

# Pupil Premium Strategy Statement – Ifield School

This statement details our school's use of Pupil Premium 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 outcomes for disadvantaged pupils last academic year.

## School Overview

Detail	Data
Number of pupils in school	276
Proportion (%) of Pupil Premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 -2026/2027
Date this statement was published	January 2025
Date on which it will be reviewed	July 2025
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	£123,920
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil Premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£123,920

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Our Pupil Premium Strategy Plan links with 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 pupils 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.

***‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ Sir Kevan Collins***

*Our Pupil Premium strategy sits at the heart of a whole school effort, with all staff understanding the strategy and their role.*

*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	Engagement in Meaningful Learning
3	Independence
4	Regulation and Wellbeing

## 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.	Pupils are provided with opportunities to develop their oracy skills such as performance and reading aloud throughout the curriculum.
Pupil Premium pupils will make good progress with their engagement across the curriculum.	Pupils make accelerated progress in their communication and language skills so that they are at least in line with non-Pupil Premium pupils.
Pupil Premium pupils will be increasingly independent within school and the community.	Pupils' greater independence with participation in school and self-care.
Pupil Premium pupils will be mainly well regulated so that they can interact well with others.	Pupils obtain the skills to support their self-regulation, to allow staff to more effectively plan, monitor and evaluate their learning.
Pupil Premium pupils' wellbeing will be positive.	Pupils and their families provided pastoral care to increase self-esteem and develop resilience.

## Activity in this Academic Year

This details how we intend to spend our Pupil Premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, Recruitment and Retention)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teaching and Learning (£18,000)</i> <i>Resources to enhance engagement, regulation and independence</i>	Appropriate resources are essential to enable pupils to access the curriculum and maximise learning opportunities.	All

### Targeted Academic Support (for example, Tutoring, One-to-One Support, Structured Interventions)

Budgeted cost: £87,000

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
<i>High quality Speech and Language provision.</i> <i>Internal Speech and Language Therapists to use their expertise through both direct interventions</i>	The EEF Toolkit research indicates that oral language interventions can have a very high impact on pupil outcomes.	All

<i>and guiding class-based interventions. £50,000</i>		
<i>High quality Occupational Therapist provision. Occupational Therapists to use their expertise through both direct interventions and guiding class-based interventions. £30,000</i>	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.	All
<b>Specific Resources</b> 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. For example, Pupil Progress and Outcome meetings and Annual Review meetings. £7,000	Previous work within the school illustrates that pupils benefit from specific resources to help them overcome their unique needs.	All

## **Wider Strategies (for example, related to Attendance, Behaviour, Wellbeing)**

Budgeted cost: £18,920

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Providing a range of opportunities and experiences to develop self-confidence, self-esteem, social skills, wellbeing, and engagement in learning. Opportunities and experiences to include Forest School. £9,920	Research has shown Forest School has a significant impact on confidence, independence and general wellbeing both in the woodlands and school setting. Research shows educational enrichment activities has positive impact on wellbeing.	All
The school will provide a Breakfast Club to support pupils to transition into school and to ensure they have a good meal to start their day. £5,000	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.	All

<p><b>Residential Visits</b></p> <p>To support individual pupils to be able to participate in residential visits including skiing, Thriftwood and Bewl Water residentials to widen experiences and cultural capital opportunities.</p> <p>£4,000</p>	<p>The Learning Away Project (2015) evidenced that school residential visits have a number of benefits including improving engagement with learning, improving pupils' knowledge, skills and understanding, supporting pupils' achievement, fostering deeper relationships between peers and between pupils and teachers, improving pupils' resilience, self-confidence and wellbeing, boosting cohesion and a sense of belonging and widening and deepening pedagogical skills. Ifield School pupils have significantly benefited from the different residential visits on offer.</p>	<p>All</p>
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**Total budgeted cost: £123,920**

## Part B: Review of the Previous Academic Year

### Outcomes for Disadvantaged Pupils

This details the impact the school's Pupil Premium activity had on pupils during 2023- 2024 academic year.

#### **Quality of Teaching for All**

All staff were able to access a range of training courses to support the priorities linked to the School Plan and their own individual needs both online and in person to support their professional development and enhance the quality of teaching and learning in the school. This has helped the school to improve the Quality of Education for all pupils, including those who are disadvantaged.

The school has continued to develop resources to enable all pupils, including those who are disadvantaged, to make good progress with their phonics and mathematics. This has included the purchase of sensory resources to support sensory pupils following the Explore and Discover curriculum pathways.

The school remains fully committed to providing enrichment activities, educational visits and community-based learning opportunities to maximise learning opportunities for all pupils, including those that are disadvantaged, linked to the curriculum.

During the last academic year, the school has embedded its recent curriculum redesign and has invested to enable all physical and sensory learners, including those who are disadvantaged, to fully engage in learning and consequently make good or better progress.

The school's Leadership Team have supported teachers to provide a high quality of education through activities including regular Pupil Progress and Outcome meetings, learning walks and individual coaching. This has contributed to the good or outstanding progress made by Pupil Premium pupils, evidenced below.

