

Pupil Premium Strategy Statement: Ivingswood Academy

1. Summary information					
Academic Year	2019/20	Total estimated PP budget	£ 87,120	Date of most recent PP Review	October 2019
Total number of pupils	163 + 22 Nursery = Total 185	Number of pupils eligible for PP	63 (@ 1-10-19)	Date for next internal review of this strategy	Jan 2020 Apr 2020 Jun 2020

2. Attainment 2019			
	<i>Pupils eligible for PP (your school)</i>	<i>Non-PP pupils national average (EYFS = ALL pupils NA)</i>	<i>Difference</i>
% children achieving a GLD in EYFS	33%	72%	-39%
% children achieving phonics screening check in Year 1	43%	82%	-39%
% achieving ARE in reading Year 2	75%	79%	-4%
% achieving ARE in writing Year 2	67%	74%	-7%
% achieving ARE in mathematics Year 2	75%	80%	-5%
% achieving ARE in reading Year 6	22%	75%	-40%
% achieving ARE in writing Year 6	33%	78%	-45%
% achieving ARE in mathematics Year 6	22%	76%	-54%
% achieving ARE in all 3 subjects	39%	64%	-25%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	Many pupils disadvantaged pupils begin school with low starting points; with skills and development below that expected for their age. Poor language and social skills are common for many children, including those eligible for the Pupil Premium.
B	Levels of attainment are below national average for all statutory measures overall, plus disadvantaged pupils tend to achieve less highly than their peers. Internal data also shows under-performance of disadvantaged pupils. This is a result of teaching over time not being sufficiently effective.
C	Many pupils who are eligible for Pupil Premium also experience other barriers to learning such as special educational needs, social/emotional difficulties or have English as an additional language. Poor resilience and self-regulation skills impact on some pupils' ability to work collaboratively and accept a degree of challenge.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D	Attendance overall is below national average and is a particular concern for disadvantaged pupils. This has a negative impact on progress and attainment. There is a lack of parental understanding of the impact of term-time holidays.
E	Some parents do not engage well with the school and may find it difficult to interact and be involved. Many disadvantaged pupils have less parental support for learning than their peers.

4. Desired outcomes – Teaching

Barriers+ Objective + Rationale	Actions	Success criteria
<p>Barriers: A, B</p> <p>Objective: To deliver high quality teaching across the school.</p> <p>Rationale: External PP Review Nov 2018: “The spending of the PPG needs to focus on developing quality first teaching...in order to close the attainment gap for pupil premium children.”</p>  <p>Sutton Trust: “The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.”</p>	<ul style="list-style-type: none"> • Institute a programme of CPD for all classroom staff to ensure effective implementation and delivery of the curriculum (whole staff training plus tailored, individualised support as needed). Utilise staff meeting and Inset time, plus regular training sessions for classroom support staff. • Ensure that CPD covers the revised school curriculum, so that all classroom staff are able to implement this effectively. • Leaders to undertake a comprehensive, regular monitoring programme. This will be aligned to CPD and focused on pupil books, to ensure planning, teaching and feedback are supporting progress. Provide individual feedback and identify and deliver actions in response to monitoring findings. • Leaders to enable joint-working between staff to develop areas for improvement, including the sharing of good and outstanding practice. • The new phonics scheme is rigorously applied and taught. CPD is offered for all staff (including support staff) is provided annually to ensure that this aspect of learning is taught effectively and consistently. • Basic skills of spelling, reading and writing are a focus for feedback across the curriculum • A reading strategy is developed which focuses on adults reading high quality texts to pupils daily and all pupils reading daily with an adult. • CPD will include the development of vocabulary in the humanities and across the curriculum 	<ul style="list-style-type: none"> • The quality of education is at least Good, as judged by Ofsted. • External monitoring confirms that actions taken to develop the quality of teaching are appropriate and result in rapid improvements being made. • Lesson observations, drop-ins and work scrutiny evidence consistently good teaching across the school, some with outstanding aspects, which engenders at least expected progress for those on track, and rapid progress for those who lag behind. • All pupils make at least expected progress in Reading, Writing and Mathematics. A significant proportion of pupils, but especially those receiving the PP grant, make accelerated progress. Outcomes and predictions for PP pupils to be included on MAT Dashboard, for Governors and Trustees. • Statutory outcomes increase and are at, or close to, national average in 2020. Achievement gaps between PP pupils and their peers are diminished. • There is evidence of a culture of sharing good practice.

