

# Ifield School Pupil Premium Strategy Statement 2021-2022

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	Ifield School
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	32% (85 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Maddy Jones
Pupil premium lead	Paul Jackson
Governor / Trustee lead	To be confirmed

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95, 440
Recovery premium funding allocation this academic year	£23, 780
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	£119, 220

# Part A: Pupil premium strategy plan

## Statement of intent

Our Pupil Premium Strategy Plan feeds into our School Values which are:

### **RESPECTED – SUPPORTED – CHALLENGED - SUCCESSFUL**

We believe every individual is special. This means that we:

- Respect the rights and needs of all
- Will foster a sense of self-esteem and self-worth
- Want all of our pupils to succeed
- Want our young people to be happy, confident and to contribute to their community

#### **RESPECTED**

We believe that regardless of faith, belief or disability, everyone should be accepted and not be the subject of prejudicial or discriminatory behaviour.

This means that we will:

- Encourage mutual respect and tolerance of everyone including those with different faiths, beliefs, disability or gender
- Challenge opinions or behaviours in our school that are contrary to fundamental British Values
- Enable students to acquire a broad general knowledge of and respect for democracy, public institutions and services in England
- Promote an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

#### **SUPPORTED**

We believe that a good learning environment stems from a committed staff who work as a team to support all pupils

This means that we will:

- Provide a happy, secure and stable environment
- Give a high level of support to all individuals
- Work in partnership with parents
- Help our pupils to develop communication, social and self-help skills.

#### **CHALLENGED**

We believe that pupils succeed best when teachers have high expectations

This means that we will:

- Deliver a curriculum that is broad, balanced and relevant
- Set challenging individual targets to develop determination and courage
- Expect consistent high standards of behaviour

- Provide inclusive opportunities for our pupils to join with their peers within the local community

## **SUCCESSFUL**

We believe that success is important to every individual and to have that success recognised encourages further achievement

This means that we will:

- Measure success in many ways across the range of social and academic achievements
- Ensure areas of success for everyone
- Recognise every achievement however small the step
- Praise and reward success.

Our Pupil Premium Strategy Plan is designed to support our disadvantaged pupils to overcome barriers so that they can achieve our school values, and in doing so ensure there is equality of opportunity for everyone at Ifield School.

We have adopted an evidence-based approach so that the strategies we choose to employ are proven to have an impact and believe that high quality teaching is fundamental for all pupils to achieve their intended outcomes, including those that are disadvantaged.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Language and Communication
2	Skills in Literacy and Mathematics
3	Physical and Sensory needs
4	Impact of Covid-19 on pupil progress, attainment and wellbeing
5	Life Skills

## 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
Pupil Premium pupils will be challenged to develop their language and communication skills	Pupil Premium pupils will continue to be challenged in developing their communication so that 90% or more Pupil Premium pupils will make progress towards their communication targets. SMART targets are set by the SLIC team which are reviewed termly with the class teacher and a member of the SLT.
Pupil Premium Pupils with physical and sensory needs make good progress with their engagement across the curriculum	Pupil Premium Pupils will successfully work towards their EHCP outcomes and short-term targets.
Pupil Premium Pupils will be supported to make good or better progress in Reading, Writing and Mathematics	Progress in English and Mathematics will improve so that 90% or more pupils will make expected or better progress (as seen on school tracking systems).
Pupils develop their well-being, self-confidence, self-esteem, social skills, respect for others and engagement in learning through a range of physical and social experiences	Evidence of pupils making good progress in well-being, self-confidence, social skills, respect for others and engagement in learning. Wellbeing and engagement will be demonstrated through Evidence for Learning.

