Ivy Lane Pupil premium strategy statement

This statement details our school's use of pupil premium 2023 to 2024 academic year 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	411
Proportion (%) of pupil premium eligible pupils	FSM/6 12.4% (51 children) Services 1.2% (5 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022 2022-2023 **2023-2024**
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Helen Lammin
Pupil premium lead	Ben Butterfield
Governor / Trustee lead	Chloe Surowiec-Allison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,034
Recovery premium funding allocation this academic year (based on October 2023 census)	£8,120
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	£86,154

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.
- To ensure disadvantaged learners have wider curriculum experiences and enrichment opportunities.

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.

- We aim to do this through the Curious City curriculum (foundation subjects) and our Ivy Lane 50 experiences.

Challenges

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

Challenge number	Detail of challenge
1	**To increase parental engagement with school life by attending Spring and Summer discos and the school Summer fete.** Autumn disco showed this was attended by 0% children
2	**Narrowing the attainment gap across Reading, Writing and Maths between PP and non-PP.** **EYFS 2022-23** 33% of disadvantaged cohort achieved GLoD 73% of non-disadvantaged learners who achieved GLoD **Year 1 Phonics 2022-23** 44% of disadvantaged cohort achieved expected standard in phonic screening check 84% of non-disadvantaged cohort achieved expected standard in phonic screening check **Year 2 Phonics re-sit 2022-23** 83% of disadvantaged cohort achieved expected standard in phonics screening check 93% of non-disadvantaged cohort achieved expected standard in phonics screening check **KS1 Reading 2022-23** 0% of disadvantaged cohort achieved expected standard in reading 33% of disadvantaged cohort achieved higher standard in reading 44% of non-disadvantaged cohort achieved expected standard in reading 26% of non-disadvantaged cohort achieved higher standard in reading **KS1 Writing 2022-23** 33% of disadvantaged cohort achieved expected standard in writing 0% of disadvantaged cohort achieved higher standard in writing 50% of non-disadvantaged cohort achieved expected standard in writing

	7% of non-disadvantaged cohort achieved higher standard in writing **KS1 Maths 2022-23** 17% of disadvantaged cohort achieved expected standard in maths 33% of disadvantaged cohort achieved higher standard in maths 52% of non-disadvantaged cohort achieved expected standard in maths 19% of non-disadvantaged cohort achieved higher standard in maths **KS2 Reading 2022 – 23** 67% of disadvantaged cohort achieved expected standard in reading 0% of disadvantaged cohort achieved higher standard in reading 45% of non-disadvantaged cohort achieved expected standard in reading 35% of non-disadvantaged cohort achieved higher standard in reading **KS2 Writing 2022-23** 50% of Disadvantaged cohort achieved expected standard in writing 0% of Disadvantaged cohort achieved higher standard in writing 67% of non-disadvantaged cohort achieved expected standard in writing 8% of non-disadvantaged cohort achieved higher standard in writing **KS2 Maths 2022-23** 50% of Disadvantaged cohort achieved expected standard in maths 0% of Disadvantaged cohort achieved higher standard in maths 61% of non-disadvantaged cohort achieved expected standard in maths 16% of non-disadvantaged cohort achieved higher standard in maths KS2 Core 42% of disadvantaged cohort achieved expected core 0% of disadvantaged cohort achieved higher standard core 71% of non-disadvantaged cohort achieved expected core 6% of non-disadvantaged cohort achieved higher standard core
3	**For all disadvantaged learners in school to make at least good progress from their starting points (Y1 – Y6).** **Disadvantaged learners progress 2022 – 23** **Reading** 6% below expected progress 67% expected progress 26% above expected progress **Writing** 4% below expected progress 81% expected progress 13% above expected progress **Maths** 0% below expected progress

	72% expected progress 26% above expected progress
4	**Less developed oral language skills/vocabulary gap which can also affect reading fluency / speech and language needs** **On Entry EYFS 2021-22 (PP children)** **Listening, attention and understanding** BLW 29% WTS 57% EXP 14% **Speaking** BLW 43% WTS 29% EXP 29% **On Entry EYFS 2022-23 (PP children)** **Listening, attention and understanding** BLW 67% WTS 33% EXP 0% **Speaking** BLW 33% WTS 67% EXP 0% **On Entry EYFS 2022-23 (non-PP children)** **Listening, attention and understanding** BLW 13% WTS 25% EXP 54% **Speaking** BLW 13% WTS 20% EXP 59% **On Entry EYFS 2022-23 (PP children)** **Listening, attention and understanding** BLW 33% WTS 50% EXP 17% **Speaking** BLW 33%

