

# Ivy Lane Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ivy Lane Primary School
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	14.9% (64 children) 1% (4 children service PP)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	December 2021 April 2022 July 2022
Statement authorised by	Helen Lammin
Pupil premium lead	Katie Burton
Governor / Trustee lead	Kara McAveety

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,465
Recovery premium funding allocation this academic year (based on October 2020 census)	£8,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£53,403
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£145,280

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make at least good progress from their starting points.
- To support our children's mental health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be deemed as having a disadvantage
- We also recognise that children who are not eligible for the Pupil Premium funding could still be disadvantaged. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
1	Parental engagement with home learning and school life.
2	Narrowing the attainment gap across Reading, Writing and Maths
3	Improve oral language and vocabulary skills
4	25% of our disadvantaged learners have SEND needs
5	Continue to develop Well Being opportunities to support social, emotional and mental health needs.
6	Attainment gap in children achieving greater depth in core areas
7	Children having limited access to experiences and wider opportunities over the last 2 years due to COVID-19.
8	Attitude to learning for some Pupil Premium children.

## 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 improve progress and attainment in reading across the school. <b>ILS KS2 data 2021 was 59%.</b>	<ul style="list-style-type: none"> <li>National average progress scores in KS2 Reading achieved</li> <li>Staff are trained in early reading and phonics.</li> <li>Children have access to high quality whole class texts.</li> <li>Reading skills are taught across all year groups.</li> <li>All PP children own their own set of books, promoting reading for pleasure</li> <li>All children have access to weekly library sessions to borrow texts from school.</li> </ul>

	<p>Children have access to high quality, fully decodable books across EYFS, KS1 and into Year 3.</p> <p>Phonics Tracker is fully implemented to monitor progress of all PP children in Early Years and KS1.</p> <p>All TAs and all Teachers have taken part in a training session so that they are efficient at delivering phonics.</p> <p>KS2 classrooms have an accessible spelling display that reflects the Letters and Sounds journey.</p>
<p>To improve progress and attainment in writing across the school.</p> <p>ILS KS2 data 2021 was 58%.</p>	<p>National average progress scores in KS2 Writing achieved</p> <p>Talk 4 Writing is embedded across the school from EYFS – Y6.</p> <p>All children are active participants in story telling through learning model texts with actions</p> <p>Children are able to include vocabulary and key sentence stems to structure their writing</p>
<p>To improve progress and attainment in maths across the school.</p> <p>ILS KS2 data 2021 was 59%.</p>	<p>National average progress scores in KS2 Maths achieved</p> <p>Consistent approach of teaching in Maths across the school is evident, coverage and progression is effective.</p>
<p>Access to Quality First Teaching</p>	<p>Quality First Teaching training to be held in Term 2 2021.</p> <p>Performance Management targets focus on quality first teaching.</p> <p>Staff take part in mentoring/coaching sessions to learn from others.</p> <p>Learning walks by SLT and subject leaders identify strengths and areas for development.</p>
<p>Ensure attendance of disadvantaged pupils is above 96%</p>	<p>Attendance off PP children is monitored by Pastoral Manager</p> <p>Letters, phone calls and face to face meetings arranged to increase attendance of school</p> <p>EWO informed where necessary.</p>

<p>Improved attitudes to learning</p>	<p>The Thrive Approach will become embedded across the school Staff are confident to deliver Thrive strategies to benefit the needs of all children.</p> <p>A wealth of interventions that support the social, emotional and mental health needs of all children are available.</p>
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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: £ [£72,005]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD for all teachers and support staff.</b> QFT Supporting Disadvantaged Learners in the classroom</p>	<p>EEF – Collaborative learning approaches <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>EEF – Feedback <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>EEF – Mastery <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>EEF – meta-cognition and self-regulation <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	2, 4, 6, 7, 8
<p><b>Appoint additional adults to work in key year groups, based on a needs analysis</b> Accelerate progress in R, W, M for PP children.</p>	<p>EEF – Feedback <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>EEF – Mastery <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>EEF – Small group tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2, 3, 4, 6, 8
<p><b>Vocabulary and language enhancements</b> To raise standards in writing through</p>	<p>EEF – Reading and comprehension strategies <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	2, 3, 4, 6, 8

<p><i>the whole school introduction of Talk for Writing through the use of high quality texts and use of sentence stems</i></p>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [£26,741]

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b>Interventions led by TAs</b> <i>(Phonics, Reading, Maths)</i></p>	<p>EEF – One to one tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>EEF – Oral language interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>EEF – Phonics <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2, 3, 4, 6, 8</p>
<p><b>Pre and post teaching opportunities led by class teacher</b> <i>Pre-teach same day to focus on specific skill.</i></p>	<p>EEF – One to one tuition <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>EEF – Feedback <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>EEF – Teaching Assistant interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>2, 3, 4, 6, 8</p>

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

Budgeted cost: £ [£46,534]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Full time Pastoral Manager</b> Parental engagement and monitoring attendance</p>	<p>EEF -Parental Engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 4, 5, 8
<p><b>Train senior mental health lead</b></p>	<p>EEF - Social and emotional learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5, 8
<p><b>SEMH interventions</b> Forest school, sand tray, Thrive, ELSA, Time to Talk, Mentor Me, Play Therapy, Resilience workshops, Music Therapy, Behaviour Support</p>	<p>EEF – Behaviour interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>EEF - Social and emotional learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	1, 2, 3, 4, 5, 6, 8
<p><b>Providing wider opportunities</b> Music/swimming/trips including residential subsidised. Invite speakers into school to raise aspirations</p>	<p>EEF – Physical activity <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	1, 5, 7
<p><b>Wrap around care</b> Breakfast, after school club, extracurricular activities</p>	<p>EEF – Physical activity <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	1, 5, 7

**Total budgeted cost: £ [£145,280]**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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?	



## 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.*