



Ivy Lane Pupil premium strategy statement

Review: last year's aims and outcomes

1. Planned expenditure					
Academic year		• 2019/20			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead, cost and timeline	Review impact of implementation.
A. Difference between KS1 & KS2 attainment groups (PP eligible & non) in 2019/20 to be narrowed	Use of assembly time to target PPG children specifically with subject needs arising on their cohort action plan.	<p>EEF research suggests that this is an effective way to target children who receive pupil premium funding.</p> <p>Comprehension, spelling skills and Maths has been identified by the school as a major barrier to reaching the expected standard in different year groups, so targeting these will help support these children.</p>	<ul style="list-style-type: none"> Reminder in PDM about groups, use and purpose. Ensure on all Cohort Action plans and monitor the impact of these throughout the year on pupil progress. Monitor through 'drop ins' across the school- and agree expectations and non-negotiables. Monitor consistency across the school through pupil conferencing (April). 	<p>DB</p> <p>No cost to PP budget</p> <p>To start in September and continue all year round.</p>	<p>Only one progress review was completed in 2019/20 due to COVID-19 pandemic.</p> <p>Due to the data not improving between A1 and A2, SLT will need to explore alternative ways to support DL children in 2020/21.</p>

				Class teachers £500 Intervention resources	Pre and post teaching needs to be a focus with class teacher delivering the targeted support in 2020/21
<p>A. Difference between KS1 & KS2 attainment groups (PP eligible & non) in 2019/20 to be narrowed</p> <p>B. Difference between those achieving Greater depth standard to be narrowed at KS1 & KS2.</p>	<p>Pre-teaching and post teaching of PPG children using TAs and Teacher.</p> <p>PPG focus TA to pre-teach and run interventions or release class teacher to quality first teach as required. IL</p>	<p>SENCO has identified this as an effective way to ensure children who receive pupil premium are able to access learning in the classroom more effectively.</p> <p>EEF & Warwick university research has suggested that this is an effective means of narrowing the gap.</p>	<ul style="list-style-type: none"> • Reminder in PDM about groups, use and purpose. • Look for evidence in planning of TAs being used to support varied PPG learners. • Monitor consistency across the school through pupil conferencing and data analysis. 	<p>LP and DB to lead.</p> <p>£5,000 (Year 6 PPG teaching assistant afternoons)</p> <p>Y3 PPG teaching assistant (mornings) £6554</p>	<p>There are pockets of strong pre/post teaching across the school but this isn't consistent. There are still further developments we wish to make and this will be part of the SDP 2020 21.</p>

<p>D. Increased engagement with parents of PP pupils</p>	<p>Targeted parental engagement and planned learning activities that can support their children in the classroom and at home.</p> <p>Potential support from Wiltshire adult learning service if required.</p>	<p>Evidence suggests that some families do not engage with learning at home due to a lack of confidence or skills.</p> <p>Although Wiltshire's programme can support this and improve children's chances in the classroom, the school would also like to run their own series of workshops that engage with PP parents and support the need specific to cohort.</p>	<ul style="list-style-type: none"> • Staff to share specific need for their cohort's children. • Engage with parents that might otherwise be reluctant to access school through conversations, personal invites and shared home learning projects. • Contact Wiltshire adult learning service where required for additional support and advice. • Monitor consistency across the school through parent conferencing, pupil conferencing and data analysis. • SLT and computing lead to support and monitor the effectiveness across all year groups and report to <p>Achievement for All champion to monitor attainment of children on the programme and conference parent and children to analyse the effectiveness of the support</p>	<p>DB</p> <p>No cost to budget.</p>	<p>There have been some improvements in those attending parents evenings and open classrooms by T4 however this needs to be a focus moving forward so that we can have hard data to share.</p> <p>Some PP families attended workshops such as home learning and mental health and well-being. Priority moving forward – staff need to inform DL lead who signs up so that we have hard data</p> <p>Achievement for All cycle 1 was not completed in 2019 20. This will be ongoing in 2020 21</p>
--	---	---	--	-------------------------------------	--