<p>Barriers: A, B, E</p> <p>Objective: To embed high-quality phonics provision.</p> <p>Rationale:</p>  <p>EEF Toolkit Impact: Phonics +4 months</p>	<ul style="list-style-type: none"> • Implement the Read Write Inc Phonics programme, with a RWI lead teacher in place and all relevant staff fully trained. • RWI lead teacher, plus SLT, to regularly monitor quality of phonics delivery. Provide follow-up feedback and training, to ensure that the programme is delivered effectively by all staff concerned. • Use regular phonics assessments to ensure correct groupings for RWI and promote rapid progress. • Use assessment to identify potential under-achievement, putting effective, high quality interventions in place where needed. When analysing assessments, consider the progress of disadvantaged pupils specifically and interventions required for these pupils. Ensure all interventions are monitored for impact. • Provide a parents' information session on phonics and RWI, with resources to help them support this at home (e.g. web links to correct pronunciation). Target parents of PP pupils to encourage them to attend this, and follow-up as required. • Work with staff to ensure that all classroom staff, including those in the higher year groups, have sufficient knowledge of phonics and of the RWI approach so that they can effectively support phonics application and development in other lessons. 	<ul style="list-style-type: none"> • The quality of education is at least Good, as judged by Ofsted. • External monitoring confirms that actions taken to develop the quality of phonics teaching are appropriate and result in rapid improvements being made. • High quality phonics teaching occurs from Nursery to Year 2 and beyond for all pupils who require it, as evidenced by leaders' monitoring. • All classroom staff understand the RWI approach and can work with children to enable them to apply their phonetic knowledge to writing across the curriculum, developing this knowledge as needed. • RWI assessments show that pupils make good progress through the programme. • Book scrutiny shows that phonics skills are used to improve writing across the curriculum. • Year 1 and Year 2 phonics screening results are at least in line with national average. • Phonics screening outcomes show that the attainment of PPG pupils has improved from 2019 and differences between PPG and non-PPG pupils have diminished.
<p>Barriers: A, B, C</p> <p>Objective: To develop language and vocabulary skills across the school.</p> <p>Rationale:</p>  <p>EEF Toolkit Impact: Oral Language Interventions +5 months</p>	<ul style="list-style-type: none"> • SLT to work with staff to develop a whole-school approach to pupil participation and engagement where pupils have the opportunity to listen to each other, practise their skills and refine their ideas in lessons. Ensure that all classroom staff have specific strategies to enable this, e.g. Kagan structures. • Use the EEF publications on Improving Literacy (in KS1 & KS2) to discuss, identify and establish specific approaches to develop pupils' speaking and listening skills and wider understanding of language. Ensure that vocabulary and language is explicitly taught across the curriculum, e.g. through providing sentence stems and using scaffolding approaches. • Leaders to conduct learning walks regarding the development of speaking and listening skills within the classroom, including diagnostic learning walks focussed on the experiences and learning of disadvantaged pupils. Provide individual feedback and identify and deliver actions in response to monitoring findings. 	<ul style="list-style-type: none"> • The quality of education is at least Good, as judged by Ofsted. • External monitoring confirms that actions taken to develop the quality of teaching are appropriate and result in rapid improvements being made. • Leaders' monitoring shows that classroom staff explicitly and effectively develop pupils' speaking and listening skills, and there is an embedded whole-school approach to pupil participation and engagement. • All pupils make at least expected progress in Reading, Writing and Mathematics. A significant proportion of pupils, but especially those receiving the PP grant, make accelerated progress.

