Ivy Lane Pupil premium strategy statement

This statement details our school's use of pupil premium 2024 to 2025 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	413
Proportion (%) of pupil premium eligible pupils	FSM/6 10.4% (43 children) Services 0.5% (2 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
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	£73,023
Recovery premium funding allocation this academic year (based on October 2023 census)	£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	£73,023

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, lack of wider experiences 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.
- To narrow the attendance gap between disadvantaged learners and non-disadvantaged learners.
- To engage families in the wider life of Ivy Life School.

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.
- Working with families to understand emotional school-based avoidance to provide support with this.
- Explicitly discussing disadvantaged learners during progress review meetings which happen three times a year (Autumn, Spring and Summer).
- Offering financial support for trips which support learning and wider curriculum 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 and the wider community/events.**
2	**Narrowing the attainment gap across Reading, Writing and Maths between PP and non-PP (teacher assessment).** **EYFS 2023-24** 50% of disadvantaged cohort achieved GLoD 72% of non-disadvantaged learners who achieved GLoD **Year 1 Phonics 2023-24** 40% 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 2023-24** 80% of disadvantaged cohort achieved expected standard in phonics screening check

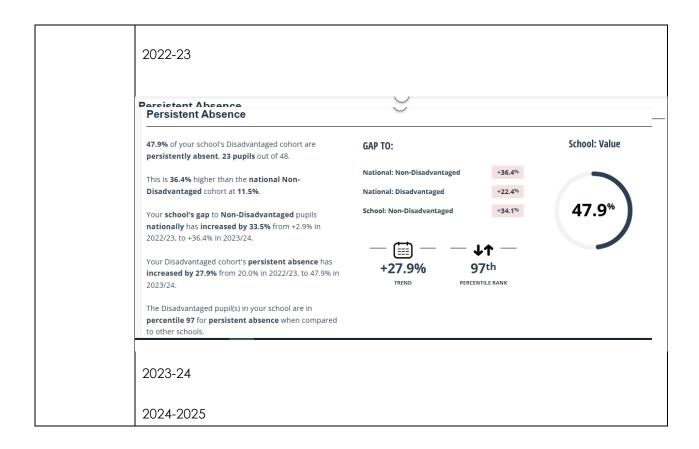|	
	86% of non-disadvantaged cohort achieved expected standard in phonics screening check **KS1 Reading 2023-24** 50% of disadvantaged cohort achieved expected standard in reading 0% of disadvantaged cohort achieved higher standard in reading 44% of non-disadvantaged cohort achieved expected standard in reading 22% of non-disadvantaged cohort achieved higher standard in reading **KS1 Writing 2023-24** 40% of disadvantaged cohort achieved expected standard in writing 0% of disadvantaged cohort achieved higher standard in writing 56% of non-disadvantaged cohort achieved expected standard in writing 2% of non-disadvantaged cohort achieved higher standard in writing **KS1 Maths 2023-24** 30% of disadvantaged cohort achieved expected standard in maths 0% of disadvantaged cohort achieved higher standard in maths 62% of non-disadvantaged cohort achieved expected standard in maths 10% of non-disadvantaged cohort achieved higher standard in maths **KS2 Reading 2023 – 24** 28% of disadvantaged cohort achieved expected standard in reading 11% of disadvantaged cohort achieved higher standard in reading 46% of non-disadvantaged cohort achieved expected standard in reading 32% of non-disadvantaged cohort achieved higher standard in reading **KS2 Writing 2023-24** 33% of Disadvantaged cohort achieved expected standard in writing 0% of Disadvantaged cohort achieved higher standard in writing 56% of non-disadvantaged cohort achieved expected standard in writing 20% of non-disadvantaged cohort achieved higher standard in writing **KS2 Maths 2023-24** 33% of Disadvantaged cohort achieved expected standard in maths 6% of Disadvantaged cohort achieved higher standard in maths 46% of non-disadvantaged cohort achieved expected standard in maths 32% of non-disadvantaged cohort achieved higher standard in maths **KS2 Core 2023-24** 0% of disadvantaged cohort achieved expected core 0% of disadvantaged cohort achieved higher standard core 71% of non-disadvantaged cohort achieved expected core 17% 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).**

