

Ivybridge Primary School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	48
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021 – July 2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Caroline McKay
Pupil premium lead	Caroline McKay
Governor / Trustee lead	J. Sugden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,580
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£11,020
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£121,600

Pupil premium strategy plan

Statement of intent

At Ivybridge Primary we believe that all of our pupils, regardless of their individual circumstances, are entitled to the highest quality of education.

We ensure that the learning needs of all pupils, including those who belong to vulnerable groups, are met through consistently high-quality teaching and learning in the classroom, access to a wide range of opportunities within and beyond the curriculum and, where appropriate, intervention programmes for groups of children and individual pupils at risk of under achievement, including higher attainers.

The progress and attainment of all pupils throughout the school is carefully monitored and analysed, where challenges to pupil progress and achievement are identified we carefully research and select strategies to address these. These strategies are integral to our wider School Improvement Plan and include plans for educational recovery following the COVID-19 pandemic. (These plans are also supported through the National Tutoring Programme).

We recognise that not all pupils in receipt of free school meals are socially disadvantaged and that not all disadvantaged or vulnerable pupils are registered for free school meals. The profile of our school indicates that the majority of our pupils are disadvantaged in comparison to pupils nationally.

We therefore allocate Pupil Premium to support school improvement activities, including targeted support for groups and individuals who are identified through effective systems of assessment rather than assumptions about the impact of disadvantage. School Improvement activities and intervention programmes are selected carefully based on evidence (eg. from EEF) as to those most effective in overcoming specific challenges and barriers to pupil progress and attainment. Impact is carefully monitored, assumptions are not made on the basis of prior effectiveness.

This is a three-year plan but it is reviewed and amended annually based on current needs and evaluations.

Challenges

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

Challenge number	Detail of challenge
1 Ongoing impact of COVID-19 pandemic.	Our ongoing assessments and observations indicate that the disruption to education due to the COVID-19 pandemic is still impacting on pupils' attainment and progress particularly in mathematics. Pupils have significant gaps in learning, particularly in arithmetic. National studies have identified that disadvantaged pupils have been negatively impacted to a greater extent than their peers. Our youngest pupils have been impacted most.
2 Access to quality books.	Observations and discussions with pupils and parents suggest that many pupils do not have access to books outside of school. Few make use of the local library.
3 Phonics and Early Reading	Internal and external data shows that pupils have greater difficulty in making expected progress in early reading (including phonics) than their peers nationally, placing them at a disadvantage when accessing the wider curriculum and learning opportunities.
4 Socio-economic disadvantage	Discussions with pupils indicate that many have very limited access to extra curricula activities (music tuition, sporting activities etc) outside of school. Parents often struggle to provide support with or resources for pupils to complete homework.
5 Socio-economic disadvantage	Observations and discussions with pupils suggested they have very limited life experiences (little exposure to the environment or activities outside of the immediate area). This significantly impacts on their ability to access the curriculum, to relate to and make links between learning in school.
6 Speech and Language	Assessments (internal and external) indicate that pupils enter school attaining below expected levels for their age group. In particular oral language skills are poorly developed and there are significant gaps in vocabulary.
7 Well-being	Observations and discussions with pupils and parents highlight that a significant proportion of pupils have social and emotional difficulties which impact on behaviour and their ability to focus on learning in school.
8 Attendance	Whilst current attendance data is very positive, an ongoing, high level of monitoring and support for parents is required to ensure regular and punctual attendance of pupils at school.
9 SEND	Data shows that there are an increasing number of pupils with significant additional needs (in particular ASD) attending the school. A disproportionate number of these pupils are also disadvantaged.

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
Identified gaps in learning for pupils in all year groups, particularly in mathematics, are closed so pupils move closer towards attaining ARE.	Internal and external data and analysis of assessments indicate that pupils are attaining in line with all pupils nationally.
Improved progress and attainment in reading across the school for pupils of all abilities.	External and internal data indicates that pupils reach at least expected levels in reading for their age group, including the development of phonics. Pupils enjoy reading, they read for pleasure and are able to discuss books they have read.
Pupils access a wide range of activities and experiences which enrich their lives and support their learning in school.	All pupils access extra curricula provision in school. They are able to talk about their experiences (such as trips and visits) and relate this to their learning. Pupils have the opportunity to discover and develop their individual talents.
Pupils' behaviour in school ensures that there is little disruption to teaching and learning.	Observations and record keeping show that behavioural issues are infrequent in all areas of the school. External reports eg. Peer Challenge and OFSTED reflect positively on pupil behaviour.
Pupils attend school regularly and punctually.	Attendance and punctuality data is at least maintained, it is in line with national expectations.
Pupils with additional needs make good progress from their starting points and access a full and rich curriculum.	Progress for pupils against their individual targets or ARE expectations (as appropriate) demonstrate good progress.