WTS 50%
EXP 17%

On Entry EYFS 2022-23 (non-PP children)
Listening, attention and understanding
BLW 11%
WTS 53%
EXP 36%

Speaking
BLW 13%
WTS 43%
EXP 43%

5	**45% of our disadvantaged learners have SEND needs compared to 55% non-disadvantaged (2023-2024)** Communication and interaction 34% Cognition and Learning 30% Social, Emotional and Mental Health 36% Sensory and/or physical needs 0%
6	**Mental Health concerns within our school community.** **Sept 2023 – Nov 2023** Mental Health concerns All children - 171 Pupil Premium – 42 Hurting Others concerns All children – 129 Pupil Premium – 35 Continue to develop Well Being opportunities to support social, emotional and mental health needs.
7	**High percentage of persistent absence.** 2021-22 FSM6 school attendance for academic year 91.66% Non-FSM attendance for academic year 94.26% 2022-23 FSM6 school attendance 93.4% FSM6 National attendance 92.7% Difference +0.7%

Non FSM6 school attendance (Oct 2022) 96.5% Non FSM6 National attendance (Oct 2022) 95.5% Difference +1.0% 2023-24 FSM6 school attendance (Sep - Dec 2023) 88.5% FSM6 National attendance (Nov 2023) 92.7% Difference +4.2% Non FSM6 school attendance (Sep - Dec 2023) 95.6% Non FSM6 National attendance (Nov 2023) 95.5% Difference +0.17% Reduce persistent absence and emotionally based school avoidance.	

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 increase parental engagement with school life by attending Spring and Summer discos and the school Summer fete.	Review the number of PP children that attended the Autumn disco Pupil voice around non-attenders of the Autumn disco/Summer fete 2023 FOILS link to discuss with FOILS PP children having free tickets and snack shop token Provide PP children with 'have-a-go' coupons for the Summer fete Complete a register of children who attend the school discos Pupil voice of same PP children in term 6 (if they have attended discos/Summer fete)
To diminish the difference between PP and non-PP by 10% in Key Stage One in Reading **To diminish the difference between PP and non-PP by at least 10% in Key Stage Two in Reading**	High aspirational KPIs set in Term 1 2023 Identify groups of / individual PP children that are not making expected progress and to provide targeted support. Progress meetings and data analysis used to monitor progress and identify

For all DLs to make expected progress from their starting points in Reading	areas of concern: Whole staff responsibility to accelerating progress across the school.
	Use of Pedagogical Postcards to support QFT and post teach.
	Identified CPD opportunities for staff through monitoring and appraisal process.
	Staff are trained in early reading and phonics.
	Children have access to high quality whole class texts.
	Reading skills are taught across all year groups.
	All PP children own their own set of books, promoting reading for pleasure
	All children have access to weekly library sessions to borrow texts from school.
	Children have access to high quality, fully decodable books across EYFS, KS1 and into Year 3.
	Phonics Tracker is fully implemented to monitor progress of all PP children in Early Years and KS1.
	All TAs and all Teachers take part in a training session so that they are efficient at delivering phonics.
	KS2 classrooms have an accessible spelling display that reflects the Unlocking Letters and Sounds journey.
	Bespoke interventions in Year and Year 2 for phonics catch up delivered by TAs
To diminish the difference between PP and non-PP by 10% in Key Stage One in Writing **To diminish the difference between PP and non-PP by at least 10% in Key Stage Two in Writing** **For all DLs to make expected progress from their starting points in Writing**	High aspirational KPIs set in Term 1 2023
	Identify groups of / individual PP children that are not making expected progress and have fallen behind their peers in order to catch them up through targeted support.
	Progress review meetings and data analysis used to monitor progress and identify areas of concern: Whole staff

	responsibility to accelerating progress across the school.
	Use of Pedagogical Postcards to support QFT and post teach.
	Identified CPD opportunities for staff through monitoring and appraisal process.
	Talk 4 Writing is embedded across the school from EYFS – Y6.
	All children are active participants in story telling through learning model texts with actions
	Children are able to include vocabulary and key sentence stems to structure their writing
	Writing lead being supported by TfW advisor and how to push children to achieve GDS
To diminish the difference between PP and non-PP by 10% in Key Stage One in Maths **To diminish the difference between PP and non-PP by 10% in Key Stage Two in Maths** **For all DLs to make expected progress from their starting points in Maths**	High aspirational KPIs set in Term 1 2023
	Identify groups of / individual PP children that are not making expected progress and have fallen behind their peers in order to catch them up through targeted support.
	Tracking meetings and data analysis used to monitor progress and identify areas of concern: Whole staff responsibility to accelerating progress across the school.
	Use of Pedagogical Postcards to support QFT and post teach.
	Identified CPD opportunities for staff through monitoring and appraisal process.
	Consistent approach of teaching in Maths across the school is evident, coverage and progression are effective.
Less developed oral language skills/vocabulary gap which can also affect reading fluency / speech and language needs	Assess targeted children in Reception using Wellcomm in Term 1 2023 to identify less developed oral language skills.
	Adults to model and prompt language in Early Years classes.

