

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data 2021- 22	Data 2022-23
School name	Ivy Bank Primary School	
Number of pupils in school	426	423
Proportion (%) of pupil premium eligible pupils	19%	19%
Academic year/years that our current pupil premium strategy plan covers	2021-2024	2021 - 2024
Date this statement was published	December 2021	December 2022
Date on which it will be reviewed	July 2022	July 2023
Statement authorised by	Sarah Gill	Sarah Gill
Pupil premium lead	Laura Hayhurst	Laura Hayhurst
Governor / Trustee lead	Pat Broadley	Pat Broadley

Funding overview

Detail	Amount 2021-22	Amount 2022-23
Pupil premium funding allocation this academic year	£90,560	£88, 640
Recovery premium funding allocation this academic year	£9,602	£6,431

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£23, 575	£7946
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	£123,737	£103, 017

Part A: Pupil premium strategy plan

Statement of intent

At Ivy Bank we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Overcoming barriers to learning is at the centre of our approach. Our intention is to equalise the life chances for our disadvantaged pupils so that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to have the skills, knowledge and confidence to be prepared for their next stage of education, including progress for those who are already high attainers.

The school operates a tiered approach to pupil premium grant spending to ensure spending is both balanced and focussed. Our aim at Ivy Bank is to use the pupil premium funding to improve outcomes for our disadvantaged children and to ensure greater equity. To prioritise spending, we use a tiered approach, to define our priorities and ensure balance:

Our Tiered Approach

At the heart of the strategy is **high quality teaching**, both in the classroom and in other areas of school life. The Educational Endowment Fund identifies 'an effective teacher in front of every class as a key ingredient to the success of pupil premium strategies.

Our aim is to:

- Provide regular CPD to all teachers and teaching assistants, to ensure that we are delivering high quality teaching to our children. This will be focused on the 'Science of Learning', including meta-cognition, self-regulation and retrieval practise.
- To ensure that research led practice is used readily to support the teaching of pupil premium children
- Continue to develop and improve our carefully sequenced and progressive curriculum, so that it continues to be broad, balanced, engaging and exciting, and develop the skills, knowledge and attributes the children will need to be a successful learner and a confident individual.
- To ensure literacy in particular reading and oral language is prioritised as we know that these skills are vital to future success in life.
- To ensure all pupils are given the opportunities to experience a rich, broad and balanced curriculum, with tailored support to enable all children to achieve and become successful.

Targeted academic support is also key. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress (The EEF Guide to the Pupil Premium—Autumn 2021)

Our aim is to:

- Have a good understanding about each individual pupil premium child's barriers to learning and carefully plan targeted interventions to overcome these.
- Offer one to one and small group tuition to children, so that they can successfully 'catch up' with their learning. Using a wider range of strategies to overcome barriers to learning.

Wider strategies will also play a key role. Fundamental to the plan is a long-term community strategy to ensure disadvantaged families; pupils and parents feel a sense of belonging within the school community.

Our aim is to:

- Remove any emotional barriers for our children, so that they can fully access the curriculum and make good rates of progress.
- Engage the pupil premium children in a wider range of activities, to develop their knowledge, understanding and skills in a variety of different areas.
- Support the children to have high aspirations for themselves, which are developed through rich and varied experiences.

Our approach is responsive to the common challenges we experience and individual needs. Our strategy is also integral to wider school plans for education recovery including targeted intervention support for pupils whose education has been worst affected, including non-pupil premium pupils.

