

# Pupil premium strategy statement: Ingleton Primary School

1. Summary information					
School	Ingleton Primary				
Academic Year	2018/19	Total PP budget for 18/19	£17120	Date of most recent PP Review	Nov 2018
Total number of pupils	164	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Sept 2019

2. End of KS1 and KS2 attainment July 2018				
	KS1 Pupils eligible for PP (0 our school)	National average (all pupils)	KS2 Pupils eligible for PP (1 our school)	National average (all pupils)
% achieving ARE or better in reading, writing and maths	n/a		0%	
% achieving ARE or better in reading	n/a		100%	
% achieving ARE or better in writing	n/a		0%	
% achieving ARE or better in maths	n/a		100%	
% achieving ARE or better in spelling, punctuation and grammar				

3. Overall attainment July 2018		
	KS1 Pupils eligible for PP (our school = 3 children)	KS2 Pupils eligible for PP (our school = 7 children)
% achieving expected standard in Y1 Phonics screening	2/3	n/a
% achieving expected standard or better in reading	66%	71%
% achieving expected standard or better in writing	33%	29%
% achieving expected standard or better in maths	33%	71%

4. Current attainment December 2018		
	KS1 Pupils eligible for PP ( 3 Pupils)	KS2 Pupils eligible for PP (8 Pupils)
% achieving in reading, writing and maths	%	%
% making progress in reading	%	%

<b>% making progress in writing</b>	%	%
<b>% making progress in maths</b>	%	%

<b>5. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Social / emotional / behavioural issues impact on ability to access learning opportunities	
<b>B.</b>	Difficulties in retaining and recalling learning	
<b>C.</b>	Poor fine motor skills and handwriting	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Home circumstances can impact on readiness to learn in school	
<b>6. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Resilience and improved behaviour for learning	Fewer emotional / behavioural issues
<b>B.</b>	Improved recall of basic skills e.g. times tables, number bonds, spellings, phonics	Progress in literacy and numeracy
<b>C.</b>	Improved fine motor skills and handwriting	Legible writing and lengthier pieces completed
<b>D.</b>	Home issues have minimal influence on school progress	At least good progress in reading, writing and maths

7. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teachers and assistants have resources and strategies to meet the needs of all pupils	Training e.g. maths, English, handwriting, basic skills, dyslexia	Update and improve staff expertise to enable all pupils needs to be met	Staff meetings, Courses, Training Day Lesson observations, Pupil Progress meetings, walkabouts	D Barry J Colledge	Termly Pupil Progress meetings
<b>Total budgeted cost</b>					£2500
<b>ii. Targeted support for individuals</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved speaking and listening, phonics, reading and writing	Daily individual/group work Y6 Booster sessions TAs to support with assessment access	Some pupils need support to close gap with peers or/and reach their potential. Small group interventions effective	Timetable TAs Impact overseen by class teachers and SENCO Appropriate CPD for TAs	SENCO	Termly Pupil Progress meetings
<b>Total budgeted cost</b>					£5300
<b>iii. Other approaches</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve resilience and wellbeing Staff capable and confident to support	Access to staff for talk time Compass Buzz training Lego Therapy Thrive strategies Behaviour mngt Nourish Programme	Wellbeing impacts on all learning	Monitoring	SENCO	termly

Opportunities to shine and develop	Music/singing lessons, Residential visits, Educational day visits.	Parents tell us it makes a positive difference to their children	Monitoring by Governors	D Barry	termly
<b>Total budgeted cost</b>					£9470

8. Review of expenditure				
Previous Academic Year		2017 / 18		
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Social skills improved Enhanced listening and speaking skills	Interventions for small groups Priority speaking/listening Resources TA	Additional staff provided support Range of strategies and resources used to support and improve learning. Gaps were closed significantly in a particular year group	We will focus questioning and answering on PP children in all classes	
<b>ii. Targeted support for individuals</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve progress in speaking, listening, phonics, reading and writing	Resources Training for TAs	Spelling improved KS2 Reading improved KS2 Phonics Y1 in year progress good	Need to address basic skills gaps in Maths and English and address handwriting/presentation needs	
<b>iii. Other approaches</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Social activities Improve speaking and listening	Staffing Group interventions	Improved behaviour for learning across school	Need to include EYFS	

**9. Additional detail**

We only have a few pupil in receipt of the Premium so we use anonymous information.  
Detail is available to staff. Appropriate information is shared with governors.