



Pupil Premium Strategy Statement: 2021 - 2022

Ilsham C of E Academy

Academy Overview

Metric	Data
Academy name	Ilsham C of E Academy
Pupils in school	177
Proportion of disadvantaged pupils	17%
Pupil premium allocation this academic year	£45,730
Academic year or years covered by statement	2021-22
Publish date	July 2021
Review date	July 2022
Statement authorised by	Trust Board
Pupil premium lead	Mr J Grinsill
Governor lead	Mr R Vaughton

Disadvantaged Pupil Progress 2018 – 2019 (no data for 2019 – 2020 and 2020-2021)

Measure	Score
Reading	-1.84
Writing	- 0.26
Maths	+ 5.34

Disadvantaged Pupil Performance 2018 – 2019 (no data for 2019 – 2020 and 2020-2021)

Measure	Score
Meeting expected standard in RWM at KS2	92%
Achieving high standard in RWM at KS2	0%

Strategy Aims for Disadvantaged Pupils

Measure	Activity
Priority 1	To ensure that gaps are addressed and begin to close in Reading (including phonics), Writing and Maths.
Priority 2	To embed a culture of reading for pleasure enabling all PP children to access the wider curriculum and increase the proportion of PP children achieving the higher standard.
Barriers to learning these priorities address?	- Ensuring that children catch-up and will keep up with teaching and learning.

- Ensuring that reading pedagogy is developed so that children have a genuine enjoyment for reading and they can access the wider curriculum.

Teaching Priorities for 2021-2022

Aim	Target	Target date
Attainment and Progress in Reading	96% EXS+ (100% PP) and 39% HS (28% PP) Progress above national	July 2022
Progress in Writing	100% EXS+ (100% PP) and 36% GDS (28% PP) Progress above national	July 2022
Progress in Mathematics	96% EXS+ (100% PP) and 39% HS (57% PP) Progress above national	July 2022
Phonics	Year 1 PSC – 100% Year 2 retake – 100%	July 2022
Other	To continue to improve the attendance of disadvantaged pupils to be 97% and less than the national average for PA	July 2022

Measure	Activity
Priority 1	All teachers will develop their teaching pedagogy through CPD on Rosenshine's principles of instruction. Working closely with the English Trust Lead to develop a more streamlined approach to the teaching of writing in all year groups. Working closely with the Maths Trust Lead to develop teaching pedagogy in Maths and provide children with a greater level of challenge across the curriculum.
Evaluation of Priority 1	
Priority 2	English Leader within the school is working as part of the English Hub on leading a project with The Open University to promote reading for pleasure. To further develop whole class reading where a rich variety of texts are used to enhance both language and comprehension. To develop the use of the reading toolkit to ensure that children are continually challenged and able to utilise these skills across the curriculum.
Evaluation of Priority 2	
Barriers to learning these priorities address	- Gaps in attainment will be closed for PP children in RWM for EXS and GD/HS at the end of KS1 and KS2. - All children will be able to access the wider curriculum.

	<ul style="list-style-type: none"> - Increased proportion of children reaching GDS and HS at the end of KS1 and KS2. - Pupils build on their inference skills and authorial intent within whole class reading and across the curriculum.
Projected spending	£27,265
Actual spending	£27,265

Targeted Academic Support for Current Academic Year

Measure	Activity
Priority 1	To identify gaps and establish interventions. Ongoing assessment will aid targeting and ensure that gaps are swiftly closed so that core skills are developed across the curriculum. 1:1 and small group interventions are used to ensure progress and support vulnerable pupils.
Evaluation of Priority 1	
Priority 2	Phonic programmes and 1:1/small group support will develop reading fluency. Coaching of staff and support from the English Lead will enable effective teaching and development of a culture of reading for pleasure.
Evaluation of Priority 2	
Barriers to learning these priorities address	<ul style="list-style-type: none"> - These approaches address gaps in learning that may have become exaggerated or widened during school closures. - They will support pupils in developing confidence and resilience when learning across the wider curriculum. -
Projected spending	£14, 624
Actual spending	£14,624

Wider Strategies for Current Academic Year

Measure	Activity
Priority 1	<p>To ensure that attendance is maximised and that an ambitious target of 98% is set for eligible pupils.</p> <ul style="list-style-type: none"> - Class teachers and leaders will use up-to-date attendance data to take action quickly both to challenge and support families. - Attendance is celebrated and valued by all stakeholders.
Evaluation of Priority 1	
Priority 2	To enhance the opportunities for personal development for vulnerable children providing them with a range of experiences that enhance their skills and knowledge in a wider context.

Evaluation of Priority 2	
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Attendance of eligible pupils is in line with or above the national average and that persistent absenteeism is below national averages. Wider family needs which prevent good attendance will also be addressed. - Eligible PP pupils will be fully engaged resilient learners. - There will be an increase in mental and physical wellbeing. - First hand experiences to draw upon and experiences to relate to their wider development.
Projected spending	£3841
Actual spending	£3841

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that all teaching and support staff are skilled teachers of reading, writing and Maths. Ensuring that all staff share a passion and enjoyment of reading.	CPD and the use of incremental coaching on a weekly basis will support rapid staff development. Engagement with Open University reading for pleasure project with all staff.
Targeted support	Interventions are timely and delivered by highly skilled staff. Capacity to support targeted support and interventions by skilled staff.	Intervention and CPD for all staff in these areas is also prioritised within the school day.
Wider strategies	The monitoring of attendance is sharp with a focus on key groups of children.	There is a robust fortnightly attendance meeting in place with tracking of key groups. Key messages regarding attendance alongside the support that school can offer, are regularly shared with parents. The Family Support Worker and other staff work hard with families to break down barriers.