	Classroom environments will demonstrate a focus of language and talk
	Talk 4 Writing to continue to provide opportunities for children to learn and recite stories to support with their writing abilities.
	Children to be exposed to high quality texts.
	Guided reading sessions provide opportunities to discuss vocabulary and language across the school
	Orcacy is a PAT focus and is an ongoing agenda item for Pickwick Learning Committees and this is implemented in their subject
	Children complete wider curriculum quizzes at the end of each Enquiry
	New knowledge organisers have self-assessment based on key vocabulary for the Enquiry
45% of our disadvantaged learners have SEND needs compared to 55% non-disadvantaged (2023-2024) Communication and interaction 34% Cognition and Learning 30% Social, Emotional and Mental Health 36% Sensory and/or physical needs 0%	Staff to develop cohort action plans and amend from data analysis after each data drop
	Staff to use concern form and share with SENCO/Pastoral Manager
	Class teachers to use Wiltshire OPAL to identify strategies to support children
	Early identification to support children is key using the Assess, Plan, Do, Review cycle.
	Children to be referred to external agency professionals where appropriate.
Continue to develop Well Being opportunities to support social, emotional and mental health needs.	The Thrive Approach will become embedded across the school
	A wealth of interventions that support the social, emotional and mental health needs of all children are available.
	Zones of Regulation/emotional boards will be evident in all classrooms
	Soft start activities at the beginning of the school day will include Thrive

	based activities for identified children.
	Nurture club will have Thrive activities for children to access.
	Regular Thrive/Mental Health notices in the school newsletter and weekly briefing notes.
	Thrive assembly once every big term to be shared with children.
	Ivy Lane to take part in World Mental Health Day
	Staff will use WIN language when dealing with dysregulated children.
	Staff will complete 'Responding to Challenging Behaviours' training November 2023
	SLT will explore restorative relational policy to replace current behavioural policy
Reduce persistent absence and emotionally based school avoidance by 10%	Monthly attendance meetings with Head and Pastoral Manager.
	Low attendance tracked on Excel spreadsheet, with actions.
	PAT attendance policy in place for consistency.
	Daily phone calls to target persistent absentee families by Pastoral Manager.
	Early meetings with parents and pupils when concerns first emerge to discuss these and agree on actions in order to improve attendance.
	EWO involvement with cases
	Identify barriers to children attending.
	Thrive approach to support school avoider children.
	TA development on school emotionally based school avoidance.
	No authorised holidays unless compassionate circumstances.

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: £39,981

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers and support staff. *QFT Supporting Disadvantaged Learners in the classroom*	EEF – Collaborative learning approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches EEF – Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback EEF – Mastery https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2, 3, 4, 5
Appoint additional adults to work in key year groups, based on a needs analysis *Accelerate progress in R, W, M for PP children.*	EEF – Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback EEF – Mastery https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning EEF – Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 4, 5
Vocabulary and language enhancements	EEF – Reading and comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies EEF – Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 3, 4, 5

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

Budgeted cost: £26,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions led by TAs _(Phonics, Reading, Maths)_	EEF – One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF – Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions EEF – Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3, 4, 5
Pre and post teaching opportunities led by class teacher _Pre-teach same day to focus on specific skill._	EEF – One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF – Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback EEF – Teaching Assistant interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3, 4, 5

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

Budgeted cost: £17,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Pastoral Manager *Parental engagement and monitoring attendance*	EEF -Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 6, 7
SEMH interventions *Forest school, sand tray, Thrive, ELSA, Mentor Me, Mental Health Support Team, Behaviour Support*	EEF – Behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF - Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 5, 6, 7
Providing wider opportunities *Music/swimming/trips including residential subsidised.* *Invite speakers into school to raise aspirations*	EEF – Physical activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity EEF – Wider Strategies https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	1, 5, 6, 7
Wrap around care *Breakfast, after school club, extracurricular activities*	EEF – Physical activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity EEF – Wider Strategies https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies	1, 5, 6, 7

Total budgeted cost: £86,154

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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