

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	Selby Community Primary
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 Year 2 of 2022 - 2025
Date this statement was published	September 23
Date on which it will be reviewed	September 24
Statement authorised by	Ian Clennan
Pupil premium lead	Rosie Hawkins
Governor / Trustee lead	Peter Foster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,430
Recovery premium funding allocation this academic year	£20,010
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	£232,440

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified and
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. The school will work collaboratively with parents to best support the needs of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reaching greater depth in Reading than their peers. 82% of the Year 1 cohort in 2022/2023 passed the Year 1 phonics screening. While this is an increase from the previous academic year, we would like to aim for a pass rate of 90%. Also, 61% of pupil premium children passed the phonics screening check. In 23/24, we are aiming for a pass rate of 85%

	for this group of children. In KS2 reading, 16% of pupils achieved greater depth standard. We would like to improve this, including for children from disadvantaged backgrounds.
2	Our assessments, observations and discussions show that teaching and learning is good at our school however, the percentage of pupil premium children who achieved expected standard in RWM at the end of KS2 in 2022/2023 was 32%. When analysing this further, 53% of disadvantaged children were at standard in Reading, 74% were at standard in Maths and 63% were at standard in writing. To support the development of all pupils including those that are disadvantaged, we would like to ensure strong routines and relationships are in place, teachers have a strong understanding of year group expectations and relationships with parents are developed further.
3	Assessments, observations, and discussions with pupils indicate that disadvantaged children are not transferring all learning into their long-term memory. This results in disadvantaged children being less likely to recall and sustain knowledge from lessons across the curriculum. Disadvantaged children within school also have less real-life experience to attach new memory too within their long-term memory. As a school we have developed Subject Knowledge Banks to support knowledge retentions, however these are not as sharp and focused as they could be. Curriculum units are clearly mapped out across the curriculum. Within these units there is some ambiguity as to what knowledge and skills needs to be taught within each year group, with some learning appearing 'ad hoc'. Individual units of work are not sufficiently sequenced to allow for building on prior learning.
4	Disadvantaged children need embedded routines within the school structure to support learning and behaviour. There are more complex and challenging needs presenting from a very small minority of younger children as a result of Covid. There is currently a lack of clear routines and boundaries for all children, including those from socially deprived backgrounds. Whole class Thrive has not been consistently implemented in all classes. Lunchtime and breaktime support staff do not have clear roles in how to use playground space effectively resulting in a lack of activities at breaktimes and lunchtimes as children have limited opportunities to play. Some pupils show a lack of respect to school play equipment. During the behaviour policy trial, 40% of all sanctions came from disadvantaged pupils.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower and has dropped compared to non-disadvantaged pupils. The data also shows an increase in the number of children arriving to school late. We currently have 62 persistent absentees (missing more than 10% of sessions). This is an increase from 53 in 21/22. 53% of the persistent absentees are pupil premium children.

6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. Levels of deprivation feed some of the challenges faced, which has increased in the current cost of living crisis. These challenges particularly affect disadvantaged pupils, including their attainment.
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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
Improved outcomes for disadvantaged pupils achieving greater depth in reading throughout school, and more disadvantaged pupils passing the phonics screening check in Year 1.	<p>Year 1 phonics outcomes in 2023/24 show that more than 85% of disadvantaged pupils met the expected standard and overall 90% of children passing the phonics screening check.</p> <p>Improved outcomes at Greater Depth in Reading with over 33% of children achieving this standard.</p> <p>Outcomes improve in years 3,4 and 5 with 80% of children meeting the age related expectation in Reading, Writing Maths and 75% achieving age related expectations in RWM combined.</p> <p>Phonics improvements seen across EYFS with 80% of pupil premium children achieving ELG9 (word reading).</p>
To continue to establish high quality teaching routines in all classrooms, especially those with new teaching staff, to support all children and particularly those from disadvantaged backgrounds	Learning walks, blocked planning, book scrutinies, pupil conferencing, pupil behaviour and pupil's outcomes reflect high quality teaching and learning and show clear routines and boundaries are in place for all children.
Children with the most complex and challenging behaviour needs are supported throughout the school day.	<ul style="list-style-type: none"> ● Pupil voice surveys and learning walks show children feel safe and know their teachers and support staff well. ● When speaking to children, they are able to articulate the school rules. ● Behaviour incidents are tracked week by week on behaviour log, and incidents decrease over time. ● Behaviour policy embedded into school life as observed on