#### **ENGAGEMENT STEPS**

#### **Pupil Premium**

## All Subjects

Ifield School | Engagement Steps | All Pupils | 1 Sep 2023 - 20 Jul 2024

View



Set Progress bands

Set Attainment bands



## Non-Pupil Premium

### All Subjects

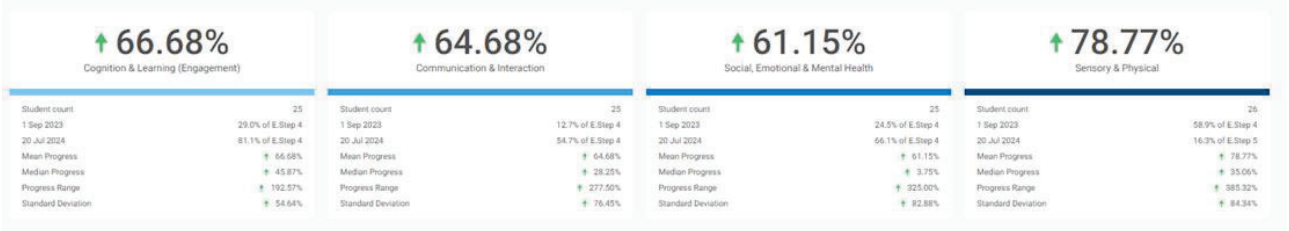
Ifield School | Engagement Steps | All Pupils | 1 Sep 2023 - 20 Jul 2024

View



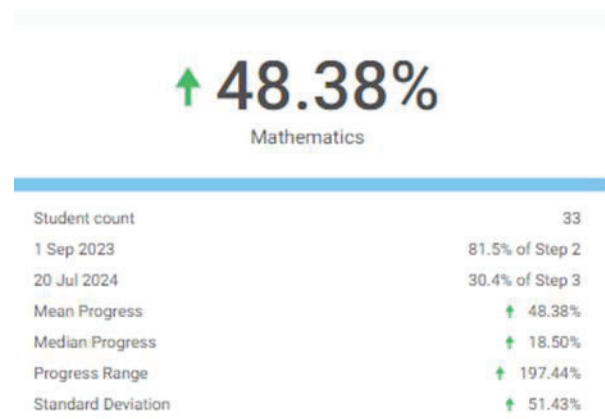
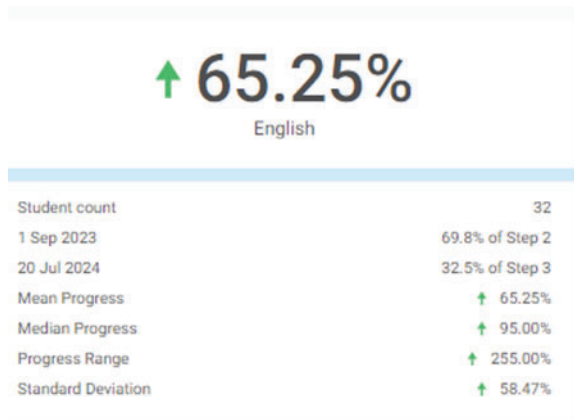
Set Progress bands

Set Attainment bands



## PROGRESSION STEPS

### Pupil Premium



### Non-Pupil Premium



↑ 65.25%  
English

Student count	32
1 Sep 2023	69.8% of Step 2
20 Jul 2024	32.5% of Step 3
Mean Progress	↑ 65.25%
Median Progress	↑ 95.00%
Progress Range	↑ 255.00%
Standard Deviation	↑ 58.47%

↑ 43.85%  
Mathematics

Student count	44
1 Sep 2023	49.6% of Step 2
20 Jul 2024	86.9% of Step 2
Mean Progress	↑ 43.85%
Median Progress	↑ 18.67%
Progress Range	↑ 157.00%
Standard Deviation	↑ 41.49%

## Targeted Support

The expertise of the school's Speech and Language Therapists and Occupational Therapists has contributed to pupils making good or outstanding progress through universal, targeted and specialist interventions. All Pupil Premium pupils accessed universal Speech Therapy and Occupational Therapy support. In addition 64% of pupils received targeted support from Occupational Health Therapists and 65% received targeted support from Speech and Language Therapists. All pupils made good or outstanding progress towards their Speech and Language targets.

The Pupil Premium grant has also enabled staff to deliver interventions and provide individual and group feedback in all subjects including English and maths.

Specific identified resources have been purchased for individual pupils. These have been identified both by teaching staff and the Therapy Team following team discussions regarding the needs of individual pupils, often following Pupil Progress and Outcome meetings.

## Wider Strategies

The opportunities for pupils to engage in activities, such as Challenger Troop, designed to develop self-esteem has proven to be hugely beneficial for some of our pupils. All pupils were able to access Forest School.

Breakfast Club continues to grow. Last academic year 15 Pupil Premium pupils accessed the Breakfast Club during the academic year for a total of 778 sessions ensuring they were able to start the day with a meal.

The school has been able to support some pupils to participate in residential visits including support for 5 Pupil Premium pupils to participate in an international ski residential that they would not otherwise have been able to access. As well as improving pupil engagement with learning it is noted that these visits have helped to foster positive relationships between pupils and develop their resilience and wellbeing.

## Further Information

This was the final year of a three-year plan. The school's Leadership Team met to agree the key challenges aims of the strategy for the next three year plan.