Challenges

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

Challenge number	Detail of challenge 2021-2022	Additional Challenges 2022 - 2023
	<p>Key – Challenge has broadly remained the same and needs to continue to be worked upon Some of the challenge overcome but other challenges arisen – record in the right-hand column.</p>	

	Challenge has been broadly overcome – new challenge arisen which is recorded in right hand column.	
1	We have an increasing number of pupils with complex SEND needs. 27% of pupils at Ivy Bank have SEND needs that create significant barriers to learning.	22% of pupils at Ivy Bank have SEND needs which is above national average. 45% of pupil premium pupils have SEND needs.
2	We have an increasing number of SEND pupils with an EHCP and attend the Resource Provision or mainstream with 1:1 support. 19% of our SEND pupils have an EHCP (13% of whom are disadvantaged).	9.4% of our pupil premium pupils have an EHCP and attend Resource Provision or mainstream with 1:1 support.
3	Speech, language and communication needs have increased as a result of lost learning. 38% of pupils who are disadvantaged require SALT.	
4	Our attendance data over the last academic year (2020-2021) indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils. 18.3% of disadvantaged pupils have been 'persistently absent' compared to 7.1% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.	Gap remains at 4% during 2021-22 academic year.
5	Our observations indicate that the extent of social, emotional and mental health needs of our pupil premium children as a consequence of environmental factors including parenting, attachment issues, bereavement, poor attendance, acrimonious split. 48% of our disadvantaged pupils' families have required engagement with external agencies including social care.	
6	Our assessments and observations evidence that the education (attainment and progress) of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils (this is supported by national studies). This has resulted in significant gaps in learning (behind age-related expectations).	Attainment of our pupil premium pupils remains below attainment of non-pupil premium pupils

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 reduce barriers to learning through supporting emotional wellbeing for pupils and families.	<p>The emotional needs are removed so that progress and academic achievement can improve. Pupil voice surveys will report that pupils feel happy and safe in school.</p> <p>This will maximise the potential for all of our pupils to meet or exceed the national average expected.</p>
To ensure the attendance of pupils in receipt of pupil premium children is in line with national attendance (96%) and reduce the proportion classed as persistent absentees.	<p>To close the attendance gap between whole school and pupils in receipt of pupil premium.</p> <p>Reduce the percentage of all pupils who are persistently absent. 18.3% of pupils in receipt of pupil premium were persistent absentees during 2020-21 academic year.</p> <p>Monitoring and analysis of attendance data.</p>
To ensure pupils identified with a primary need of speech and language make at least expected progress.	<p>Increase the % of pupils with SALT making at least expected progress.</p> <p>Early identification of pupils with speech and language difficulties.</p>

<p>To improve the % of pupils in receipt of pupil premium, including those with SEND, make at least expected progress from their starting points.</p> <p>To increase the % of pupils achieving a higher standard.</p>	<p>Increase the progress for pupils in receipt of pupil premium, in line with their identified baseline.</p> <p>Monitored through DC Pro, pupil progress meetings, moderation and through consistent implementation of research and evidence-based approaches.</p>
<p>To ensure pupils identified as SEND meet targets on SEND support plans.</p>	<p>Number of pupil premium/SEND pupils making less than expected progress will be reduced</p> <p>Pupils in the Resource Provision have a full enriched curriculum with opportunities.</p>

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: £14,457

Activity Used last year but did not work and will not use this year. Some elements worked and others didn't – review in far right column. Used last year and worked well – continue to use this year. No highlight means new activity / research etc. for 2022-2023.	Evidence that supports this approach	Challenge number(s) addressed	Review or New Challenge
Developing the mental wellbeing of children through participation in My Happy Mind once a week. Regular CPD opportunities through My Happy Mind	My Happy Mind combines the latest research, science and technology to help children develop lifelong habits and learn to thrive. NHS impact report shows My Happy Mind is having an impact on decreasing reactive measures in schools EEF Social and emotional learning (+ 4 months)	1 5	
Enhancement of our English teaching and curriculum.	This approach is based on research into effective classroom practise from the EEF Guidance Reports on “Improving Literacy” for KS1 and KS2.	1 3 6	