	learning walks and monitoring of behaviour log.
Children are following a well sequenced curriculum in each subject which builds on prior learning to support children with knowledge retention.	<p>Assessments, observations, planning scrutinies, book scrutinies and pupil conferencing indicate:</p> <ul style="list-style-type: none"> • Units of work for DT, history, art, science and geography are carefully sequenced across the curriculum. • Subject knowledge banks are focussed to aid knowledge retrieval and are used by children to retrieve knowledge from previous units of work. • The timetable is adapted to reflect a broad and balanced curriculum. • Learning walks and pupil voice show that children have made connections with previous learning. • Subject leaders have a good understanding of their subject and the sequencing of their subject.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, as well as improving the percentage of pupils arriving for school on time.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance rate for all pupils being at least 95% • The percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 5% lower than their peers. • Improving trend of attendance in early years and for pupils identified in 2022/2023 as having attendance concerns.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a reduction in THRIVE referrals • Whole class Thrive consistently implemented in all classes. • Children in crisis are supported to self-regulate as quickly as they are able.

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| | <ul style="list-style-type: none">• School Council and Pupil Champions embedded into school life. |
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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: £116,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3
Embed a rigorous tracking system for KS1 phonics	By closely tracking progress each half term, children who are not on track to meet the expected standard in the phonics screening check will be identified early. Interventions then can be put in place to support these children to ensure progress is made, including through parental meetings. Sounds Write training will be offered to new staff. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1
Promote an increased level of Greater Depth readers in KS2	Beginning with a working group across SET to look at strategies in place, we will work towards developing a reading scheme across SET to improve outcomes for Greater Depth readers. This work will be supported by visits to St. Matthews Research School and Hallsville Primary Schools to explore reading expectations. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Maths	Within maths, new initiatives will be shared, rehearsed and delivered including Claire Christie Times tables approach, Mastering Number (KS1) and effective use of practical resources across school. https://www.yorkshireridingsmathshub.co.uk/news/times-tables-with-clare-christie/	2
Staff CPD for teachers and	Staff CPD High quality staff CPD is essential to follow EEF principles. This is followed up during	1, 2, 3, 4

teaching assistants	<p>Staff meetings and INSET. We are part of Selby Educational Trust and joint training has been planned throughout 23-24 academic year including curriculum development, behaviour policy, moderation, visit to St. Matthew's Research School, termly Boot Camp, peer-coaching,</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
Revisit previous Doug Lemov strategies from 'Teach Like a Champion 2.0 and 3.0	<p>All staff to be trained in Doug Lemov strategies to improve teaching and learning. Effective CPD and rigorous monitoring will encourage student engagement, trust, accountability and excellence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	2
Embedding of White Rose Maths	<p>Research shows that White Rose Maths provides all children, including disadvantaged children, with the opportunity to learn and fully grasp mathematical concepts. We will embed White Rose Maths through working with the Maths Hub, taking part in online CPD and running whole school White Rose training.</p> <p>https://mathshub.thirdspacelearning.com/?utm_campaign=triggered_resource_email_MH&utm_medium=email&utm_source=Pardot&utm_content=button</p>	2
Curriculum Plans	<p>Each individual unit of work to be sequenced appropriately in every curriculum subject after identifying specific knowledge. Once written, these will then be rolled out to staff. An overview of this knowledge will be created to ensure it is progressive and adequately builds on previously taught knowledge. Subject Knowledge Banks are refined to ensure they are sharp and focussed to aid knowledge retrieval. Curriculum reviews are carried out termly using consistent format across SET.</p> <p>https://researchschool.org.uk/news/effective-retrieval-practice-what-should-we-consider</p>	3
Addressing Disadvantage in Early Years – a focus on communication and language	<p>To support the development of early years language, Drawing Club will be introduced. Drawing Club helps children make progress across all areas of the EYFS curriculum, as well as building children's confidence.</p> <p>https://www.canigoandplaynow.com/drawing-club.html</p>	1
Improve assessment of writing through	<p>A moderation lead has been appointed from September 2022 who will oversee the effective assessment of writing across the school. This will</p>	2, 3

