

Ifield School Pupil Premium Strategy 2020-21

Ifield School plans careful interventions for pupils eligible for Pupil Premium Funding based on national and school evidence, but recognises the importance of Quality First Teaching to improve outcomes for all of our students.

1. Summary information					
School	Ifield School			Type of SEN	SLD / CLDD / PMLD
Academic Year	2020-2021	Total PP budget	£86 065	Date of most recent PP Review	September 2020
Total number of pupils	246	Number of pupils eligible for PP	78	Date for next internal review of this strategy	July 2021

Current attainment

Data limited up to the end of Term 3 2020 due to the impact of the Coronavirus pandemic in terms of the amount of the curriculum that was taught and assessments that were made

Pupil Premium Pupils	Non-Pupil Premium Pupils
Value Added Progress for Primary Pupil Premium pupils was 1.0 for Maths up until the end of Term 3 2020.	Value Added Progress for Primary Non-Pupil Premium pupils was 1.2 for Maths up until the end of Term 3 2020.
Value Added Progress for Primary Pupil Premium pupils was 1.6 for Reading up until the end of Term 3 2020.	Value Added Progress for Primary Non-Pupil Premium pupils was 1.1 for Reading up until the end of Term 3 2020.
Value Added Progress for Primary Pupil Premium pupils was 1.4 in Writing up until the end of Term 3 2020.	Value Added Progress for Primary Non-Pupil Premium pupils was 0.8 for Writing up until the end of Term 3 2020.
Value Added Progress for Primary Pupil Premium pupils was 1.3 for Speaking and Listening up until the end of Term 3 2020.	Value Added Progress for Primary Non-Pupil Premium pupils was 0.7 for Speaking and Listening up until the end of Term 3 2020.
Value Added Progress for Secondary Pupil Premium pupils was 0.2 for Maths up until the end of Term 3 2020.	Value Added Progress for Secondary Non-Pupil Premium pupils was 0.0 for Maths up until the end of Term 3 2020.
Value Added Progress for Secondary Pupil Premium pupils was 0.5 for English up until the end of Term 3 2020.	Value Added Progress for Secondary Non-Pupil Premium pupils was 0.3 for English up until the end of Term 3 2020.

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Skills in literacy and Mathematics
B.	Language and Communication
C.	Life skills
External barriers	
D.	Wellbeing as a consequence of COVID-19 and access to social and physical activities

3. Outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Increased progress in Reading, Writing and Mathematics for Pupil Premium pupils.	Progress in English and Mathematics will improve so that 90% or more pupils will make expected or better progress (as seen on Pupil Asset).
B.	Pupil Premium pupils will be challenged to develop their language and communication skills	PP 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 SLT.
C.	Increased progress towards RFL targets for Pupil Premium pupils.	Progress towards RFL targets will improve so that 90% or more PP pupils will make progress towards their RFL targets.
D.	Pupils engage in a range of physical activities and social experiences to develop self-confidence, self-esteem, social skills, well-being and engagement in learning	Evidence of pupils making good progress in self-confidence, social skills, well-being and engagement in learning. Well-being and engagement will be measured through Leuven Scales.

4. Planned expenditure					
Academic year		2020-2021			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Increased progress in Reading, Writing and Mathematics for Pupil Premium pupils</p> <p>B. Pupil Premium pupils will be challenged to develop their language and communication skills</p> <p>C. Increased progress towards RFL targets for Pupil Premium pupils</p>	<p>Staff Training: - all staff will have CPD opportunities.</p> <p>Senior Leaders to closely analyse data and discuss each Pupil Premium pupil each term.</p> <p>Discussions about individual PP pupils' needs with Senior Leader</p> <p>Pupil Progress Meetings – release time to discuss progress of all children and agree actions to ensure identified pupils make accelerated progress. This will include early Pupil Meetings in Term 1 to consider the impact of COVID-19 on every pupil.</p>	<p>NFER (2015) Report recommended a focus on high quality teaching. Good training will enable staff to develop their teaching skills</p> <p>Ofsted (2014) Report notes the importance of robust tracking by school leaders</p> <p>Ofsted (2014) Report notes the importance of robust tracking by school leaders</p> <p>NFER (2015) report noted successes from using frequent, rather than one-off assessment and decision points.</p>	<p>Staff evaluations and Observations</p> <p>Agreed actions to be monitored by Leadership Team. Use of Pupil Asset to support analysis of attainment and progress of Pupil Premium pupils</p> <p>Agreed actions to be monitored by Leadership Team.</p> <p>Interventions and other actions will be identified for class teachers to implement. Lesson observations and Pupil Progress Meetings will include monitoring of interventions.</p>	<p>ED / PJ</p> <p>PJ / MJ</p> <p>PJ</p> <p>PJ</p>	<p>July 2021</p>

