

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Ilam CE (VA)
Number of pupils in school	52
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	R.Linton
Pupil premium lead	R.Linton M,Prescott
Governor / Trustee lead	S.Wiltshire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 2,690
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	£2,690

Part A: Pupil premium strategy plan

Statement of intent

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Gaps in phonics knowledge and specific identified needs
2	Gaps in knowledge for number bonds and basic fluency in Maths
3	Maintaining regular attendance and time keeping which links with the ability to concentrate for longer periods of time and ensuring transport links to remote locations are not a barrier to attendance
4	Reading fluency and comprehension.
5	

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
Fluency in phonic recognition for CVC words.	Reaching expected in Y1 and Y2 phonic screening test.
Increased fluency in reading standard texts at expected stage	Reaching expected standard in reading at end of KS1
Attendance is improved	Attendance figure for PP is above 95% all individuals are above 90%
Knowing number bonds and multiplication tables.	Reaching expected levels at the end of the year as appropriate for age.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 1140

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff to ensure a rigorous and effective approach to the teaching of phonics at KS1	'Providing training to staff is likely to increase impact. ' EEF PP Toolkit	1 and 2

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading and phonics teaching each morning pupil to work on specific strategies to improve reading fluency. EEF recommended approach	The Education Endowment Foundation's Guidance report Improving Literacy at KS2 emphasises, it is essential that the support offered is appropriate. The challenge comes in identifying the right approach at the right time. Many of the children who are struggling with reading have one thing in common: it is hard to listen to them read aloud. They stumble and repeat themselves; they hesitate and pause; they are monotone, ignore any punctuation and often read in a 'shotgun' fashion, emphasising every word. Put simply, they don't read with any fluency at all.	1 and 2
Dedicate time for one to one or group work to embed key mathematical concepts and reinforce	The EEF document – Develop practitioners' understanding of how pupils learn in mathematics emphasis the need for - - Exploring Maths through different	4

mathematical vocabulary. Focus on Maths Meetings. Five in Five	contexts- puppets rhymes, games. - Making the most of Maths throughout the day.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for attendance at after school clubs Support for attending school trips Support for break time snacks Transport to school	EEF – Using Pupil Premium Funding Effectively. Wider Strategies are ‘vital in boosting attainment. A focus on these issues is particularly important following COVID 19’.	3

Total budgeted cost: £ 2,690