<p>A. Difference between KS1 & KS2 attainment groups (PP eligible & non) in 2019/20 to be narrowed</p> <p>B. Difference between those achieving exceeding standard to be narrowed at KS1 & KS2.</p> <p>C. Clear progress and higher attainment in writing</p>	<p>Implementation of Achievement for all programme across the whole school</p>	<p>Following 2 years of only small improvements in data, senior leadership has identified the need for additional training.</p> <p>The course is designed and statistically proven to improve results of PP pupils.</p> <p>Structured conversations to be completed for target cohort 1 three times a year and further training from AFA champion</p>	<p>Disadvantaged Learner Lead to attend the 2 year running program.</p> <p>All staff to be involved</p> <p>Structured conversations to be completed for target cohort 1 three times a year and further training</p> <ul style="list-style-type: none"> Data and interventions of specific groups to be monitored carefully through progress reviews. 	<p>DB</p> <p>To have started in September 2019 and to continue for next 2 years.</p>	<p>There has been further disruption and change this year at ILS.</p> <p>The Deputy Head teacher left at Christmas and new DL lead was appointed. Newly appointed DL lead is new to the role. Further support is required moving forward to 2020 21.</p> <p>COVID-19 had a negative impact on the results of our DLs.</p> <p>AFA was started in Sept 2019. The AFA Lead left at Christmas and it was handed over to KS Lead. 2020 21, there is a new lead so further support and guidance will be required moving forwards</p>
---	--	---	---	---	--

Total budgeted cost

PPG TA cost –

Y6 £5,000

Y3 - £9,679

AFA funding - £2950

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead, cost and timeline	Review impact of implementation.
A. Difference between KS1 and KS2 attainment groups (PP eligible & non) in 2019/20 to be narrowed	ILS Reading Recovery Management of school wide reading and literacy interventions	The school has an experienced Reading Recovery teacher and has collected evidence to show how it has helped pupils to accelerate their learning in reading (with the added benefit of increased performance and confidence in other subjects). Evidence suggests that <i>early intervention is the most effective</i>	Regular reports from the ILS Reading Recovery teacher (presented to governors).	HF – ILS Reading Recovery Teacher £13,673	Reading recovery never took place in 2019 20 due to staff changes.

<p>A. Difference between KS2 attainment groups (PP eligible & non) in 2018 to be narrowed</p> <p>B. Difference between KS1 attainment groups (PP eligible & non) in 2018 narrowed</p>	<p>Early Reading Partnership (ERP)</p> <p>Talking Stories</p> <p>Back on Track</p> <p>Success @ Arithmetic</p> <p>Talk Boost/Word Aware</p> <p>SALT</p> <p>Social skills</p> <p>Spelling and handwriting interventions (Lexia, Nessie)</p> <p>Clicker software for PP/ SEND</p>	<p>Pupils who are eligible for PP are prioritised for the interventions listed. All are delivered in afternoons by staff who have been specifically trained for that intervention. Evidence from previous years has shown a positive impact on the attainment and progress of pupils in the school.</p>	<p>Progress reviews enable all the interventions to be reviewed. The progress of children taking part in interventions are included in TA appraisals. SLT and SENCO monitoring of interventions takes place each term.</p>	<p>Laura Phillips (SENCO)</p> <p>ERP/Target readers</p> <p>Talking stories: £2,140</p> <p>Back on Track: £6,158</p> <p>SALT TA £6,833 –</p> <p>Spelling and reading software</p> <p>Nessie, Lexia</p> <p>Ipads SEND</p> <p>£3000</p>	<p>Only one progress review cycle was completed this academic year due to COVID – 19.</p>
---	---	---	--	--	---

<p>C. Clear progress and higher attainment in writing and SPAG for PP children</p>	<p>Ensure that writing is high profile. As part of this we will run vocabulary training across the whole school. This will be delivered by the Deputy Headteacher who will attend disadvantaged learner networks</p>	<p>EEF recommends activities that extend pupils' spoken and receptive vocabulary (approaches that explicitly aim to develop vocabulary work best when they are related to current topics in the curriculum and there are opportunities to practise using new vocabulary).</p>	<p>Share through training and PDM about groups, use and purpose.</p> <p>Look for evidence in planning of vocabulary training being used to support this in learning.</p> <p>Monitor consistency across the school through pupil conferencing and observations.</p>	<p>HF</p> <p>No cost to PP budget</p> <p>To start in September 2019 and impact by July 2020</p>	<p>Writing grids introduced in a PDM. Greater Depth guidance to gather evidence.</p> <p>Editing purple pencils were introduced</p> <p>Draft books no longer used so that there was evidence of a writing journey</p> <p>Writing moderation took place Feb 2020</p>
<p>Total budgeted cost</p>					<p>RR teacher £13,673</p> <p>Talking stories: £2,140</p> <p>Back on Track: £6,158</p> <p>SALT: £6,833</p> <p>SEND ICT : £3000</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead, cost and timeline</p>	<p>Review impact of implementation.</p>

