

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	Inkersall Spencer Academy
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to -2024/25
Date this statement was published	Dec 21
Date on which it will be reviewed	July 22
Statement authorised by	Sarah Allison
Pupil premium lead	Jo Mercer
Governor / Trustee lead	Lisa Weatherall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,505.00
Recovery premium funding allocation this academic year	£26,000
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	£203,505.00

Part A: Pupil premium strategy plan

Statement of intent



Our Curriculum encourages us to continue to grow by...

G Global awareness

R Reading widely

O Opportunities to explore

W Wonder and curiosity.

At Inkersall Spencer Academy we aim for our pupils to make good progress and achieve high attainment across all subject areas. We want them to develop positive learning behaviours to both maximise their own individual learning potential as well as contribute to the school and wider community. We have high expectations of their attendance, academic achievement and behaviour and the focus of our pupil premium strategy is to provide strategies which support disadvantaged pupils progress, irrespective of their background or challenges they face, including for those who are already high attainers too.

We recognise the challenges faced by vulnerable pupils, such as those who have a social worker and other factors which disadvantage them. The activities outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

Historically, on entry, our disadvantaged pupils display poor language skills, a limited range of vocabulary and access to quality texts, this has had a significant impact on the progress the pupils have made across the curriculum in their journey through to the end of key stage 2. To address this our strategy recognises the importance of high-quality 'first' teaching, research shows this has the biggest impact on closing the disadvantage attainment gap, while still enhancing the progress of non-disadvantaged pupils at Inkersall. At the forefront of our strategy, we aim to ensure all pupils make sustained progress not just our disadvantaged pupils. We believe that our fundamental task is to teach our children to speak clearly and articulately and to read and write effectively. Reading across all curriculum areas is a priority to extend and deepen pupils understanding and develop their knowledge and use of vocabulary. We want all pupils including disadvantaged to develop a love of reading during their time at Inkersall and be exposed to a range of classic and contemporary literature.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected.

Our approach is bespoke to the children of Inkersall and recognises common challenges but also individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted

complement each other with the aim to help pupils excel. To achieve this we will ensure:

1. Our children are continually challenged.
2. The necessary interventions will be identified early.
3. All staff will take responsibility for the outcomes of disadvantaged pupils.
4. All stakeholders raise aspirations and equip children with a real belief that they can achieve anything if they are prepared to work hard.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oral Language/Speech and Language</p> <p>On entry assessments and observations identify underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This starts in Reception but continues into Key Stage 2. Speech and language development is a particular barrier to a proportion of disadvantaged children across the school. Approximately 60% of FS2 children are significantly below the national expectations on entry for communication and language. There is a similar picture in FS1 too.</p>
2	<p>Attainment in Phonics</p> <p>Poor phonics skills in disadvantaged pupils, recognised through assessments, observations and discussions with staff and pupils negatively impact on their development of readers and are a barrier to developing a 'love of reading'. At the end of July 2021, 73% of disadvantaged children were on track to pass the Y1 phonics screening check compared to 80% of their non-disadvantaged peers.</p>
3	<p>Number fluency</p> <p>Assessments and observations as well as discussions with subject leaders, teachers and pupils show limited fluency of number facts in disadvantaged pupils negatively impacting on their maths attainment due to their inability to apply these facts to problem solving and reasoning in Maths. Our aim is to develop teaching and learning practices that ensure teachers 'interrupt the forgetting' and children have higher exposure to overlearning, revisits and reviews.</p>
4	<p>Attainment gap between PP pupils and their non-PP peers</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by COVID-19 partial school closures. Our data shows that our disadvantaged pupils are affected disproportionately more than their non-disadvantaged peers. These findings are supported by national studies into the effects of the pandemic had on pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind</p>

	age-related expectations. Our data shows that 37% of PP pupils are on track to meet the expected standard in reading, writing and maths. This is compared to 62% of non-PP children.
5	<p>Behaviour and emotional needs of PP children</p> <p>Observations, monitoring of data and discussions with different stakeholders identify that a number of disadvantaged pupils with social, emotional and developmental needs require targeted support to access their learning and enable them to self-regulate their behaviour. This has increased during the pandemic, with a number of disadvantaged pupils requiring additional support either individually or within small group interventions. This is approx. 7% of the total pupil premium numbers.</p>
6	<p>Low self-esteem and low aspirations</p> <p>Our assessments (including pupil survey), observations and discussions with pupils have identified low cultural capital and life experiences in a high proportion of disadvantaged pupils, which results in low aspirations and pride in their work, including presentation. This is backed up by the local Staveley Town Deal which is aiming to raise aspirations in the local community. Data from the Local Council documents.</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 (including Speech and Language programmes) and observations show improved oral language skills. These are quality assured through pupil engagement in lessons and work scrutiny.
Improved phonics and reading attainment in disadvantaged pupils.	Y1 Phonics outcomes in 2024/25 show that more than 82% of disadvantaged pupils met the national standard. KS2 reading outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard.
Improved Maths attainment among disadvantaged pupils.	KS2 Maths outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard.
Improve the knowledge and understanding of mental and physical health and well-being among disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations The Thrive approach fully embedded and used successfully by teachers, pupils and parents

	<ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved aspirations among disadvantaged pupils.	By 2024/25 through assessments, observations and discussions with pupils improved aspirations will be demonstrated. These are quality assured through pupil engagement in lessons, work scrutiny, sustained involvement in enrichment activities.