increased moderation	<p>ensure teaching judgements are secure and enable gaps in the children's learning to be easily identified.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
Embed metacognitive strategies throughout the school.	<p>SET Research Network has completed extensive research into effective metacognitive strategies and the impact these strategies can have. A focus will be made on TA training and embedding reflective and modelling thinking strategies across the school, working closely with Carlton Primary School.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	1, 2, 3
CPD for subject leaders (support from SLT, work across SET)	<p>Subject leaders will be given time to develop their own subject to ensure a sequenced curriculum and be given a clarity of what their role entails. Coaching opportunities are provided for all subject leaders by HT and DHT as well as counterparts across SET. Subject leads to be given half termly management time.</p> <p>https://educationendowmentfoundation.org.uk/news/10-top-tips-for-school-governing-boards</p>	3
Computing	<p>Computing is given specialist support and delivered consistently across the school by an appointed computing lead.</p>	3
Get Set for PE	<p>PE scheme of work introduced to follow National Curriculum coverage and provide clear progression of skills and knowledge.</p> <p>https://getset4education.co.uk/case-studies?subjectId=1000&sortBy=1&pagesize=10&page=1</p>	3
Consultant led training in diversity	<p>Subject leaders will work with Karen Brooke to work on decolonizing the curriculum. Research shows that decolonising the curriculum expands opportunities for pupils to acknowledge and raise global awareness.</p> <p>https://www.oshuneducation.co.uk/</p>	3
Behaviour Policy	<p>While most pupils in most lessons are well-behaved, misbehaviour is a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons. At Selby CP, a new behaviour policy has been trialled and adapted. It is now being implemented in every class. Training will be provided to staff to help with the successful implementation of policy.</p>	4

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>

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

Budgeted cost: £58,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 week. We will ensure phonics provision is more carefully targeted. Phonics Toolkit Strand Education Endowment Foundation EEF	1
Targeted interventions in Year 2, 3, 4 and 5.	Using summative data, interventions will be put in place in these four year groups, where attainment is currently at the lowest across the school. Interventions will be in Reading, Writing and Maths and be run by a HLTA or a class teacher. Intervention timetable in place from the first week in September. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3
Engaging with the National Tutoring – delivered in-house.	Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. www.educationendowmentfoundation.org.uk	1, 2, 3
Speech and language therapy	Our children come into school with low speaking and listening skills. This is the foundation of the curriculum, especially in the Early Years.	2
Additional Reading Support	Volunteers from King’s Church coming into school to read with children who are working towards from Year 2, 3, 4 and 5.	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £58,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
EEF Attendance	<p>New research by the EEF demonstrates the importance of involving parents in their children’s attendance issues. Staff are also to be more involved in monitoring attendance of persistence absentees. Attendance will be targeted earlier, addressing issues from September 2023 through a clear electronic attendance process in which the children are to be involved. Home School Support Worker to regularly conduct analysis of attendance, and ensure families are called on the first day of absence.</p> <p>https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</p>	5
THRIVE	<p>Thrive is a neuroscientific and psychological approach to helping children thrive in school. It works on the principal that children are trying to communicate through their behaviour, enabling schools to improve children’s mental health and ability to learn. Provision has been placed in the Rainbow Room to support children to have structured, curriculum focused access to the curriculum, while support their social and emotional needs.</p> <p>https://www.thriveapproach.com/</p>	6
Home School Support Worker	<p>Attendance and persistent absence attendance figures need to be addressed for some Pupil Premium pupils. A higher percentage of PP pupils do not attend regularly compared to non-Pupil Premium pupils. Attendance Support plan to be continued to support school attendance.</p>	5
Well-Being Worker / Counsellor	<p>Well-being worker/counsellor to be appointed to support children in crisis.</p>	6
Behaviour Lead	<p>Behaviour Lead employed from September 2023 to help support those children with more complex and challenging needs to follow behaviour policy.</p>	4
Pupil Champions	<p>Pupil leadership is to be developed. Year 6 pupils are to become pupil champions. Pupil Champions will run the School Council.</p>	6
Parental Involvement	<p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Selby CP are to run parent sessions in class so</p>	1, 2, 4, 5, 6

	<p>parents have a clear understanding of how their child is taught and the level at which they are taught. Teachers are to send home videos to show how their classroom works. These will serve as a reminder to parents of expectations. Potential for the introduction of a PTA with links to School Council.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
Access to enhanced Curriculum	All children will have access to subsidised trips (where needed) It is essential for their own wellbeing that they experience different settings before writing about it. All residential are linked to Topics that they are studying	6
Music (music tuition across SET)	CS appointed to work in school 1 day a week, ensuring children have access to a high quality music curriculum. Extra-curricular activities offered, e.g. recorder club, Young Voices.	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding.	6

Total budgeted cost: £232,440

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Improved phonics attainment for disadvantaged pupils in Year 1 and Year 2: A tracking system was introduced in September 2022 to ensure that progress was being tracked and those children not making progress, or achieving a low attainment, were identified and supported with early intervention. Phonics interventions were included in the National Tutoring Programme. 836 hours were delivered to children in Key Stage 1 to support the improved attainment of reading and writing, including phonics. 82% of children passed the phonics check in Year 1.

Phonics	National	LA	Selby
	79%	81.4%	81.6%

Phonics (Y2)	National	LA	Selby
	59.4%	61.9%	63.2%

61% of pupil premium children passed the Year 1 phonics screening check. We are aiming for a pass score of 90% in 2024 and an increase of pupil premium children passing to 85%.

