

Ifield School 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	Ifield School
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	34% (91 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Autumn 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Maddie Arnold-Jones
Pupil premium lead	Paul Jackson
Governor / Trustee lead	Stephen Humphries

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£112, 270
Recovery premium funding allocation this academic year	£89 500
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	£201, 770

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.

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

The school has adopted an evidence-based approach so that the strategies identified and implemented are proven to have an impact and as a school, we believe that high quality teaching is fundamental for all pupils to achieve their intended outcomes, including those who are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Language and Communication
2	Physical and Sensory needs
3	Skills in Literacy and Mathematics
4	Impact of COVID-19 on pupil progress, attainment and well-being
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 PP 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 leadership team.
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 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 wellbeing, 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 wellbeing, 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: £57, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality CPD to embed and develop teaching and learning across the school.</p> <p>This will support pupils to make at least good progress in all areas of the curriculum</p> <p>£8,500</p>	<p>A study published by the Education Policy Institute (Fletcher-Wood & 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>Develop phonics and reading teaching across the school</p> <p>Training and resources to enable pupils to make good or accelerated progress in phonics and reading</p> <p>£8,000</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, 3, 4
<p>Develop mathematics teaching across the school</p> <p>Training and resources to enable pupils to make good or accelerated progress in mathematics</p> <p>£6,000</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>	3, 4
<p>Develop learning through memorable experiences</p> <p>Provide subsidised educational visits and enrichment activities to deepen pupils learning</p> <p>£10,000</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>Enhance curriculum access for physical and sensory learners Develop resources to enable physical and sensory learners to fully engage in learning £2,500</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, 2, 4, 5</p>
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £119,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality Speech and Language provision. Internal Speech and Language Therapists to use their expertise through both direct interventions and guiding class-based interventions £43,000</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>High quality Occupational Therapy (OT) provision. Internal Occupational Therapists to use their expertise through both direct interventions and guiding class-based interventions £26, 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>High Quality Interventions Interventions to support pupils identified that would benefit from additional support in Maths and English to be delivered by teachers and Teaching Assistants £25 000</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>Specific Resources Provision of specific resources for identified Pupil Premium pupils to support individual learning. This will be informed through discussions with class teachers and other staff including Speech and Language Therapists and Occupational Therapists following reviews at for example, Pupil Progress Meetings and Annual Review meetings £24 900</p>	<p>Previous work within the school shows that some pupils benefit from specific resources to help them overcome their unique and complex needs.</p>	<p>1, 2, 3, 4, 5</p>
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £24,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing a range of opportunities and experiences to develop self-confidence, self-esteem, social skills, well-being, and engagement in learning. Opportunities and experiences to include Challenger Troop, Farm provisions and Forest Schools £20, 000</p>	<p>Research has shown Forest Schools has a significant impact on confidence, independence and general wellbeing both in the forest and school settings.</p>	<p>1, 2, 4, 5</p>
<p>Introduction of a Breakfast Club The school will introduce a breakfast club to support pupils to transition into school and ensure they have a substantial meal</p>	<p>The DfE (2017) Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report said that schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour, and saw</p>	<p>4, 5</p>

£3, 500	breakfast clubs as helping pupils to develop social skills.	
Ski Residential To support individual pupil to be able to attend ski visit to widen experiences and cultural capital £870	The ski residential provides opportunities for pupils to develop their teamwork/social skills, enhances self-esteem and encourages independence and take pride in their achievements. This residential is often the climax of years of personal development and utilises all the strategies learned during the pupils' time at Ifield School.	4, 5

Total budgeted cost: £201,770

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

Teaching

High Quality CPD to embed and develop teaching and learning across the school.

The school provided a range of high quality CPD both internally and from external sources to embed and develop teaching and learning across the school. This support improved staff skills and knowledge, enabling all pupils including Pupil Premium to make good or better progress, and will remain a priority.

Training and resources to enable pupils to make good or accelerated progress in phonics

The school identified Little Wandle as the scheme that we would use to teach phonics throughout the school. All staff received training to ensure they have the skills and knowledge to deliver the scheme. In addition, the school purchased resources to ensure that these were available in all classes. This was considered to be beneficial to pupils and the school intends to invest further in Little Wandle throughout 2022/23.

In 2021/22, 95.3% of Pupil Premium pupils made expected or accelerated progress in Reading compared to 98.4% of non-Pupil Premium pupils, and 97.7% of pupils Pupil Premium pupils made expected or accelerated progress in Writing compared to 93.5% of non-Pupil Premium pupils.

Training and resources to enable pupils to make good or accelerated progress in mathematics

The school has purchased mathematical resources to enable pupils to make good or accelerated progress in mathematics including significant investment in Numicon which was provided for pupils from Foundation Stage up to Key Stage 5. Ongoing bitesize training is delivered on a termly basis. Tracking data indicates that pupils are making

progress and gaps in knowledge have been identified and are being addressed by teachers. In 2021/22, 90% of Pupil Premium pupils across the school made expected or accelerated progress in mathematics which was in line with non-Pupil Premium pupils (90.6%).

Provide subsidised educational visits and enrichment activities to deepen pupils learning

All pupils have had the opportunity to engage in enrichment activities including offsite educational visits. These have helped to engage pupils in topics and supported the development of pupils' life skills.

Develop resources to enable physical and sensory learners to fully engage in learning

The school has recently developed the sensory room to enable pupils to engage in their learning. This has been accessed by 13 classes including Pupil Premium pupils and has enhanced pupils' cause and effect skills. For example, the sound light wall creates a response to pupils' voice and the magic mirror enables pupils to see a response to their movements. The school recognises the value of these resources and intends to further invest for the benefit of physical and sensory learners.

Targeted Support

High quality Speech and Language provision.

Speech and Language therapists within the school have continued and all pupils receive at some intervention. 80% have achieved their targets. In 2021/22, 97.6 % of Pupil Premium pupils made expected or accelerated progress in Speech and Language compared to 96.8% of Non-Pupil Premium pupils. The provision is evaluated for all pupils at termly Pupil Progress Meetings. The use of Speech and Language Therapists will continue throughout next academic year.

High quality Occupational Therapist provision

Occupational Therapists provided a range of programmes for 61 (72%) of Pupil Premium Pupils. These were mainly individual interventions, but also included some group and whole class interventions. These were reviewed at Termly Pupil Progress Meetings and enabled pupils to make progress in their learning. The school will continue to employ Occupational Therapists to benefit pupils with sensory needs in 2022/23.

High Quality Interventions

Interventions were delivered by teachers and Teaching Assistants to support pupils identified at Pupil Progress Meetings. These enabled pupils to make good progress in maths and English. The school will continue to provide interventions throughout 2022/23.

Specific Resources

<u>Subject</u>	<u>Percentage of Pupil Premium Pupils making expected or accelerated Progress</u>	<u>Percentage of non-Pupil Premium Pupils making expected or accelerated Progress</u>
Maths	90%	90.6%
English	91.1%	90.7%
Reading	95.3%	98.4%
Writing	97.7%	93.5%

Specific resources were purchased for individual pupils based on their individual needs to ensure they were able to make progress at Termly Pupil Progress Meetings to see if there are any individual resources required to support them.

Wider Strategies

Providing a range of opportunities and experiences to develop self-confidence, self-esteem, social skills, well-being, and engagement in learning.

All classes were able to access the school woodlands to develop self-confidence, self-esteem, social skills, wellbeing and engagement in learning including lessons taught by trained Forest School teachers. As a result of the success, the school decided to employ an additional teacher to specifically deliver Forest School sessions in 2022-23.