



Pupil premium strategy statement – Inmans Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	13.8%
Proportion (%) of EYPP	1.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2025
Date this statement was published	12.01.24
Date on which it will be reviewed	01.12.24
Statement authorised by	S Fellows
Pupil premium lead	S Fellows & S Carlill
Governor / Trustee lead	Nick Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 85,090
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 85,090



Part A: Pupil premium strategy plan

Statement of intent

Inspire, Promote and Support is our mantra for all our children. It is our absolute aim that every pupil, including disadvantaged pupils, enjoy their time at school, learn more and remember more and are ultimately ready for their next step.

Even though we are a large primary school, we are committed to meeting the needs of every individual child and family. As a community-based school, we are entrenched in our locality and invite our parents to join with us in their child's primary journey. We go above and beyond to support our families, and as a result build strong relationships built on communication.

We ensure that teaching and learning opportunities and wider school experiences meet the needs of all our pupils regardless of their social context.

Challenges

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

Challenge number	Detail of challenge
1	The children's families require professional services involvement for a variety of reasons. Services need to coordinate to ensure that strategies are in place to support the children. School is required to direct services at times.
2	Children have speech and language difficulties. These difficulties affect vocabulary development and overall fluency with phonics, spelling and then reading. Post pandemic the SALT team are very stretched. Also, parents sometimes miss appointments for a variety of reasons and then children are removed from the program.
3	Children have additional learning needs. They enter school below expected in reading, writing and maths. The challenge is to accelerate learning and enable them to reach expected. However due to the additional needs, some pupils will make good progress but not reach the expected level for their age.
4	School readiness daily and more globally provides a challenge for some of our children. From equipment to mindset – it is essential that our children are in the right place to learn.
5	For a small number of our children – attendance is a challenge. Missing periodic days impacts on their learning as gaps form. The pupils then find the next lessons tricky and this forms a cycle. Their self esteem and confidence in work lowers.
6	Linked to several other challenges, the children require additional emotional support. Sometimes linked to home and sometimes to school, particularly



	friendships. These children can sometimes need daily support without being on SEN register.
7	Home finances mean that children do not have access to extra-curricular experiences and residential visits.

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
Children and families with professional service involvement are well supported. All actions are completed in a timely manner and school will coordinate services where required.	Families engage willingly and can see the outcomes from the work. Children are engaged in school.
Children with speech and language difficulties receive high quality therapy. This is supported with programmes that can followed up in school daily. Use of vocabulary increases and pupils are more confident with unfamiliar words.	Children can communicate with increasing clarity. They can read sounds and blend accurately meaning that they pass the phonics standard and/or show significant progress. In later years pupil reach at least the expected standard in reading.
Children with additional needs are well supported in all areas of school life.	Children are settled. They have bespoke programmes where appropriate and adults support them to make particularly timely progress from starting points.
Children have a positive attitude towards school life. They engage in lessons. They have all they need for the school day.	Children are ready for the school day, including transition into school, and motivation is evident across the curriculum. They report that they enjoy school and progress increases. They participate well in lessons by asking and answering questions, sharing their ideas and their output increases. All pupils participate in an additional school provision.
Attendance for these children improves. Unauthorised absence is reduced and parents communicate with school when there is an absence.	Attendance is in line with the national. Children want to attend school and arrive on time.
Children take more pride in their work and are proud of their work that they produce and this is clear within their presentation.	Work produced is to the best of their ability and it is clear to see that they have taken pride within their work following the school's handwriting policy. Handwriting is produced using the lines and letters are formed correctly. Rulers are used accurately when required.
Children have the same opportunities regarding visits and clubs.	All children have residential visits paid for. They attend a club of their choosing.



	Occasional offers of breakfast and late club will be arranged.
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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: £37,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers to support with writing SMART targets and understanding the process for speech and language intervention for pupils with additional needs.	Not all pupils with additional needs have SMART targets in their provision. This can hinder learning as the next small steps are not identified for the child or adult working with them. Creating a central storage school system for all CPD	2, 3
CPD given to all new teachers and support staff to Floppy's Phonics scheme. Including staff moving area and new staff in EYFS.	Phonics reading scheme validated by the DFE (Department for Education). GOV.UK Floppy Phonics	2, 3
Instructional coaching CPD sessions with staff to develop practice across the school.	Instructional coaching is known to be the most effective form of CPD to improve teaching practice across schools. It allows staff to follow a clear cycle of identifying, learning and improving practice. The cycle is flexible allowing us to cater to distinct experience and expertise focusing primarily on student outcomes. Headteacher Update	2, 3, 6
Retain additional staffing in classrooms to support/challenge	Additional staff support in the classroom can support teaching staff in children's	3, 6



disadvantaged pupils across all year groups and to support recovery from lost learning.	knowledge and understanding. to complete tasks to a high standard. Reduce pressure on staff. TAs (teacher assistants) add value to what the teachers do. Making best use of Teaching Assistants	
Purchase of oracy curriculum to provide golden thread through Inmans curriculum	Review of current speaking and listening curriculum. Strengthen this with oracy curriculum. Currently exploring 'Voice 21'. Implement the new curriculum	2, 4