<p>We will fund teacher release time to access CPD for English through the Multi Academy Trust</p>	<p>Bob Cox opening Doors to a Richer English Curriculum</p> <p>Reading Detectives for Y5 (summer 2022) and Y6 (spring 2022)</p> <p>Reading Detectives for Y4, Y5 and Y6 (autumn 2022)</p>		
<p>SALT training for staff (Mable)</p>	<p>Specialist therapists through Mable will train up staff they work with in school, therefore upskilling them and increasing their knowledge for pupils with a speech, language and communication need.</p>	<p>1 2 3</p>	
<p>Metacognition: 2 members of SLT to engage with the MAT Research School cluster group for metacognition and long-term learning.</p> <p>To be delivered to rest of school year 2.</p>	<p>EEF - (+7 Months) Metacognition The potential impact of metacognition and self regulation approaches is high (+7 months additional progress). The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	<p>1 2 6</p>	
<p>Whole school plan for reading including the implementation of SSP Little Wandle and parental engagement in reading.</p> <p>Phase 1 phonic training for nursery staff</p> <p>*NEW 22/23</p> <p>Implement bespoke guided reading for KS1 and KS2 to include high quality progressive texts.</p>	<p>Ofsted Review of Reading</p> <p>EEF Teaching Toolkit – Parental Engagement EEF</p> <p>Teaching Toolkit – Phonics</p> <p>EEF Toolkit – Reading Comprehension Strategies</p> <p>EEF Guidance Report Parental Engagement</p>	<p>6</p>	

<p>Monitoring and evaluating the impact of a knowledge rich sequential curriculum through effective system leadership.</p> <p>*NEW 2022/23 Fund teacher release time access CPD to develop end points</p>	<p>Evidence and reading from the revised Ofsted Inspection Framework. Ofsted Reviews of History, Geography, Music, RE, Science</p>	<p>1 6</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £88,335

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review or New challenge
<p>Speech, language and communication interventions</p>	<p>MABLE – Online intervention with Specialist Speech and Language Therapists. Cost effective and value for money. 1:1 support.</p> <p>Specialist trained onsite speech and language teaching assistant working with identified pupils with speech, language and communication needs.</p> <p>EEF - oral language interventions (+6 months).</p>	<p>1 2 3 6</p>	
<p>Early Years NELI delivery to FS2 by trained TA</p> <p>*Not continuing for 22/23</p>	<p>The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which improves children’s language and early literacy skills. The programme involves short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust</p>	<p>3</p>	<p>2/3 PP pupils achieved GLD at the end of EYFS 2021/22.</p> <p>80.7% of cohort achieved GLD at</p>

	evaluations found NELI children made on average 3 months of additional progress in language.		the end of EYFS 2021/22
Neurofeedback brain training (Optiminds Brain Training)	<p>Evidence research shows that it improves learning to self-control brain activity with the aim of improving brain function and processes. Support for attachment and autism. Improved mental performance, reduced stress and increased ability to focus.</p> <p>EEF guidance report on improving behaviour in schools</p> <p>Special educational needs in mainstream schools (EEF)</p>	1 2 5	Partially completed due to maternity leave. Continue into 21/22 academic year with increased number of identified children.
Online IDL literacy and numeracy programme	Prior in school data evidences impact. Data monitored half termly.	1 2 6	
<p>Effective deployment of teaching assistants to support key children and year groups.</p> <p>3 classes have shared TA support (no EHCP)</p> <p>2 x Teaching assistants working in the Resource Base to support pupils in meeting targets in SEND support plans</p>	<p>EEF - Teaching Assistant intervention + 4 months</p> <p>EEF - Social and emotional learning + 4 months</p>	1 2 3 5 6	

<p>including transition to access mainstream learning</p> <p>1 x MHFA trained teaching assistant supporting vulnerable pupils with social and emotional learning/behaviour interventions</p> <p>MHFA trained teacher supporting individuals 1 hr a week</p>			
<p>Group tuition for Year 6 pupils (max of 3 per group) in English or maths addressing gaps in learning</p> <p>£tutoring funded – see census</p> <p>*New 22/23</p> <p>Group and 1:1 tuition for targeted pupils across KS1 and KS2 – identified in pupil progress meetings.</p>	<p>DFE School-led Tutoring Guidance – National Tutoring Programme Sept 2021</p>	<p>6</p>	
<p>Outdoor learning experiences weekly for children in Resource Provision</p>	<p>Identified cross-over with EHCP Resource Provision and PP children, whose families are unable to take them out and about due to their complex needs and anxiety. Forest school offers them outdoor experiences supporting wellbeing and fitness.</p>	<p>2</p>	