## 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

Budgeted cost: £28, 770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High Quality CPD to embed and develop teaching and learning across the school.</b></p> <p>This will support pupils to make at least good progress in all areas of the curriculum</p> <p>£6000</p>	<p>A study published by the Education Policy Institute (Fletcher-Wood &amp; Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.</p> <p>NFER (2015) Report recommended a focus on high quality teaching.</p>	1, 2, 3, 4, 5
<p><b>Develop phonics teaching across the school</b></p> <p>Training and resources to enable pupils to make good or accelerated progress in phonics</p> <p>£5000</p>	<p>Research in the EEF Toolkit shows that phonics can have a high impact on the teaching of reading. It is therefore important to provide training and resources to support the teaching of phonics.</p>	1, 2, 4
<p><b>Develop mathematics teaching across the school</b></p> <p>Training and resources to enable pupils to make good or accelerated progress in mathematics</p> <p>£5700</p>	<p>A study by Oxford University Press showed that a large majority of teachers (91%) believed that Numicon 'had a positive impact on children's mathematical learning.' In particular, it was found that teachers perceived that using Numicon had a particularly positive impact on children's problem-solving and reasoning skills.</p>	2, 4
<p><b>Develop learning through memorable experiences</b></p> <p>Provide subsidised educational visits and enrichment activities to deepen pupils learning</p> <p>£6000</p>	<p>Behrendt and Franklin (2014) found that educational visits provide an 'opportunity to motivate and connect students to appreciate and understand classroom concepts, which increase a student's knowledge foundation, promoting further learning and higher level thinking strategies.'</p>	1, 2, 3, 4, 5

<p><b>Enhance curriculum access for physical and sensory learners</b> Develop resources to enable physical and sensory learners to fully engage in learning £6000</p>	<p>To enable pupils with physical and sensory needs to fully engage in the curriculum and make progress some specific resources are required.</p>	<p>1, 3, 4, 5</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £84, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High quality Speech and Language provision.</b> Internal Speech and Language Therapists to use their expertise through both direct interventions and guiding class-based interventions £38,000</p>	<p>The EEF Toolkit research indicates that oral language interventions can have a very high impact.</p>	<p>1, 2, 3, 4, 5</p>
<p><b>High quality Occupational Therapist provision.</b> Internal Speech and Language Therapists to use their expertise through both direct interventions and guiding class-based interventions £16,000</p>	<p>OT support can positively impact on many areas of development including balance, core strength, body awareness, sensory regulation, executive functioning, attention, and greater independence with participation in school and self-care.</p>	<p>1, 2, 3, 4, 5</p>
<p><b>High Quality Interventions</b> Interventions to support pupils identified that would benefit from additional support in Maths and English to be delivered by teachers and Teaching Assistants £24,000</p>	<p>EEF Research shows that one to one tuition can have a high impact on pupil progress.</p>	<p>1, 2, 3, 4, 5</p>

<p><b>Specific Resources</b> Provision of specific resources for identified Pupil Premium pupils to support individual learning £6000</p>	<p>Previous work within the school shows that some pupils benefit from specific resources to help them overcome their unique needs.</p>	<p>1, 2, 3, 4, 5</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 6,500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>Providing a range of opportunities and experiences to develop self-confidence, self-esteem, social skills, well-being, and engagement in learning.</b> Opportunities and experiences to include Challenger Troop and Forest School £6, 500</p>	<p>Research has shown Forest schools has a significant impact on confidence, independence and general well-being both in the forest and school settings.</p>	<p>1, 3, 4, 5</p>

**Total budgeted cost: £119 220**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Although Covid-19 presented a number of challenges throughout 2020/21, there is evidence of the benefits to pupils from the strategy that was implemented during the academic year.

#### **Quality of Teaching for all**

A number of CPD courses were cancelled as a result of the pandemic, but many staff were able to access a range of online courses to support their professional development and enhance the quality of teaching in the school.

Senior Learners analysed data and discussed the progress of each Pupil Premium Pupil at Pupil Progress Meetings throughout the year. Teachers were released to enable these conversations to take place.

Educational enrichment activities and school visits were subsidised once these were able to take place again. These activities re-enforced learning as they were linked to the topics pupils learnt about.

PE enrichment did take place, but again was greatly restricted due to the pandemic. Despite this it had a positive impact on pupil engagement within school.

Overall Value Added progress was positive in Maths, Writing, Reading and Speech and Language for both primary and secondary Pupil Premium pupils. Pupil Premium Pupils made more progress than Non-Pupil Premium Pupils in Primary Maths, Primary Writing, and Primary Speech and Language.

#### **Targeted Support**

Planned one to one targeted interventions were limited by the pandemic, but pupils continued to make progress in reading and maths.

Specific resources were purchased to support some pupils including iPads and sensory equipment.

Speech and Language Therapists, and Occupational Therapists were employed to support and challenge individual pupils. Where necessary, this was delivered remotely to ensure that pupils were able to meet their OT and Speech and Language targets.



**Other approaches**

We were able to reinstate opportunities for pupils to engage in Forest Schools at Ifield School woodlands.

Outdoor learning areas continued to be developed, including those directly outside classrooms which became even more important to support pupils' well-being and increase their engagement in learning.