

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	354
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025 Year 3 of 2022 - 2025
Date this statement was published	September 24
Date on which it will be reviewed	September 25
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	£196,840
Recovery premium funding allocation this academic year	£0
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	£196,840

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
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1	<p>Assessments, observations, and discussions with pupils show that teaching and learning at Selby CP is consistently good. This is supported by our KS2 combined results for mathematics, reading and writing being above national average at 70% in 2024. To ensure teaching and learning continues to remain at a high standard, teachers, including new teachers, will need continual professional development. Evidence based research needs to be used to ensure teaching and learning remains at the top of its game for all children, especially those who are disadvantaged.</p>
2	<p>Assessments, observations, and discussions with pupils indicate that English is taught well at Selby Community Primary School. We are a Talk4Writing Training Centre, and receive regular visits from other schools and consultants for them to see best practice at our school. This being said, the data for Writing across school is disappointing. The data from Y1, Y3, Y4 and Y5 show that under 70% of children are achieving the expected standard for their year group. Y2 has begun to use a new long-term plan when teaching English, which spends longer, more quality time on absorbing children in the skills of writing. The results in Y2 are profoundly better, with 75% of children on track to meet the expected standard, and 29% of the year group achieving greater depth. The new model needs to be embedded across all year groups.</p>
3	<p>While 2024's KS2 combined results were above national average, the percentage of pupils achieving the higher standard in reading, writing and mathematics combined was below national average at 5%. Although this isn't reflected all the way through school (with an average of 15% of pupils reaching the higher standard in all three subjects), more must be done to ensure all our pupils, including the most disadvantaged, are given the opportunities to reach their full potential.</p>
4	<p>Our new behaviour policy has been implemented over the past year, but now it must be ensured that the policy is consistently embedded in every classroom. 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 last academic year, out of the 18 children who recorded ten or more major incidents, 66% received pupil premium.</p>
5	<p>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. Currently, our school absence rate is above national average at 6.6%, and the percentage of Y1-Y6 children who miss 10% or more of sessions is also above national average at 17.8%. Observations and pupil and staff conferences have shown that teachers have less accountability for attendance, as well as little understanding of our school's attendance percentages. As a school, we need to do more to praise good attendance.</p>
6	<p>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. COVID could be a contributing factor to all of the above. These challenges particularly affect disadvantaged</p>

	pupils, including their attainment. Whole class Thrive has not been consistently implemented in all classes.
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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
To ensure the children of Selby CP, including those who are disadvantaged, have access to the highest quality of teaching and learning.	<p>Learning walks, pupil conferencing, and pupil's outcomes reflect high quality teaching and learning and all teachers are implementing strategies from Check for Understanding (Doug Lemov).</p> <p>Outcomes at the end of KS2 to be above national average.</p>
Children follow a well sequenced English curriculum, ensuring attainment is consistently high across all year groups.	<p>New long-term plans for English are embedded and used consistently across all year groups.</p> <p>Learning walks, pupil conferencing, book scrutinies and pupil's outcomes reflect high quality teaching and learning in English.</p> <p>Attainment in writing rises above 70% in all year groups.</p> <p>All staff are trained in the most recent Talk4Writing initiatives.</p>
To ensure all our pupils, including the most disadvantaged, are given the opportunities to reach their full potential, with more children achieving the higher standard in reading, writing and maths.	<p>Learning walks, pupil conferencing, book scrutinies and pupil's outcomes reflect high quality teaching and learning.</p> <p>KS2 combined attainment in 2025 is in line with the national average for the higher standard.</p> <p>KS2 attainment in 2025 is in line with the national average for the higher standard in reading and mathematics.</p>
Children with the most complex and challenging behaviour needs are supported fairly and consistently to enable them to make positive choices.	<p>Behaviour policy embedded into school life.</p> <p>Behaviour plans up to date with relevant adaptations identified.</p> <p>Children can articulate the school rules and how the behaviour policy works.</p>