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: £65,000 (contribution from PPG to total costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Membership of PiXL – provision of assessment (including analysis), targeted intervention materials, high quality targeted teaching resources and strategies. Training for staff in effective use of data to support planning and teaching. Training for RSL to ensure effective implementation throughout the school.</p>	<p>Detailed analysis of standardised tests can support the identification of gaps in learning for classes, individuals and groups enabling class teaching and intervention programmes be planned to close these specific gaps. Internal data (and SATS) from progress of Year 6 (2021/22 academic year) supports the use of this approach. This is also supported by evidence from the EEF “...investment in the use of standardised assessments” (Pupil Premium – EEF Evidence Brief)</p>	1, 3
<p>Ongoing support for the implementation of RWI to ensure consistent, highly effective teaching of phonics throughout the school. Training for staff in implementation of RWI. Identified phonics lead with dedicated time to support and monitor implementation throughout the school. Parent support sessions and purchase of online resources enabling parents to provide support in learning phonics at home.</p>	<p>DfE – The Reading Framework – Teaching the Foundations of Literacy (January 2022)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3, 4
<p>Participation in HEP – Get Hounslow Reading programme (including Contingent Talk) to develop reading for pleasure.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	3, 2, 6

<p>Identified staff in EYFS and KS2 to attend training.</p> <p>Provision of resources – high quality text for classrooms and library.</p> <p>Purchase of licence for Accelerated Reader – providing progression pathways and assessment for independent reading</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf</p>	
<p>Class budgets for subsidising trips and visits in order to increase pupils experience and knowledge of the wider environment.</p>	<p>Pupils need concrete first-hand experiences to develop vocabulary, knowledge and understanding. This provides secure foundations on which later learning can be built and concepts linked.</p>	4, 5
<p>Employment of an experienced SENCO with dedicated time to provide support and CPD for staff across the school, ensuring quality first teaching and access to the full curriculum for all pupils.</p>	<p>Special educational needs and disability code of practice: 0 to 25 years (DfE January 2015)</p>	9
<p>Employment of highly skilled, experienced class teachers to ensure consistent quality first teaching for all pupils.</p> <p>Employment of skilled teaching assistants to support whole class teaching and learning</p>	<p>“Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils” (Pupil Premium – EEF Evidence Brief)</p>	1, 9
<p>Subscription to Big Maths to provide a consistent, progressive approach to the teaching of calculation skills across the school.</p>	<p>Improving Mathematics in the Early Years and Key Stage 1 (EEF – Jan 2020) – Makes 5 recommendations, the 4th recommendation is to ensure teaching builds on what children already know. This is also the first recommendation for improving mathematics at KS2.</p>	1
<p>Participation in Maths Mastery (maths hub) to develop skills of maths lead and quality of maths teaching in all classes.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1

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

Budgeted cost: £20,000 (contribution from PPG to total costs to supplement National tutoring Grant and other funding streams)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group tutoring and Teaching Assistant Interventions across the school. R-yr2 – RWI Keep Up daily. Yr 3 – RWI Intervention Yr 4- 6 Literacy and numeracy intervention.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1 3
<p>Employment of Speech and Language therapist providing support to pupils and professional development to staff enabling on going high quality provision for pupils (not EHCP).</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	6

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

Budgeted cost: £36,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of dedicated EWO 1 day per week to monitor attendance, liaise with parents and the LA where appropriate. Subsidy for breakfast club to support punctual</p>	<p>Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities (DfE May 2022)</p>	8

attendance of identified pupils.		
Teaching Assistants trained as ELSA , supporting individual pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	7 8
Employment of part time play therapist providing support to individual pupils (8 at anyone time).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	7 8

Total budgeted cost from PPG/Recovery Premium: £121,600

Review of the previous academic year

Outcomes for disadvantaged pupils

The attainment of disadvantaged pupils (at a class level) varies throughout the school due to the impact of factors such as SEND and statistically small numbers of pupils in some classes (1 form entry). Overall data indicates that fsm pupils are attaining below their peers in school, more significantly in reading and writing than in maths. Data also indicates that fsm pupils are closing gaps in learning more slowly than their peers, with fewer making good or rapid progress from their starting points, although again there is a mixed picture across the school.

Overall outcomes at Year 6 were extremely positive, with targeted teaching and interventions (including School Led Tutoring) impacting significantly on progress of all pupils. Whilst there is a gap in attainment between fsm pupils and non-fsm pupils, data shows that fsm pupils at Ivybridge Primary School attain significantly higher than fsm pupils nationally. The following data should be treated with caution when comparing outcomes to local and national outcomes due to the impact of COVID-19. Caution should also be applied due to the statistically small number of pupils (1 pupil = 3.33%).

Year 6 SATs 2023 – outcomes for all pupils (30)

Reading	Ivybridge	Hounslow	National
Expected+	80%	73%	73%
Greater Depth	27%	30%	29%
Progress	n/a	n/a	0

GPS	Ivybridge	Hounslow	National
Expected+	90%	77%	72%
Greater Depth	53%	40%	30%

Writing	Ivybridge	Hounslow	National
Expected+	73%	73%	71%
Greater Depth	10%	20%	13%
Progress	n/a	n/a	0

Maths	Ivybridge	Hounslow	National
Expected+	87%	76%	73%
Greater Depth	40%	31%	24%
Progress	n/a	n/a	0

Combined	Ivybridge	Hounslow	National
Expected+	67%	61%	59%
Greater Depth	7%	13%	8%

Year 6 SATs 2023 – comparison of outcomes for fsm pupils, (figures in brackets are national outcomes)

	Reading % at Exp+	Writing % at Exp+	Maths % at Exp+	GPS % at Exp+	RWM % at Exp+
fsm (17 pupils)	76% (59%)	65% (58%)	83% (58%)	82% (58%)	59% (43%)
Non-fsm (13 pupils)	85% (78%)	85% (77%)	92% (78%)	100% (78%)	77% (65%)

Externally provided programmes (2022/23)

Programme	Provider
PiXL Assessments and Therapies	PiXL Club
RWI	Ruth Miskin
Accelerated Reader	Renaissance Learning
Big Maths	Andrell Education Ltd