	Subsidies for educational enrichment activities and school visits	First hand opportunities and experiences will engage pupils in the curriculum and their learning	Enrichment activities will be planned to engage children in curriculum work. Pupil dialogue will show children are motivated by enrichment activities. Book scrutiny will show impact of activities on pupils' knowledge and skills. Progress will be reflected in assessment data.	PJ/ LT	
	P.E. enrichment activities	P.E. enrichment activities will provide pupils with opportunities to develop physical skills, self-esteem and well-being	Leuven Scales to be used to monitor whether PE enrichment has a positive impact on engagement outside of PE enrichment sessions.	RG / RS	

Total budgeted cost					
Staff Training					£4 000
Senior Leaders Time for data analysis and implementing actions					£2 000
Subsidies for enrichment activities and school visits					£5 500
PE enrichment					£3 800
Total budgeted cost for "Quality teaching for all"					£15 300

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Increased progress in Reading, Writing and Mathematics for Pupil Premium pupils.	1:1 targeted interventions in English and Maths.	1:1 Tuition can add 5 months progress (EEF)	Use of high-quality teachers. Observations and Learning Walks will ensure high	PJ / ED / JW	July 2021

<p>B. Pupil Premium pupils will be challenged to develop their language and communication skills</p> <p>C. Increased progress towards RFL targets for Pupil Premium pupils</p> <p>D. Pupils engage in a range of physical activities and social experiences to develop self-confidence, self-esteem, social skills, well-being and engagement in learning</p>	<p>Opportunities for immediate feedback, repetition and direct instruction in those areas key to pupil progress</p> <p>Specific resources</p> <p>Occupational Therapist</p> <p>Hydrotherapy.</p> <p>Physiotherapy.</p> <p>MOVE</p> <p>Speech & Language Therapists</p>	<p>Comprehension strategies have shown to add up to 5 months of progress.</p> <p>Some of our pupils benefit from specialist resources to support their learning</p> <p>EHCP development takes into consideration the experience and advice of a range of practitioners with experience in their fields.</p> <p>Interventions place the pupils at the centre of the process.</p> <p>SLIC Team use their expertise in guiding the development of both class-based and additional interventions.</p>	<p>quality provision.</p> <p>Regular review of Pupil Progress data.</p> <p>Focus on identified pupils that need to make accelerated progress. Progress will be reviewed at Pupil Progress Meetings.</p> <p>Regular review of RFL trackers.</p> <p>Focus on identified pupils that need to make accelerated progress.</p> <p>Use of Speech & Language Therapists.</p> <p>Regular review of Pupil Progress data.</p> <p>Review of S&L interventions. Observations and Learning Walks will ensure high quality provision. Progress will be reviewed at Pupil Progress Meetings.</p>	<p>PJ</p> <p>SD / LS / CP / PJ</p>	
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Total budgeted cost	
Intervention Teachers	£13 000
MOVE / Occupational Therapist	£11 500
Specific Resources	£ 3 005
Speech and Language Therapists	£32 500
Total budgeted cost for “Targeted Support”	£60 005

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iii. Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Pupils engage in a range of physical activities and social experiences to develop self-confidence, self-esteem, social skills, well-being and engagement in learning	Challenger Troop	Challenger Troop provides opportunities for pupils to develop their team work/social skills, enhances self-esteem, and encourages personal discipline and pride in personal appearance.	Certification for pupils who successfully complete the Challenger Troop programme.	SS / RG / MJ / PJ /JW	July 2021
	Forest Schools	Research has shown Forest schools has a significant impact on confidence, independence and general well-being both in the forest and school settings.	Review of Forest Schools. Specialist Teachers. Leuven Scales will measure well-being and engagement.		
	We plan to restart After School Clubs and Youth Club during the academic year but this will depend upon national and local guidance on COVID-19, together with the school's Risk Assessment		Behaviour and well-being meetings with AHT to review individual pupils.		
	Development of Outdoor Learning	Developing outdoor learning areas including those directly outside of			

	Spaces	classrooms will increase pupil wellbeing and engagement in learning			
Total budgeted cost					
Youth Club					£ 500
Challenger Troop					£3 300
After School Clubs					£1 500
Forest School					£3 600
Outdoor Learning Areas					£1 800
Total budgeted cost					£10 700