	<p>An increase of children attending golden time compared to 2023/2024.</p> <p>Behaviour incidents are tracked week by week, and overall decrease from 2023/2024.</p> <p>Suspensions to remain low and lower than in 2023/2024 in comparison with the national average</p> <p>Pupil voice surveys and learning walks show children feel safe and know their teachers and support staff well.</p>
<p>To set a culture of regular school attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> ● Attendance is at least in line, if not above current national averages supplied by the DfE for Reception to Year 6, with school attendance being no less than 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. ● Improved attendance in EYs, Y1 and Y4 based on 2023/2024. ● New attendance guidelines are adhered to and have a positive impact on attendance.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Children are given the tools they need to develop resilience by.</p> <ul style="list-style-type: none"> ● Thrive embedded in ALL classes ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● a reduction in THRIVE referrals ● Children in crisis are supported to self-regulate as quickly as they are able. ● School Council and Pupil Champions embedded into school life. ● Pupil conferences and learning walks show that OPAL is helping to support children's positive wellbeing during social times.

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: £98,420

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, 3
Sounds Write Progress Checks	Newly released Progress Checks will give a snapshot of pupil performance at specific points in their learning journey. This will help teachers keep useful records of pupil progress through the Initial and Extended Codes. Sounds-Write. A new approach to teaching literacy	3
Set Reading Strategy	SET reading strategy to be finalised and implemented across the trust. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3
Mastering Number	Knowledge of multiplication and division and its applications forms the single most important aspect of the KS2 curriculum, and is the gateway to success at secondary school. Mastering Number will be introduced in Years 4 and 5 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense. Mastering Number at KS2 NCETM	1, 3
NCETM Professional Development	Maths Specialist Teacher to run professional development to all teachers across the school year on the NCETM 5 big ideas of Teaching for	1, 3

	<p>Mastery, which are informed by research evidence and classroom experience.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/</p>	
MTC Tracker	<p>Children’s multiplication knowledge to be assessed half termly in Year 4 to identify those children who need to be targeted for intervention.</p>	3
Doug Lemov Checking for Understanding CPD	<p>Seeking regular opportunities to formatively assess students’ understanding and using this to inform what happens next in the lesson. There are two stages to this process: 1. Gathering information by constantly checking for understanding and sampling student responses 2. Responding to this information with swift intervention to remedy misconceptions or mistakes, or to advance to the next level of challenge.</p> <p>3.-Checking-for-Understanding.pdf (chartered.college)</p>	1, 2, 3
Instructional Coaching	<p>All teaching staff to either coached or to be coaching others to fully embed Checking for Understanding. Coaches will receive full training from ICTWand which will support teachers to embody the key principles of effective instructional coaching, create the optimal conditions for impact, and have the confidence they need to operate effectively within a coaching framework. The training covers relationships and emotional intelligence, as well as practical skills such as how to unpack, model and guide teachers in instructional methods.</p> <p>Instructional Coaching School Flyer Options.pdf (ictwand.com)</p>	1, 2, 3
T4W	<p>All staff to receive refresher professional development in Talk4Writing, with a focus on non-fiction. New long-term plans to be embedded consistently across all year groups.</p> <p>https://www.talk4writing.com/</p>	1, 2, 3
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>	1

	https://researchschool.org.uk/news/effective-retrieval-practice-what-should-we-consider	
Drawing Club	To support the development of early years language, Drawing Club will continue to be rolled out into the Early Years. Drawing Club helps children make progress across all areas of the EYFS curriculum, as well as building children's confidence. https://www.canigoandplaynow.com/drawing-club.html	1, 2, 3
CPD for subject leaders (support from SLT, work across SET)	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. https://educationendowmentfoundation.org.uk/news/10-top-tips-for-school-governing-boards	1
Insight	Data tracking system embedded for teachers and leaders to record data, measure progress, generate reports and monitor SEN and vulnerable groups as well as the impact of intervention programmes. Insight Online Pupil Tracking for Primary Schools (insighttracking.com)	1, 2, 3
Get Set for PE	PE scheme of work introduced to follow National Curriculum coverage and provide clear progression of skills and knowledge. https://getset4education.co.uk/case-studies?subjectId=1000&sortBy=1&pagesize=10&page=1	1
Progress Meetings	Pupil progress meeting support the academic progress and emotional wellbeing of pupils, as they provide teachers and leaders with a platform to evaluate pupil's development, identify areas for improvement and tailor support strategies to meet their needs. The key concepts identified within these meetings are to be shared with subject leaders to ensure collaborative, triangulated working. Key Considerations for Effective Pupil Progress Meetings (nationalcollege.com)	1, 2, 3
Parent communication	Parental engagement has a positive impact on pupil progress. It is crucial to consider how to engage with all parents, including those who are disadvantaged, to avoid widening attainment gaps.	3