<p>Increased attendance for PP pupils:</p> <p>Attendance Targets for 19/20:</p> <p>ALL: 97%</p> <p>PPG: 97%</p>	<p>Use of Pastoral Manger to chase children who are absent from school. Provision of breakfast club in school to ensure children arrive promptly</p> <p>Funding support to parents to pay for attendance on trips and residential.</p>	<p>Increasing amount of evidence around the effect that breakfast clubs can have on children in school. Pastoral manager contact with parents has previously helped improved children's attendance in school. Attendance has improved at Ivy Lane over several years and the school is now in a position to focus on PP pupil's attendance directly.</p>	<p>Regular analysis of attendance (specifically of PP children).</p>	<p>HL & BT</p> <p>Pastoral Manager</p> <p>£18, 428</p> <p>Breakfast Club Leader</p> <p>Sept – July 2020.</p>	<p>Attendance figures for 19/20 -</p>
<p>Meeting the social and emotional needs of eligible PP children (especially those who are also SEND)</p>	<p>Forest School (0.1 FTE)</p> <p>ELSA</p> <p>Sand Tray Therapy</p> <p>Mental Health First Aider</p>	<p>The school has used forest schools to support children for a number of years and has prioritised its use for PP children following evidence around 'nature deficit'. A significant number of children eligible for PP are also on the SEN register and so specific provision for these pupils has to be carefully thought out. A trained ELSA will enable focused interventions around social and emotional needs.</p>	<p>Forest school leader reviews</p> <p>ELSA reviews</p> <p>SENCO monitoring</p> <p>Mental Health First Aid training</p> <p>Time to Talk</p>	<p>LP, BT and ST</p> <p>Forest Schools - £8265</p> <p>ELSA - £3,773</p> <p>Time to Talk £1202</p> <p>Mental Health Training £980</p>	<p>To help ensure the impact of this we have started monitoring ELSA and Forest School through the use of SDQ questionnaires. This will continue into 2020 21</p>

				Start in Sept and continue to July 2020.	
Learning mentors to support emotional wellbeing and learning.	TAs and Teachers to be allocated children who meet the ILS Vulnerable learner criteria (PPG and SEND) and provide support.	Evidence from other schools and research suggests that this approach has a positive impact on attainment, progress and well-being.	Monitoring of pupil attainment, progress and wellbeing. Pupil conferencing.	SLT No cost to PPG budget. Start in September 2018 and run until July 2019.	Due to many staff changes this has not been as successful this year – there has been a lack of continuity and training which has been difficult.

<p>D iii) Increased engagement with parents of PP pupils</p> <p>D iv) Raise the aspirations of PP children</p>	<p>SENCO @ parent meetings</p> <p>Vulnerable Learner Group formed (SEN and PP)</p> <p>PP Mentor scheme across whole school</p>	<p>Data from previous years revealed a group of children who were particularly vulnerable as they were PP and were on the SEN register. Specific support has therefore been identified to address this need.</p>	<p>Parents' Evening monitoring</p> <p>Explore single parent group and support needed, providing funding for this where appropriate.</p> <p>Engage in projects with parents to support them with reading at home and engaging them with more learning in the classroom – including those with SEND needs. This includes invites to special events (ASD morning and Bedtime stories with Neil Griffiths).</p> <p>Admin to ensure PPG trip letters are subsidised when this happens.</p>	<p>SLT Pastoral Manager</p> <p>Additional SENCO hours to allow for increased attendance of PP / SEND children</p> <p>To run from September 2019 until July 2020.</p>	<p>There have been some improvements in those attending parents evenings and open classrooms by T4.</p> <p>Trip subsidies have been used to support PPG children attending trips – KB to explore exact amounts.</p> <p>Y6 residential never took place due to COVID-19</p>
--	--	--	---	--	--

D ii) Increased engagement of PP pupils	Reading leader to purchase a set of books for the PP children that can be read and enjoyed with a parent at home	Previous success of children appreciating having reading books at home meant that these children engaged more with reading and appropriate language. Providing these, gives some opportunity for parents to enjoy sharing a book with	Reader leader and Administration team to work together to ensure that these books are provided.	HF £1000 By April 2020	All books have been purchased and children and parent feedback has been 100% positive.
Extra curricular activities to support emotional wellbeing and learning.	Children who would not be able to access music creative or sport lessons and require this to support their self esteem and emotional well being	Recognising a pupils strengths in other curriculum areas can build self-esteem.	Child accessing wider school opportunities in school.	DB LP £1000	DL lead analysed which DL children took part in extra curricular activities. When schools can provide after school clubs again, a pupil questionnaire should be completed to see what the children want.
Total budgeted cost					Pastoral Manager: £18428 Forest Schools: £8,265 ELSA: £3773 Time to Talk: £1202 Training £980 Trip Subsidies: £1545 Residential subsidies

£1439

Books: £1000

Extra curricular
opportunities: £1000

Total: £37,632