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% **On Entry EYFS 2024-25 (PP children)** **Listening, attention and understanding** BLW 75% WTS 25% EXP 0% **Speaking** BLW 75% WTS 25% EXP 0% **On Entry EYFS 2024-25 (non-PP children)** **Listening, attention and understanding** BLW 7% WTS 48% EXP 44% **Speaking** BLW 7% WTS 43% EXP 50%
5	**48% of our disadvantaged learners have SEND needs compared to 52% non-disadvantaged 2024-2025 (21/43 children).** DL Primary area of need of SEND (children may have one or more area of need) Communication and interaction 23% Cognition and Learning (primary need) 9% Social, Emotional and Mental Health 16% Sensory and/or physical needs 0%

6	**Mental Health concerns within our school community.** **Sep 2023 – July 24** Mental Health concerns All children – 54 pupils Pupil Premium – 20 pupils Physical and verbal abuse concerns All children Physical – 34 pupils Verbal – 28 pupils Pupil Premium Physical – 10 pupils Verbal – 10 pupils **Sep 2024 – July 25** Mental Health concerns All children – Pupil Premium – Physical and verbal abuse concerns All children Physical – Verbal – Pupil Premium Physical – Verbal –
7	**High percentage of persistent absence.** 2021-22 **Persistent Absence** **19.6%** of your school's Disadvantaged cohort are **persistently absent**, **10 pupils** out of 51. This is **2.7%** higher than the **national Non-Disadvantaged** cohort at **16.9%**. Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **increased by 0.4%** from +2.3% in 2020/21, to +2.7% in 2021/22. Your Disadvantaged cohort's **persistent absence** has **increased by 9.4%** from 10.2% in 2020/21, to 19.6% in 2021/22. The Disadvantaged pupil(s) in your school are in **percentile 25** for **persistent absence** when compared to other schools. **GAP TO:** National: Non-Disadvantaged +2.7% National: Disadvantaged -7.8% School: Non-Disadvantaged +0.7% +9.4% TREND 25th PERCENTILE RANK **School: Value** 19.6%

	2022-23
	Persistent Absence **47.9%** of your school's Disadvantaged cohort are **persistently absent**, **23 pupils** out of 48. This is **36.4%** higher than the **national Non-Disadvantaged** cohort at **11.5%**. Your **school's gap** to **Non-Disadvantaged** pupils **nationally** has **increased by 33.5%** from +2.9% in 2022/23, to +36.4% in 2023/24. Your Disadvantaged cohort's **persistent absence** has **increased by 27.9%** from 20.0% in 2022/23, to 47.9% in 2023/24. The Disadvantaged pupil(s) in your school are in **percentile 97** for **persistent absence** when compared to other schools. **GAP TO:** School: Value National: Non-Disadvantaged +36.4% National: Disadvantaged +22.4% School: Non-Disadvantaged +34.1% **+27.9%** TREND **97th** PERCENTILE RANK **47.9%**
	2023-24
	2024-2025

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 and the wider community/events.	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	Identify groups of / individual PP children that are not making expected progress and to provide targeted support.

To diminish the difference between PP and non-PP by at least 10% in Key Stage Two in Reading **For all DLs to make expected progress from their starting points in Reading**	Progress 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. 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. 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**	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
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**	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.
	KS1 staff to be trained on new number fluency initiatives.
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 2024 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
	Children complete wider curriculum quizzes at the end of each Enquiry
	PP funding is used to fund a private SALT in Reception and Year 1.
48% of our disadvantaged learners have SEND needs compared to 52% non-disadvantaged 2024-2025 (21/43 children). DL Primary area of need of SEND (children may have one or more area of need) Communication and interaction 23% Cognition and Learning (primary need) 9% Social, Emotional and Mental Health 16% Sensory and/or physical needs 0%	Staff to develop cohort action plans and amend from data analysis after each data drop 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. Staff to identify DL and non DL children on DL action plans and planning
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 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 implement and review low level concern training received Nov '24

Reduce persistent absence and emotionally based school avoidance by 10%	Monthly attendance meetings with Head and Pastoral/Welfare Lead.
	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/Welfare Lead
	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: £42,610

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: £20,633

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: £8,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Pastoral Welfare LEad *Parental engagement and monitoring attendance*	EEF -Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 6, 7
SEMH interventions *Sand tray, Thrive, ELSA, 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: £71,599

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