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities, such as Kagan, across the school curriculum. These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary. In addition to this it will also increase pupil engagement in lessons.</p> <p>Training to embed the use of different activities. Release time for teachers to go and watch or work with other teachers to strengthen learning. Purchase of resources to support oral language activities.</p>	EEF – Oral Language Interventions (+6 months)	1,2
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme, Read, Write, Inc to secure stronger phonics teaching for all pupils.</p> <p>Whole school training on delivering the phonics training.</p> <p>Phase training for EYFS and Key Stage 1 to embed the programme and ensure consistency of teaching.</p>	EEF – Phonics (+5 months)	1,2,4
Purchase standardised diagnostic assessments. (PIRA and POWER MATHS).	EEF – Using standardised tests to deliver tailored instruction and interventions (+6 months)	1,2,3,4 & 6

<p>Timetabled staff meeting time to ensure assessments are administered and analysed correctly.</p> <p>Phase meeting time to analyse assessments and pick out strengths and gaps in pupil knowledge.</p>		
<p>Development of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund Subject lead release time to embed key elements of guidance in school, provide resources for colleagues and to access Maths Hub resources and CPD.</p> <p>Purchase of TT Rockstars to continue to promote number fluency in key stage 2 pupils.</p> <p>Purchase of Power Maths mastery scheme workbooks to ensure consistency across the curriculum and to develop pupil reasoning skills.</p>	<p>EEF - Mastery learning (+5 months)</p>	<p>3,4</p>
<p>Purchase of The Thrive Approach to support the social and emotion development of all pupils.</p> <p>Whole School training on the Thrive Approach and further training on how to use the online resources to support pupil well-being.</p> <p>Two members of staff will complete a training course to become Thrive Licensed Practitioners who will work with individuals and groups of children using strategies to help them self-regulate their behaviours.</p>	<p>EEF – Social and Emotional Learning (+4 months)</p> <p>EEF – Metacognition and self-regulation (+7 months)</p>	<p>5</p>
<p>Develop and embed high-quality whole class reading to teach all children decoding and comprehension skills.</p> <p>Explicitly teaching reading skills and reading comprehension strategies to improve outcomes at the end of KS2.</p> <p>Using digital software such as Reading Plus and Get Epic to teach children comprehension skills.</p>	<p>EEF – Reading comprehension strategies (+6 months)</p>	<p>1, 4, 6</p>

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be across the school including KS2 pupils who did not meet the expected standard for phonics in KS1.</p>	<p>EEF – Phonics (+5 months)</p>	<p>2</p>
<p>Target language work Oracy programmes delivered by language specialist, performance poet and TA's (NELI)</p>	<p>EEF – Oral Language Interventions (+6 months) https://educationendowmentfoundation.org.uk/schoolthemes/literacy/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=Language%20and%20Literacy https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/oral-languageinterventions (+6 months)</p>	<p>1, 2, 4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. The pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>EEF – Small Group Tuition (+4 months) EEF – One to One Tuition (+5 months)</p>	<p>4</p>

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop pupil's social, emotional development using Catharsis Drama therapy.	EEF – Social and Emotional Learning (+4 months)	5
To implement the 'Commando Joe' programme in school to raise pupil aspiration, resilience and self-regulation of emotions. Weekly sessions as well as in-school programme.	EEF – Social and Emotional Learning (+4 months)	5, 6
Individual and group Thrive sessions for targeted pupils, including disadvantaged, with the school Licensed Thrive Practitioners. The sessions will support the pupils to self-regulate emotions, build relationships with their peers and adults and settle to learn well through trusting relationships with adults	EEF – Social and Emotional Learning (+4 months) EEF - Teaching Assistant Interventions (+4 months) EEF – Metacognition and self-regulation (+7 months)	5
Sophisticated nurture model which provides groups and individual high quality provision. This includes: Counselling, forest school, cooking, brain groups, ELSA, lego therapy, musical interaction, circle of friends, creative arts therapy, music therapy	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionallearning (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/metacognition (+7 months)	4

Total budgeted cost: £210,000

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.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online loom lessons and resources such as those provided by Oak National Academy.

Outcomes of PP and non-PP children – July 2021

EYFS

All GLD – 82%

PP GLD – 70%

Phonics (Y1)

All Phonics – 80%

PP Phonics – 73%

Y2 – meeting the expected standard

All combined – 72%

PP combined – 53%

All Maths – 86%

PP Maths – 65%

All Reading – 72%

PP reading – 53%

All writing – 80%

PP writing – 65%
Y6 – meeting the expected standard
All combined – 47%
PP combined – 35%
All Maths – 70%
PP Maths – 60%
All Reading – 64%
PP reading – 55%
All writing – 49%
PP writing – 35%

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
Drama therapy	Catharsis Therapy
Emotional Development	The Thrive Approach
Developing resilience, character education.	Commando Joes