<p>Barriers: A, B, E</p> <p>Objective: To ensure that provision in EYFS is effective, addressing low starting points and meets the needs of all pupils.</p> <p>Rationale:</p>  <p>EEF Toolkit Impact: Early Years Interventions +5 months . EYFS Communication and Language Approaches: +6 months.</p>	<ul style="list-style-type: none"> • Employ an EYFS consultant leader (fixed term) to develop practice and raise standards, working with SLT to agree priorities for improvement, establish an action plan for rapid improvement and develop curriculum planning. • Leaders to work with EYFS staff to ensure that the action plan is delivered and regularly evaluated, with associated staff training and development. Utilise Local Authority support to facilitate this. • All EYFS staff to have input on developing the quality of interactions with pupils, and leaders’ monitoring to focus on this. Ensure that all EYFS staff know who the PP children are, and that they specifically engage and interact with these pupils regularly. • Leaders to work with EYFS staff to develop specific approaches to develop pupils’ speaking and listening skills and wider understanding of language. Participate in the Nuffield Early Language Intervention project (run by Oxford University) to provide high quality language intervention resources and develop approaches. All Reception children to be screened for language and speech levels by the end of the first term to ensure appropriate interventions can be used. • Provide a parents’ information session on language (stories, rhymes, early reading etc.), with resources to help them support this at home. Target parents of PP pupils to encourage them to attend this, and follow-up as required. 	<ul style="list-style-type: none"> • The quality of Early Years education is at least good, as judged by Ofsted. • External monitoring confirms that actions taken to develop the quality of EYFS provision are appropriate and result in rapid improvements being made • All EYFS staff are effective practitioners, as evidenced by monitoring and outcomes. • There is an increase in the proportion of all pupils, and of PPG pupils specifically, reaching a Good Level of Development • There is an increase in the proportion of all pupils, and of PPG pupils specifically, reaching Expected levels of development in Communication, Language and Literacy at the end of Foundation Stage; at least in line with national average in 2020.
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4. Desired outcomes – Targeted Academic Support

Barriers+ Objective + Rationale	Actions	Success criteria
<p>Barriers: A, C, E</p> <p>Objective: To swiftly identify additional needs, such as SEN and EAL, for pupils joining IA in EYFS.</p> <p>Rationale: Early identification of need ensures that barriers to learning can be swiftly addressed,</p>	<ul style="list-style-type: none"> • Home visits to be carried out for all PP pupils joining EYFS, if possible, to identify needs or issues from parental information as well as establish positive parent-school relationships. Where home visits are not possible, use in-school meetings or telephone conversations. • Increase liaison with nursery/pre-school providers who feed to Ivingwood, ensuring that there is effective transfer of information. • Complete required actions in response to information received, e.g. assessments carried out and support plans written/referrals 	<ul style="list-style-type: none"> • Children with additional needs identified early, and appropriate provision put in place. • Parental engagement increases, as evidenced by attendance at events such as consultation evenings. • There is an increase in the proportion of all pupils, and of PPG pupils specifically, reaching a Good Level of Development

<p>maximising pupils' chances of academic success.</p>	<p>to external agencies.</p>	
<p>Barriers: A, B, C</p> <p>Objective: To ensure all staff are aware of the barriers to learning for individual children and can address these effectively.</p> <p>Rationale: External PP Review Nov 2018: "Building on the pupil progress meetings where the PP children are specifically identified and discussed...teachers should identify the specific learning needs and gaps. These should then be broken down into next steps with SMART success criteria".</p>  <p>EEF Toolkit Impact: One to one tuition + 5 months. Small group tuition + 4 months.</p>	<ul style="list-style-type: none"> • Training for teachers and classroom support staff on the rationale of Pupil Premium funding, sharing the school vision of the importance of meeting the needs of disadvantaged groups. • Work with teaching staff to identify and document individual PP pupil needs and how these can be addressed (next steps with SMART success criteria). Align this approach with half-termly pupil progress meetings, ensuring that impact is reviewed and evaluated. • Implement interventions in response to need, including utilising assembly time for teachers and LSAs to work with PPG pupils in groups to pre-teach or extend learning. • Inclusion Manager to maintain an overview of all interventions, ensuring that impact is regularly evaluated, and actions adjusted in response to evaluation. • Provide training for LSAs in how to support PP pupils individually and in groups. Leaders to monitor the effectiveness of the delivery of interventions, providing feedback and follow-up CPD as required. • Additional support funded in year 6 to target PPG pupils who need additional support to close the gap. 	<ul style="list-style-type: none"> • All pupils make at least expected progress in Reading, Writing and Mathematics. A significant proportion of pupils, but especially those receiving the PP grant, make accelerated progress • Most PP children reach their end of year targets. • Extra provision is in place matched to individual need and evaluation of this demonstrates a positive impact for pupils. • Statutory outcomes increase and are at, or close to, national average in 2020. Achievement gaps between PP pupils and their peers are diminished. • LSAs are confident and skilled in identifying and supporting PP pupils.