Nest in the woods			
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,300

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review or New challenge
Pupils and teachers attend three meetings discussing progress, attendance, attainment, involvement and wellbeing.	Accelerated progress is made when pupils discuss their learning achievements, their future needs and next steps in development.	4	
SMSC and wider opportunities (trips/visits/music lessons)	Previous pupil voice evidences impact. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF Arts Participation + 3 months	1 2 4 5	
Homework after school club	Provide after school sessions to support students in completing homework and access online learning games.	4 6	
Anna Freud wellbeing measurement toolkit to	EEF – social and emotional learning + 4 months. Gathering data from children and young people enables staff to understand their needs, identify	4 5	

measure and monitor pupil wellbeing	interventions, allocate resources and measure how responses change over time.		
SENCO: Evaluate effectiveness of SEND provision and intervention for disadvantage Increase parental engagement Streamline paperwork to be effective using Ed Tech training	Effective processes and procedures for SEND paperwork following Cheshire East Toolkit and the SEN Code DfE Managing Teacher Workload March 2019	1 2	

Total budgeted cost: £114,092

Part B Review of outcomes 2021-2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Internal assessments during 2021/22 suggested that attainment has improved for pupils eligible for Pupil Premium in comparison to the previous academic year. However, attainment of our pupil premium pupils at Ivy Bank remains below the attainment of our non-pupil premium pupils and this remains an important part of our Pupil Premium Strategy and School Improvement Plan. We identified that in 2021/22 academic year, 47% of our Pupil Premium pupils were SEND learners therefore overcoming barriers to learning was an integral part of our strategy.

See breakdown of attainment data for end of 21/22 academic year between all pupils, pupil premium pupils and pupil premium pupils without SEND.

Year Group	Reading % ARE or Above			Writing % ARE or Above			Maths % ARE or Above		
	All Pupils	PP	PP without SEND	All Pupils	PP	PP without SEND	All Pupils	PP	PP without SEND
Year 1	71%	55%	100%	70%	64%	100%	70%	55%	100%
Year 2	69%	50%	100%	65%	60%	100%	75%	50%	80%
Year 3	74%	17%	0%	68%	17%	0%	73%	50%	100%
Year 4	76%	40%	60%	73%	40%	80%	64%	20%	40%
Year 5	70%	40%	40%	63%	40%	40%	63%	40%	60%
Year 6	79%	39%	100%	68%	46%	100%	66%	31%	83%

Teaching Strategies

All staff across the school (EYFS, KS1 and KS2) received training on Little Wandle Letters and Sounds. This new Systematic Synthetic Phonics programme was implemented in Autumn 2021. New Big Cat Collins fully decodable reading books and associated resources were purchased to ensure phonics was applied in reading at school and at home. Additional targeted interventions were directed towards children falling below expected levels in phonics. The impact of this is evident through a high percentage of pupils passing the year 1 phonics screening check. 88.5% of pupils achieved ELG at the end of EYFS for reading and 90% of pupils achieved ELG at the end of EYFS for writing. 100% of pupil premium pupils achieved ELG in reading and writing.

Throughout the year teachers received CPD for English through the multi academy trust including moderation across the trust, Bob Cox training and Primary Literacy Course online modules. Deep dive in writing in Autumn 1 and writing observations in Summer 2 supported by AET trust team to support subject leadership and teaching.

Two members of SLT engaged with the MAT Research School cluster group for metacognition and long-term learning. Implementation to begin in Autumn 2022/23 academic year.

Targeted Support

We continued to fund to a SALT teaching assistant for identified children with SALT needs. The impact of this support has been more children receiving targeted interventions and some of the children have now been discharged with age-appropriate skills or long-term strategies for support within the classroom.