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

Budgeted cost: £ 19,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to support reading/phonics. Lexia £6,900	Lexia Reading Core5 has been found to accelerate the development of literacy skills. Lexia Efficacy Research	2
Speech and Language intervention. 'I Can' Speech and Language UK Well Comm speech tool Speech and language flow chart for staff Communication and Language needs. Lego therapy training for 1:1s and Inclusions Team.	Speech and language interventions benefit children by giving them personalised strategies to develop their communication and language skills.	2
TA support with curriculum activities.	Additional staff support in the classroom can support teaching staff in children's	2, 6



1:1 reading and discussion. 1 TA per year group as a min.	knowledge and understanding. to complete tasks to a high standard. Increased ratio of adults to children creating a more personable working environment. TAs add value to what the teachers do. Making best use of Teaching Assistants	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 27,261

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase of ELSA provision to enable ELSA TA sessions with targeted PP FSM and PP LAC/PLAC children.	It has been found that programmes that focus on enhancing emotional literacy improve academic performance and behaviour. The Effectiveness of an ELSA	1, 5 and 6
Developing the learning environment and reading resources to encourage rich vocabulary.	By developing a literacy rich learning environment, the importance of speaking, reading, and writing is emphasised to children. Printed words and pictures create a vocabulary rich environment where children connect words with meaning. Literacy Rich Environments The Benefits of a Literacy Rich Environment	2
<i>Creative Mindfulness.</i> <i>Increase in capacity for Drawing and Talking and nurture Pod TAs.</i>	Self-regulation approaches have proven highly successful in supporting a number of disadvantaged pupils classed as SEND make progress both in their learning and in their relationships and attitudes to school life. Self-regulation Activities	1, 5 and 6
<i>Employ Family Liaison Officer</i>	Involving families in their children's education is not only a legal	1 and 4



	requirement in special education, it also predicts academic achievement, social and emotional development, and a variety of other positive school outcomes for all children. Family Liaison- Bridging the Gap	
<i>Pay for residential/ day visits and other activities</i>	Cultural Capital Toolkit	7

Total budgeted cost: £ 85,090



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Inmans there are many measures to see the impact of the allocation of the Pupil Premium fund:

- EYFS disadvantaged pupils achieve better than national disadvantaged due to the precision of the interventions.
- Thorough understanding of the multi-faceted needs of our PP pupils. E.g. Y1 phonic outcomes affected by additional needs however pupils made very good progress and the majority expected to pass the standard in Y2.
- At the end of KS1 pupils the above applies again – due to the high level of EHCP and IPOD pupils.
- Y6 disadvantaged preformed particularly well compared to national disadvantaged in maths and reading.
- *Y6 disadvantaged pupils successfully transitioned to their new settings where identified.*
- *Each pupil has had the opportunity to attend music lessons and out of school club – uptake = 20 pupils (Autumn term)*
- *Each pupil (in the specific year groups) has had the residential visit cost paid. Uptake = 12 pupils*
- *Pupils report that they enjoy school, specifically the wider curriculum.*
- *Achieved and sustained wellbeing for all pupils.*
- *Experiences of the wider world, arts, and music. Will take part in educational visits in line with their peers. Some pupils have had additional help with visits.*
- *Enabling all children to have full access to all educational and social opportunities.*
- *Engagement from home. School works in partnership with families, parents, and carers.*
- *All disadvantaged families feel they are supported by school – meaning that the relationship is strong and parents will reach out for support including support with accessing other services as required.*
- *Some pupils have support with home-school transport, and additional bespoke support. Details can be discussed with the Family Liaison Officer or Headteacher*

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We identified any emotional needs, where children may have had a parent/carers who was deployed, and provided ELSA support where needed. Academically, children were provided with interventions, matched closely to their individual needs. We identified any emotional



needs, where children may have had a parent/carer who was deployed, and provided ELSA support where needed. Academically, children were provided with interventions, matched closely to their individual needs. These are monitored and reviewed in the normal school practice.

The impact of that spending on service pupil premium eligible pupils

Wellbeing of service children was well provided for, and children's wellbeing was sustained, as observed by teachers and agreed with parents.