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

Budgeted cost: £49,210

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 weeks. We will ensure phonics provision is more carefully targeted. Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Targeted interventions in Year 5 and 6.	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	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. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	3, 6
Additional Reading Support	Volunteers from King's Church coming into school to read with children who are working towards the expected standard from Year 2 and above.	3
Lexia Reading Core 5 Trial	A trial running across Year 2 to improve reading skills by providing children with individualised reading instruction and practice in six areas: phonological awareness, phonics, structural awareness, automaticity, fluency, vocabulary comprehension.	1, 2, 3

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia-core5-reading-2022-2023-trial	
Charanga	Music scheme to be purchased and used consistently across Y1-Y6. https://charanga.com/site/musical-school/	1

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

Budgeted cost: £49,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
THRIVE	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. Thrive training to be updated and online subscription to be renewed. https://www.thriveapproach.com/	6
OPAL	OPAL will be rolled out to improve behaviour and wellbeing at breaktimes and lunchtimes. Home - Outdoor Play And Learning	4, 6
Pupil Leadership	Providing pupils with leadership skills, with projected benefits for their adult life. Play leaders will receive training on how to lead structured, fun games at lunchtime. This will have a positive impact on behaviour at lunchtimes, as well as increase play leader's confidence and self-esteem. Dugan (2006) references the <i>social change model</i> as, 'promoting social responsibility and enhancing student self-awareness'	5, 6
Behaviour Policy	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 schools to have consistent and clear behaviour policies that promote positive behaviour in lessons. Our behaviour policy is now in its second year, and after reflection and evaluation minor changes are needed, such as ensuring golden time is clearly promoted in all classes	4

	to encourage positive behaviour. All staff to receive training on behaviour policy. Behaviour incidents to be tracked by behaviour lead, HT and governors. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	
Stepping Up	An early intervention project that uses mentoring to support children and young people who are beginning to show signs of risky or challenging behaviour within school, home or within their local community. www.northyorkshiresport.co.uk	4, 6
Adherence to new Attendance Guidelines	New attendance guidelines to be disseminated to all staff and parents to make sure all staff are aware that they are responsible for attendance. Good attendance will be promoted from the outset of the school year. Insight will be used to monitor attendance patterns. Attendance discussed at parent consultations. Attendance to be monitored closely on Insight. <u>Working together to improve school attendance (applies from 19 August 2024)</u> (publishing.service.gov.uk) https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	5
De-escalation and RPI training	NYSCP (safeguardingchildren.co.uk)	4
Enforcement Officer	Good contact with enforcement officers at North Yorkshire Police to be maintained. NYP School Liaison Team NYES Info	4, 6
Pastoral Worker	Pastoral worker in place to support and improve mental health for some targeted pupils. Pastoral worker to work proactively with children showing need for further SEMH support.	4, 6
Home School Support Worker	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.	4, 5, 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 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>	1, 2, 4, 5, 6
Access to enhanced Curriculum	<p>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 residentials are linked to Topics that they are studying.</p> <p>https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-months</p>	1, 2, 3, 4, 5, 6
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding.</p>	1, 2, 3, 4, 5, 6

Total budgeted cost: £196,840

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 2023 to 2024 academic year.

Improved outcomes for disadvantaged pupils achieving greater depth in reading throughout school, and more disadvantaged pupils passing the phonics screening check in Year 1.

