

Ifield School Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2023 to 2024 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	274
Proportion (%) of pupil premium eligible pupils	35% (93 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 2023
Date on which it will be reviewed	July 2024
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	£113, 820
Recovery premium funding allocation this academic year	£92, 554
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	£206, 374

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.

Ifield School has adopted an evidence-based approach, so that the strategies identified to implement 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.

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 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 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 or better 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).
Pupil Premium pupils continue to make good or better progress in terms of achievement and wellbeing following COVID-19.	Evidence that all pupils are making good progress and are achieving pre-covid expectations in terms of their attainment and wellbeing.
Pupils develop their life skills, 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 or better progress in their 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: £88, 000

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>	<p>1, 2, 3, 4, 5</p>
<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. The school has significantly invested in Little Wandle resources to support pupils within Discover and Innovate Pathways and the aim is to develop resources to maximise individual learning opportunities for pupils within Sense and Explore Pathways.</p> <p>£4, 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> <p>The aim is to provide appropriate resources for sensory learners. Davis (2001) highlights the importance of providing an active approach to learning delivered through a motivating environment.</p>	<p>1, 2, 3, 4</p>
<p>Develop mathematics teaching across the school.</p> <p>Resources such as Numicon have been purchased to support learning for pupils within Discover and</p>	<p>Davis (2001) highlights the importance of providing an active approach to learning delivered through a motivating environment.</p>	<p>2, 3, 4</p>

<p>Innovate Pathways and the aim is to develop resources to maximise individual learning opportunities for pupils within Sense and Explore Pathways.</p> <p>£4, 000</p>		
<p>Develop learning through memorable experiences. Provide subsidised educational visits and enrichment activities to deepen pupils learning.</p> <p>£9, 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>	<p>1, 2, 3, 4, 5</p>
<p>Enhance curriculum access for physical and sensory learners. Develop resources to enable physical and sensory learners to fully engage in learning in both the inside and outside environment.</p> <p>£6, 000</p>	<p>To enable pupils with physical and sensory needs to fully engage in the curriculum and make good or better progress using the specific resources required. The school continues to develop these resources to meet the changing needs of pupils.</p>	<p>1, 2, 3, 4, 5</p>
<p>Leadership Team Support Members of the Leadership Team will support teaching of pupils, including through pupil progress meetings, learning walks and individual coaching.</p> <p>£56, 500</p>	<p>Ofsted (2014) Report notes the importance of robust tracking by school leaders. Stephens (2011) highlights the value of learning walks in producing school improvement.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £89, 000

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. £47, 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 Therapist provision. Occupational Therapists to use their expertise through both direct interventions and guiding class-based interventions. £25, 000</p>	<p>Occupational Therapy support positively impacts 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 progress identified would benefit pupils from additional support in Maths and English to be delivered by teachers and Teaching Assistants £7, 000</p>	<p>EEF Research shows that one to one tuition can have a high impact on pupil progress. EEF Research also shows the value of Feedback which will be provided during interventions.</p>	<p>1, 3, 4,</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</p>	<p>Previous work within the school shows that pupils benefit from specific resources to help them overcome their unique needs.</p>	<p>1, 2, 3, 4, 5</p>

<p>Therapists following reviews. For example, Pupil Progress meetings and Annual Review meetings.</p> <p>£10, 000</p>		
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30, 000

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.</p> <p>Opportunities and experiences to include Challenger Troop and Forest School, utilising the nine-acre woodlands that the school owns.</p> <p>£20, 000</p>	<p>Research has shown Forest School has a significant impact on confidence, independence and general wellbeing both in the woodlands and school setting. Ifield School is also very much aware of the impact that Challenge Troop has on pupils in developing their self-esteem and wellbeing.</p>	<p>1, 2, 3, 4, 5</p>
<p>Breakfast Club</p> <p>The school will provide a breakfast club to support pupils to transition into school and to ensure they have a good meal to start the day.</p> <p>£5, 000</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 breakfast clubs as helping pupils to develop social skills.</p>	<p>3, 4, 5</p>
<p>Residential Visits</p> <p>To support individual pupils to be able to participate in residential visits including the skiing, Thriftwood and Bewl Water residentials to widen experiences and cultural capital opportunities.</p>	<p>The Learning Away Project (2015) evidenced that school residential visits have a number of benefits including improving engagement with learning, improving students' knowledge, skills and understanding, supporting students' achievement, fostering deeper relationships between peers and between students and teachers, improving students' resilience, self-</p>	<p>1, 2, 3, 4, 5</p>

£5, 000	confidence and wellbeing, boosting cohesion and a sense of belonging and widening and deepening pedagogical skills. Ifield School has seen the many benefits that different residential visits have on pupils.	
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Total budgeted cost: £207, 000

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact the school’s Pupil Premium activity had on pupils during 2022 to 2023 academic year.

Quality of Teaching for All

All staff were able to access a range of training courses both online and in person to support their professional development and enhance the quality of teaching in the school. CPD reflected the School Development Plan as well as individual training needs.

The school was able to develop the teaching of phonics and this was supported by investing in a range of resources based on the school’s adopted scheme Little Wandle. Tracking shows pupils made good progress in their phonics knowledge and this supported pupils’ reading skills. The overall progress measured using BSquared was positive in Reading and Pupil Premium pupils made slightly more progress than non-Pupil Premium pupils.

The school has continued to develop the mathematics curriculum and invested in resources and training to support pupils within Discover and Innovate Pathways. Tracking shows that this enabled pupils to make good progress in mathematics. Overall progress measured using BSquared was positive in in Maths and Pupil Premium pupils made slightly more progress than non-Pupil Premium pupils in Number.

Educational enrichment activities, school visits and community-based learning were subsidised, and all pupils were able to access these. Activities re-enforced learning as they were linked to the curriculum themes.

As part of the Ifield School's curriculum redesign, the school invested in a range of resources to support pupils within Sense and Explore pathways. There is evidence that these resources and the learning environment has had a positive impact on pupil engagement.

Targeted Support

Speech and Language Therapists and Occupational Therapists were employed to support and challenge pupils through universal, targeted and specialist interventions. All Pupil Premium pupils accessed Speech and Language support and 67% of Pupil Premium pupils accessed Occupational Therapy support. All pupils made good progress towards their targets.

Specific resources were purchased to support some pupils including digital devices and sensory equipment. These were often purchased following pupil progress meetings when discussing the needs of individual pupils.

Planned one to one targeted interventions were limited by staffing recruitment, but pupils made progress in reading and maths.

Other Approaches

Ifield School employed a member of staff with specific responsibility for Forest School. This has had a significant impact on developing the provision for multi-sensory learning at the Simon Harison Woodlands which the school owns at nearby Cobham. This has fully contributed to pupil wellbeing and engagement. Challenger Troop provided opportunities for students in Key Stages 4 and 5 to develop their self-confidence and self-esteem, including the opportunity to camp out overnight.

Daily Breakfast Club was introduced for the first time to support pupils who may need to settle in the morning, including the provision of a good meal to start the day. This was fully funded for Pupil Premium pupils.

Pupil Premium funding enabled a pupil who would not otherwise have been able to participate in the skiing residential. This enabled the pupil to widen their experiences and develop high levels of engagement, whilst developing self-confidence.