At the end of Year 2, 42% of pupil premium children who needed to retake the phonics screening test passed.

To continue to establish high quality teaching routines in all classrooms, especially those with new teaching staff: Staff CPD has taken place throughout the year. This has been monitored through the staff bulletin link. Staff training led internally through staff meetings on: Talk4Writing, Doug LeMov, PE skipping, White Rose Maths, Computing, Metacognition, Film Literacy, Science, Fire Training, Food and Mood.

Staff have been retrained on the pedagogy of Doug LeMov during staff meetings, starting with an initial staff on Wednesday 14th September. During this all staff received a quick briefing of 'boot camp' and reminded of how high our expectations have to be within school in all areas. We looked at how each day should start with meeting children at the threshold and the difference this can make to how children start their day and continue their day. This also goes hand in hand with building relationships and we discussed this is the heart of excellent teaching. For our new staff this was an introduction of our expectations and Doug Lemov methods and for others it was a reminder. In a September staff meeting we reviewed systems and routines again alongside, high behavioural expectations, high academic expectations, structuring the lesson, pacing, getting data, acting on data and we then continued to look at gestures and how we could incorporate these into our teaching. Gestures have been introduced at the same time in Carlton. They have become age appropriate and when used

successfully in some classrooms there is a definite relationship with the children and a pacy lesson with less interruptions.

Resources were looked into to support high quality teaching and learning. Monster SATS on standby as we are unsure of the sustainable impact this might have. Master the Curriculum was purchased in October 2022 to support the teaching of Maths in EYFS.

Metacognitive strategies have been embedded across school. Training was provided during a staff meeting in October and on the Whole Trust Training Day in April. The Research Network has run throughout the year to keep the school updated with relevant research. Modelling strategies were focussed on during Research Network sessions and were the focus of training delivered by Huntingdon Research School. A crib sheet to be sent out to all staff in the new academic year detailing modelling strategies. The Research Network now focuses on schemas and concept mapping. Next year's focus to be on whole school CPD focus, perhaps the use of AI in education.

Improved retention of taught knowledge and skills through carefully sequencing units of work:

Assessments and observations indicate:

- units of work are carefully sequenced across the curriculum.
- Curriculum handbook is structured to ensure that units are sequenced as such to build on previously taught knowledge and skills. Each year group plan their units of work ensuring the stated subject key aims are covered and the subject yearly expectations are covered. Broad unit plans for DT have been developed with the rest of the subjects following suit this year.
- Subject knowledge banks are focussed to aid knowledge retrieval and are used by children to retrieve knowledge from previous units of work.
- Subject knowledge banks are in place and knowledge retrieval techniques and quizzing are being used to ensure knowledge is recalled and retained by the children. Subject reviews suggest that children are beginning to be able to recall more of their learning.
- The timetable is adapted to reflect a broad and balanced curriculum.
- A broad and balanced curriculum entitlement is in place for all year groups as laid out in the curriculum handbook. Subject leaders use their management time to ensure coverage is correct and follows the subject's progression model.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, as well as improving the percentage of pupils arriving for school on time:

The overall absence rate is 93% for the academic year 2022/2023. This doesn't meet the target of 95%, and does show a decrease in attendance since 2021. This can be explained through the aftermath of Covid, as attendance was recorded as higher throughout enforced school closures. It has taken a couple of years for attendance to become stable again, after the introduction of self isolation. Also, we

have seen an increase in families taking holidays during term time after Covid. These have resulted in fines, when appropriate.

The attendance rate of pupil premium children is in line with the overall attendance. The attendance rate of this group of children is 91.23%

The home school support worker has been using the nudge theory as a way of formatting texts/Dojos to go out to parents, and has been using this method of communication more frequently than letters and email as it is preferred by our families.

The home school support worker attended EEF Attendance Training. This will inform attendance planning for the next academic year. One of the main focuses will be on parental engagement, which will link directly with the initiatives on parental expectations being introduced by NS.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils: Teaching assistant has completed training and has been delivering Thrive. 86% of the children accessing Thrive sessions are pupil premium children. Through the adaptation of the curriculum, children now have a broader access to a range of activities, such as gardening and cooking. Sports clubs are on offer to the children afterschool, including activities such as cheerleading. We have noticed an increase in complex and challenging behaviour. School are supporting children through the appointment of a Behaviour Support Worker and a Mental Health Lead. Teachers will also be encouraged to incorporate Thrive into whole class teaching sessions.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	

What was the impact of that spending on service pupil premium eligible pupils?	
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.