Year 1 outcomes in 2023/2024 show that 76% of pupils met the expected standard in the phonics screening check. 76% of all pupil premium children also met the expected standard in this assessment. 23% of Year 6 pupils achieved Greater Depth in reading in the KS2 assessments. Outcomes in Year 3 has improved with 76% of children now on track in reading. This is compared to 66% at the end of 2022/2023. Improvements are also seen in Year 4, where 74% of children are now on track with reading, compared to 69% last academic year. This is not the case in Year 5, as there has been a decrease this year from 75% on track in July 2023 to 68% on track now. 81% of pupils in EYFS achieved ELG9 (word reading), which achieves the target set of 80%.

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 have been an excellent method of quickly identifying teacher expectations, pupil progress, routines, systems, class environment in a general of more focussed capacity depending on what has been required. Staff like informal learning walks rather than formal observations. This can be done more regularly and has allowed us to pinpoint areas quickly and address support if needed whilst staff so their daily excellent job. Book scrutinies have been carried out by teachers and SLT. This has also been successful in allowing us to look at the progression across school and ensuring the communication and consistency is happening across both classes in each year group whilst ensuring the standards are the same. Books have also been scrutinised as a whole school in a moderation meeting with schools in the trust which was useful in seeing expectations and ensuring progress was correct through the year groups. Blocked planning has been carried out yet varies in year groups this often differs in part time teachers are involved in that year group and staff taking ownership over subjects. It allows staff to look across the whole term and think about which subjects require more time and how to sequence the subjects to work most efficiently and link with other subjects. In the majority of classes there are very strong routines and boundaries which the children adhere to, respect and enjoy.

Children with the most complex and challenging behaviour needs are supported throughout the school day

In the 2024 Pupil Survey, 93% of children said they enjoy school all of the time, most of the time or some of the time. 83% of children said the behaviour of other children during lessons was good. Behaviour incidents are tracked week by week on a

behaviour log, and incidents decrease over time. d all of the time, most of the time or some of the time. A Behaviour Review provided evidence that nearly all children behave in a safe manner and follow the school rules. During this Behaviour Review, children were able to articulate the school rules. The Behaviour Review, data gathered from learning walks and the monitoring of the behaviour log show that the behaviour policy is embedded into school life.

Children are following a well sequenced curriculum in each subject which builds on prior learning to support children with knowledge retention.

Unit plans for DT, history, geography and science are in place and being followed by all year groups. Sequencing has been carefully thought through to ensure a logical progression across a unit and across a series of units. They will be evaluated and tweaked as and when is appropriate. A plan is in place for the development of art unit plans over the next academic year that all year groups will contribute to. Subject knowledge banks have been developed alongside these unit plans which identify the key knowledge that is to be taught in each unit. All timetables ensure that each subject is allocated enough time to ensure that they are taught well given the timetable pressures on the primary curriculum. All subject leaders have a good understanding of their subjects across the primary age range as many have been the subject lead for a number of years and helped develop the unit plans. Children are becoming more able at articulating what they have learnt and are beginning to make more solid connections with units previously taught.

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 for all pupils in the year 2023-2024 was 6.7%. This was below the predicted target of 5%. The percentage of all pupils who are persistently absent was below 20%, at 18.2%. The figure among disadvantaged pupils was unfortunately 9% higher than their peers. There has been an improving trend of attendance across school from 90.5% in 2022/2023 to 92.9% in 2023/2024. This improving trend cannot be seen in early years, as the attendance data has remained static at 90% in 2022/2023 and 2023/2024.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

In the 2024 Pupil Survey, 65% of children said that they either agree or strongly agree that the school encourages them to look after their mental and emotional health. Enrichment activities have been on offer this academic year. Phunky Foods after school club ran during the Spring term, and 50% of the places were offered exclusively to disadvantaged pupils. There have also been sports clubs on offer, such as football and netball. Over 2023/2024, 13 children were profiled for THRIVE referrals. Transitional support was offered to a group of 10 Y6 children, to help ease their move into secondary school. School Council has been run successfully, with children in charge of making decisions and running fundraising events throughout the school calendar. Pupil Champions were elected and their role was beginning to forge out. More needs to be done next year to ensure Pupil Champions are working more closely with subject leaders.

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
Checking for Understanding	Teach like a Champion
White Rose Maths	White Rose Education
Drawing Club	Can I Go and Play Now?
Get Set 4 PE	Get Set 4 Education
The Thrive Approach	Thrive

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?	

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.