

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 | Ickford School |
| Number of pupils in school | 138 |
| Proportion (%) of pupil premium eligible pupils | 1.4% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2023-2024 |
| Date this statement was published | 10/11/2023 |
| Date on which it will be reviewed | 01/11/2024 |
| Statement authorised by | John Ronane |
| Pupil premium lead | John Ronane |
| Governor / Trustee lead | Mrs Aspden |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £1415 |
| National Tutoring Programme Funding | £400 |
| 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 | £1815 |

Part A: Pupil premium strategy plan

Statement of intent

To provide a safe and nurturing environment that allows for the development of the academic, cultural, physical, moral, spiritual and social dimensions of each pupil regardless of gender, faith, nationality, disability or socio-economic status.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance can be inconsistent. |
| 2 | Enrichment activities can be unaffordable. |
| 3 | No transport available at home for extra-curricular extended day. |
| 4 | No internet access at home. |
| 5 | Slow progress and low attainment. |

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 |
|---------------------------------|---|
| Experience outstanding teaching | Outstanding progress |
| High attendance | Full participation in the curriculum |
| Good physical and mental health | Inclusion in same opportunities as other children. Daily healthy meal provided by 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: £ 15,442.24

| Activity | | |
|---|--|--|
| Increase and sustain the number of support staff in KS1 and KS2 | | |
| | | |

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

Budgeted cost: £318.27

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Online intervention programme increased subscription. | We have been using and evaluating an intervention programme called 123 Maths. This has been subscribed to again this year and five extra user licences purchased. Now carried out before school and a member of staff assigned to oversee the programme for 15 minutes per day. | 5 |
| Intervention Resources | We have purchased an increase in intervention books called Power of 2 maths. | 5 |

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

Budgeted cost: £952.30

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
| | | |

| | | |
|--|---|-------|
| Purchase of school uniform and sports kit. | All children need to come to school without fear of embarrassment and without any visible signs of difference in socio-economic status. | 1,2 |
| Free extra-curricular clubs throughout the year. | In offering this we are assured that PP pupils are in school and eat before the day starts therefore promoting a positive start to learning. | 4 |
| Free school outings and residential trips. | Non-attendance could identify a child as not being able to afford a trip/outing/residential. These experiences enrich the curriculum and advance learning and progress. | 1,2,5 |
| Transport to and from school if necessary | This enables child to attend that and access the same offer of extracurricular clubs available to others. | 3 |

Total budgeted cost: £ 16,712.81

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.

One child on Pupil Premium achieved beyond expected progress in Reading, Writing and Maths. Another achieved expected progress in Reading and Writing and Developing progress in Maths.

Externally provided programmes

| Programme | Provider |
|------------------|--------------|
| Power of 1 and 2 | 123 Learning |
| | |

Service pupil premium funding (optional)

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

Further information (optional)

Our strategy is based on being inclusive and therefore we believe that the children who receive pupil premium make best progress if they receive high quality first teaching. It is not always the case that a child from a lower socio-economic background will be lower attaining or make lower than expected progress but we use the premium to ensure that they are not made to feel different and to ensure that they have access to all of the opportunities other children have particularly when developing cultural capital. This year, our PP child previously attended a different school where both the pupil and

family struggled to be included and to form a positive relationship with the school leadership. The child is very low attaining but we hope to accelerate progress.

Our class teachers are held responsible for all pupil progress and expected to lead the learning for the lowest attaining children and those making least progress. In order to support teachers, we invest money in teaching assistants not for them to teach low attaining or struggling children, but so that they can reduce the burden of workload and free the time for teachers to focus on teaching those in most need. Our limited PP grants go towards ensuring PP children make expected or above progress as well as supporting other children.

The funding we receive is far less than our costs but it is also a fact that some of the provision we make benefits a wider spectrum of children.

In October 2023 we accepted another child who is entitled to PP as well as having an EHCP. As this child started late, we will not receive any PP funding for them this year.