funding	Increase in % attendance for pupils eligible for PP funding to be in line with those pupils who are not eligible. Reduction in the % Persistent Absence of children who are eligible for PP funding
PP eligible pupils increase their cultural capital by attending school visits and experiences.	All children have experienced the planned enrichment opportunities by the time they leave school.

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: £95,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional SALT services – weekly SALT support for assessing children in areas of speech, language, understanding and interaction, and prescribing subsequent intervention.	EY EEF Toolkit: Communication and Language Approaches EY EEF Toolkit: Early Literacy Approaches	1 2
Bought in support from LSS to give advice, quality first teaching strategies and wave 2 strategies to help children overcome specific barriers to learning	EEF Guide to the Pupil Premium – adopting a tiered approach EEF Toolkit: Individualised instruction EEF Toolkit: Teaching Assistant Interventions	2 5
Employment of LSA to deliver prescribed SALT programmes	EEF Guide to the Pupil Premium – adopting a tiered approach EEF Toolkit: Teaching Assistant Interventions	1 2
Increased staffing capacity (AE, EH, LK) to ensure that all children receive QFT	EEF Guide to the Pupil Premium – adopting a tiered approach EEF Toolkit: Reduce class size	2 4
CPD for staff for RWInc, including online training hub and face-to-face training days	EEF Guide to the Pupil Premium – adopting a tiered approach EEF Toolkit: Phonics	2

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

Budgeted cost: £6,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:3 tutoring for identified children with personalised targets and strategies (Recovery Premium)	EEF Toolkit: small group tuition EEF: Impact of school closures on the attainment gap	2 4
Resources to support the Fresh start intervention programme (reading comprehension and fluency) (Recovery Premium)	EEF Toolkit: Reading comprehension strategies EEF Toolkit: small group tuition	2 4
Catch-up swimming lessons for Y6 children who missed out in Y5 as per curriculum (Recovery Premium)	Swim England: Impact of Coronavirus on school swimming and water safety report	4 6

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

Budgeted cost: £36,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing engagement and reading for pleasure by increasing the stock and quality of reading books in KS2 for readers of all levels (Recovery Premium)	DfE – Reading Framework	2 3
RWInc Early phonics blending books to ensure that even the earliest readers can read at home, involve parents in early reading, and can see reading beyond the classroom (Recovery Premium)	EEF Toolkit: Phonics EY EEF Toolkit: Early Literacy Approaches	2

<p>Pastoral support worker employed to ensure that vulnerable children are supported in any way necessary throughout the day to enable them to return to class and re-engage with learning, and to establish close working relationships with the families of vulnerable pupils</p>	<p>EEF Guide to the Pupil Premium – adopting a tiered approach GOV UK: Improving school attendance: Support for schools and Local Authorities</p>	<p>2 5</p>
<p>Subsidy of school visits, in-school experiences, breakfast clubs and afterschool clubs for vulnerable pupils as necessary</p>	<p>EEF Guide to the Pupil Premium – adopting a tiered approach</p>	<p>2 6</p>

Total budgeted cost: £139, 148

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.

Attendance for 2020/2021 was 96.2% for 20/21 academic year. Considering the impact of COVID-19 upon school attendance, this was a very positive result when the national average attendance in 2018/2019 (pre-COVID) was 95.3%.

Our school took the decision not to carry out standardised tests at the end of the 2021, as staff felt that children had experienced enough undue pressure. Teacher assessments using children's 'in class' work continued to be undertaken throughout the year.

The data below is the attainment data for Summer 2 2021 showing the percentage of pupils working at ARE.

	F2	Y1	Y2	Y3	Y4	Y5	Y6
READING							
PP	43	0	0	0	0	28	0
NON-PP	77	0	0	10	0	32	0
+/-	-34	0	0	-10	0	-4	0
WRITING							
PP	43	0	0	0	0	17	0
NON-PP	74	0	0	0	0	17	0
+/-	-31	0	0	0	0	0	0
MATHS							
PP	38	0	0	0	0	0	0
NON-PP	69	0	0	0	0	0	0
+/-	-31	0	0	0	0	0	0

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
RWInc Programme	Ruth Miskin
Fresh Start	Ruth Miskin