

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Ivingswood Academy
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	82 (54%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Julie-Ann Swaysland
Pupil premium lead	Claire Flynn
Governor / Trustee lead	Sue Walton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 78,010
Recovery premium funding allocation this academic year	£ 2573.75 x 4 (10,295)
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	£ 88,305

Part A: Pupil premium strategy plan



Statement of intent

At Ivingswood Academy, our intention is that all pupils, no matter their background or barriers they may face, make good progress and achieve well throughout the school. We focus our strategy to support pupils to achieve and exceed national figures. Through our Inclusion Team, we offer pastoral support to our families and pupils to identify any potential barriers in a timely way. We understand our pupils, we do not make assumptions, we know they may have more than one additional need (such as EAL or SEN) and we acknowledge that not all those in receipt of additional funding are low attainers and we ensure there is challenge for all.

High quality teaching is a focus for our learners with areas of support to disadvantaged pupils when required.

We will enable our pupils to receive a range of enrichment experiences both in and out of school, which will enhance their cultural capital and ultimately their academic achievement, self-confidence and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Many 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.
2	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.
3	Many pupils who are eligible for Pupil Premium also experience other barriers to learning such as special educational needs, social/emotional difficulties, limited cultural capital and life experiences, 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.
4	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.
5	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.

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 ensure that Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers.	Internal (and external where appropriate) data shows non gap in writing, reading and maths outcomes in 2021-2022.
PP attendance increases	Attendance of PP increases – monitored by our Attendance Officer and Inclusion Team
To increase parental engagement across the school	Attendance at school meetings, parents' evenings, open days will increase. Parents and families will engage further with additional learning opportunities. Parental surveys will show a greater support for the work done in school.
Pupils to access a range of enrichment experiences both in and out of school.	Pupil survey shows enjoyment of school and improved attitudes to learning. Pupils are able to discuss their learning and how they shared the experience.


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


Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching and learning	<p>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 high-quality teaching are  effects of 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>	1, 2, 3
To embed high-quality phonics provision	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF research phonics</p>	1, 2, 5
To develop language and vocabulary skills across the school	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.</p> <p>EEF research oral language approaches</p>	1, 2, 3
To ensure the provision in EYFS is effective, addressing low starting points and meets the needs of all the pupils	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>EYFS Communication and Language</p>	1, 2, 5

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





Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To swiftly identify additional needs, such as SEN and EAL, for pupils joining IA in EYFS	Early identification of need ensures that barriers to learning can be swiftly addressed, maximising pupils' chances of academic success.	1, 3, 5
To ensure all staff are aware of the barriers to learning for individual children and can address these effectively in whole class teaching and through targeted support.	<p>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>	1, 2, 3

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



Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To rapidly and significantly improve attendance and punctuality overall, and for PPG pupils in particular.</p>	<p>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>	<p>1, 2, 4</p>
<p>To ensure that all disadvantaged pupils have free access to before school provision that includes breakfast, plus after school clubs.</p>	<p>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 0.27point increase in nine control schools. Their findings also support the evidence that such clubs improve academic performance and punctuality at school (Stevens, L et al, 2008).</p>	<p>1, 2, 4</p>
<p>To increase parental engagement, especially for parents of PP pupils.</p>	 <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>EEF Parental Engagement</p>	<p>5</p>

Total budgeted cost: £88,305



Pupil premium strategy outcomes

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

Internal data shows that RWI Phonics is having an impact on learners including those in receipt of PP funding.

Ivingswood Academy's COVID response included: all PP pupils offered a school place, all PP home-learners offered technical support (laptops and data), help to claim FSM vouchers, weekly phone calls home with class teachers, SLT monitoring the phone call logs, weekly class TEAMS calls/assemblies, breakfast club food delivered out to those in need, class teachers delivering teaching videos (monitored by SLT) using known strategies (such as White Rose), whole class texts shared so that every child had a book to share-read.

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
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.