4. Desired outcomes – Wider Strategies

Barriers+ Objective + Rationale	Actions	Success criteria
<p>Barriers: A, B, D</p> <p>Objective: To rapidly and significantly improve attendance and punctuality overall, and for PPG pupils in particular.</p>	<ul style="list-style-type: none"> • Use a range of approaches, including newsletters, SMS, school displays and rewards, to promote the importance of good attendance with both pupils and parents. • Ensure clear policy information is given to parents regarding attendance procedures- warnings, monitoring and rewards. Include this in initial information for the parents of all pupils joining the school. 	<ul style="list-style-type: none"> • Overall attendance and punctuality data shows improvement on 2018-19 and is at national average. • The attendance and punctuality of PP pupils improves on the previous year, and gaps between PP and non-PP pupils diminish. • The number of pupils who are persistently absent falls-

<p>Rationale: Pupils with low attendance miss valuable learning time and will fall behind, or further behind, academically.</p>  <p>Department for Education</p> <p>DfE 2015: For pupils at the end of KS2, as the level of overall absence increases the proportion of pupils achieving expected levels of attainment decreases.</p>	<ul style="list-style-type: none"> • Regularly and systematically ensure that attendance is monitored and all absence which falls below expectation is notified and followed up. Pursue early intervention through advisory letters, home visits and parent meetings with senior leaders. Use Parent Contract Meetings for identified pupils, prioritising PP pupils where needed, working with parents to identify and address the root causes of low attendance. Signpost to support services as appropriate. • Utilise the support of the LA education welfare officer to challenge and fine persistent non-attendance when required. • Analyse attendance data at least termly, including for PP pupils, sharing this with Governors. 	<p>overall and for PP pupils.</p> <ul style="list-style-type: none"> • Parents understand the school's systems for attendance and punctuality, as confirmed by the parents' survey. • Pupils show awareness of the importance of good attendance, as confirmed by pupil voice activities.
<p>Barriers: A, B, D</p> <p>Objective: To ensure that all disadvantaged pupils have free access to before school provision that includes breakfast, plus after school clubs.</p> <p>Rationale: Research carried out by the School's Food Trust found that average KS2 results were higher by 0.72 points in the year after the introduction of a breakfast club in 13 primary schools in deprived areas of London, compared with a less significant 0.27 point increase in nine control schools. Their findings also support the evidence that such</p>	<ul style="list-style-type: none"> • Provide Breakfast Club free to all PP pupils. Monitor the take-up of the club (i.e. which PP pupils attend) and actively promote participation with those families who may benefit from using the provision. • Work with staff and volunteers to ensure that Breakfast Club is a calm and positive start to the day, with appropriate activities for pupils. • Identify, monitor and evaluate the number of disadvantaged children making use of after-school clubs. Target those PP pupils who do not attend and encourage participation, liaising with parents. 	<ul style="list-style-type: none"> • Overall attendance and punctuality data shows improvement on 2018-19 and is at national average. • The attendance and punctuality of PP pupils improves on the previous year, and gaps between PP and non-PP pupils diminish. • The number of pupils who are persistently absent falls overall and for PP pupils. • The proportion of disadvantaged pupils attending Breakfast Club and after-school clubs increases. • Vulnerable pupils benefit from Breakfast Club and are better placed to start the school day.

<p>clubs improve academic performance and punctuality at school (Stevens, L et al, 2008).</p>		
<p>Barriers: E</p> <p>Objective: To increase parental engagement, especially for parents of PP pupils.</p> <p>Rationale:</p>  <p>EEF Toolkit Impact: Parental Engagement +3 months.</p>	<ul style="list-style-type: none"> • Provide workshops and information sessions for parents on key areas of the curriculum at least termly, presenting these as fun and non-threatening in order to maximise attendance. Target parents of PP pupils to encourage them to attend. • SLT to work with class teachers to monitor the engagement of parents of disadvantaged children regarding communication from school and at school events such as workshops, consultation evenings etc. Ensure that attendance lists are kept and evaluate these. • Identify possible reasons for non-attendance, implementing solutions where possible. • Ensure that non-attendance at consultation evenings is followed up for all disadvantaged pupils, e.g. through a phone call with the class teacher. 	<ul style="list-style-type: none"> • Parental engagement increases, as evidenced by attendance at events such as consultation evenings. • The parental survey shows that parents value the communication from the school and the opportunities for involvement.

Proposed expenditure

TAs inc on-costs (difference between employed hours and those funded by school SEN budget or additional SEN income)	£45,000
Inclusion Manager- proportion of salary, inc oncosts	£25,000
Percentage of breakfast club costs	£750
Professional referrals	£1,500
School Improvement Advice and support	£2,750.00
Proportion of Cost of employing Attendance officer	£5,000
EYFS consultant leader	£5,000
CPD- whole staff maths, English and PSHCE	£2,500.00
TOTAL	£87,500