Effective deployment of staff to support key children and year groups. Additional Teaching Assistants supported key children across upper key stage 2 and in our Resource Provision to target specific children in small groups as well as supporting SEND

learners with strategies to overcome barriers to learning and ensure they are achieving their targets set out on their SEND plans. These year groups had a high number of pupil premium pupils and pupil premium pupils with SEND.

Small group tutoring in year 6 with identified children in maths and English addressing gaps in learning. All pupil premium pupils in year 6 met their end of year target for reading, writing and maths. 25% of Pupil Premium pupils exceeded their target in reading. 18% pupil premium pupils exceeded their target in writing and 18% of pupil premium pupils exceeded their target in maths.

A whole-school approach to mental health and wellbeing through weekly My Happy Mind lessons. In addition to this mental health and well-being interventions were delivered throughout the year with mental health first aid trained staff delivering well-being sessions and offering pastoral support. Children were identified on a termly basis from CPOMS, pupil progress meetings and SENDCo observations within the classroom and on the playground. The SEMH provision continues to provide support for identified children, enabling children to access more time within their classes and prevents escalation of behaviours that impinge on academic progress.

Neurofeedback brain training – partially completed due to maternity leave. Further pupils identified for 22/23 academic year.

NELI had an impactful result on children's outcomes against ELG. Impact seen through improvement in the number of children in Reception achieving ELG (82.7%) at the end of Reception.

Wider Approaches

High engagement in extracurricular, outdoor learning experiences and revision clubs from our pupils eligible Pupil Premium has been demonstrated. Some residential and school trips were reinstated as part of the wider curriculum offer and have impacted positively on children's learning and engagement.

Termly meeting with teachers to discuss learning had a positive impact to help overcome barriers to learning, develop relationships between the pupil and teacher and allow pupils chance to discuss their learning and next steps. Pupils used the Leuven scale to track their level of well-being and involvement over the year. 47% of pupil premium pupils improved their well-being and/or involvement score and/or maintained a high score over the year.

Part B Review of outcomes 2020-2021

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our assessments are based on a combination of test data, diagnostics assessments and tracking through our online tracking tool. We have a high level of Pupil Premium with SEND, particularly in year 2 and year 5.

During school closures children learnt at home remotely for a significant amount of the Spring Term. In all year groups this has significantly impacted the children's progress in all areas. Prolonged barriers to accessing school in Nursery and Reception significantly impacted their communication, early reading and writing skills.

Progress in Reception was significantly affected by repeated school/class closures and the challenges of providing remote learning to younger children. Missed opportunities to be taught and apply phase 3 phonics to writing means this is a key focus for the pupils in Year 1. Speaking and listening support was targeted through the NELI programme and focused on oracy teaching which will continue in Year 1.

The provision of technology for a significant group of disadvantaged children has had some impact on their learning. Pupils were able to have access to a laptop from the government allocation. They were able to access the online learning offer during school closure in January 21 onwards, meaning all children had potential access to live teaching all day, however limited internet access for some families hindered this. Paper packs were provided for pupils if required.

Staff worked hard to ensure that children remained visible and ensure quality first teaching for all. Live lessons were delivered daily and work set through Google Classroom and Cherry Tree Garden for our EHCP pupils. This also supported parental engagement as it allowed parents to gain a better understanding of the teaching and learning pedagogy that takes place at the school, helping them to better support their children.

Speech and language remained a primary need as SALT interventions continued through the academic year as well as online during school closures.

Mental health and well-being intervention continued throughout the year and were further enhanced through staff completing mental health first aid training. 1:1 well-being sessions were delivered remotely during school closures.

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
Read to Write Steps to Read	Literacy Counts
Online Literacy Support	Nessy
Online Literacy and Maths Support	IDL

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?	2/8 service PP pupils have an EHCP and are supported in our resource provision. Funding was spent if a need was identified.

	Children received pastoral support through dog therapy, horse riding, music lessons and well-being interventions.
What was the impact of that spending on service pupil premium eligible pupils?	Children who received support with their wellbeing shared improved confidence and reduced worries when receiving this support – as noted through pupil voice captured in their pupil teacher meetings.

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.