



# 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
School name	Ivydale Primary School
Number of pupils in school	455 (Oct '25 Census)
Proportion (%) of pupil premium eligible pupils	21% (Oct '25 Census)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	9 October 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Standards Committee
Pupil premium lead	Judith Lambert
Governor / Trustee lead	Tom Tabori

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£122,315

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Our pupil premium funding is used to benefit all pupil premium children and supports the more able pupils as well as those who are underachieving, by enhancing core provision as well as extending and deepening opportunities for learning beyond the core provision on offer. High quality teaching is central to our approach, with a focus on areas in which disadvantaged pupils require the most support.

We are mindful that we may have pupils who are equally disadvantaged (as a result of family situations or challenging circumstances) who may not meet the criteria for pupil premium funding but are just as deserving of support. Therefore, we ensure that our support mechanisms and strategies can, where required, benefit whole cohorts of pupils as well as other identified vulnerable groups or individuals, to ensure all our pupils are given the best possible opportunity to achieve highly. Our approach is one which redresses any known inequalities but does not make assumptions and diagnostic assessment is used to identify needs.

It should be noted that what are documented here are by no means the only barriers and challenges that pupils face and school resources will be deployed as needed, based on evidence, to support children to succeed.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Early Language Development</i> A significant and increasing number of children enter school with lower levels in PSED and CLL. This is mainly children who have not been in our nursery and also reflects the fact that speech, language and communication needs are also the most widespread type of SEND across the school
2	<i>Low attainment and slow progress rates</i> Internal assessment data for disadvantaged pupils is lower than for non-disadvantaged pupils. This is in line with the national picture. In Ivydale in 2024-25 the greatest gap between disadvantaged and all pupils continues to be in mathematics although the gap has reduced significantly since the year before.
3	<i>Social and emotional needs, including mental health concerns that could lead to poor behaviour for learning and/or concerns about wellbeing</i>

	A proportional greater number of disadvantaged children need additional emotional support and intervention to ensure success both at school and in life.
4	<i>Poor attendance</i> School attendance of pupil premium children is lower than the school average and requires ongoing monitoring and intervention
5	<i>Lack of wider experiences and opportunities</i> Some of our pupils have limited opportunities beyond their homelife and immediate community; data around parental engagement shows disadvantaged families engage less with school experiences and opportunities and therefore disadvantaged children may get fewer opportunities out of school as well

## 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
Improved speech and language skills among disadvantaged pupils	Assessments and observations indicate significantly improved spoken language amongst disadvantaged pupils.
Improved attainment amongst disadvantaged pupils by the end of KS2	Outcomes will show that an increased number of disadvantaged pupils meet the expected standard.  Analysis of interventions will show that interventions have had a positive impact on learning
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	While our disadvantage pupils attendance matches national averages, we aim for their attendance to match our non-disadvantage pupils  Monitoring of attendance increases PP attendance and a decrease in persistent absence
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Feedback from pupils and families shows that they feel supported
Pupils have a breadth of experiences	90% PP children attend an after-school activity 50% PP children have small group/individual instrument lesson 100% PP children go on Year 6 school journey

## Activity in this academic year

This details how we intend to spend our pupil and recovery premium funding this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £42,350

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>Assessment</i>	<p>Standardised tests provide reliable insights into specific strengths and weaknesses of individual pupils, ensuring that interventions and support are accurately targeted</p> <p><a href="https://consult.education.gov.uk/assessment-policy-and-development/primary-assessment/supporting_documents/Primary%20assessment%20in%20England.pdf">https://consult.education.gov.uk/assessment-policy-and-development/primary-assessment/supporting_documents/Primary%20assessment%20in%20England.pdf</a></p> <p>PUMA and PiRA assessments are standard on a nationally representative sample of over 10,000 pupils. They generate standardised scores that allow us to compare performance against national averages and age-standardised scores that allow us to compare against children the same age as well as helping us to track progress.</p> <p><a href="https://www.hachettelearning.com/assessment/new-puma">https://www.hachettelearning.com/assessment/new-puma</a>  <a href="https://www.hachettelearning.com/assessment/new-pira">https://www.hachettelearning.com/assessment/new-pira</a></p> <p>Comparative Judgement for marking writing reduces teacher workload and generates standardised scores to assess progress of PP pupils against non-PP pupils.</p> <p><a href="https://www.nomoremarking.com">https://www.nomoremarking.com</a></p> <p>Termly pupil progress meetings to track individual children and ensure PP children are making good or better progress against their starting points. They identify which children need specific targeting within class to make progress and support teachers in this</p>	2
<i>CPD</i>	<p>To support high quality teaching in all classrooms, ongoing CPD is available for all class based staff. Much of this is done in-house and is supported by our approach to teacher development however, external training also available when appropriate</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</a></p>	2

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</a>	
<i>Teaching reading across the school</i>	<p>Trial new guided reading approach in Key Stage 1 to ensure all children spend more time reading with a teacher and targeted support is available in daily reading interventions for individual pupils.</p> <p>Ensure PP children get regular 1:1 reading sessions with a teaching assistant.</p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<i>Oracy in the curriculum</i>	<p>Strong evidence that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive and have high impact on all pupils</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1
<i>Embedding new scheme of work for mathematics</i>	<p>A high-quality curriculum is key, and this scheme ensures all children receive the best maths learning they possibly can. It is a DfE approved scheme with a significant evidence base to support its effectiveness. Furthermore, by removing the requirement for teachers to plan and resource maths lessons, teachers have more time to consider how to best deliver the lesson - the most impactful part.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1727944670">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1727944670</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1727944597">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1727944597</a></p> <p><a href="https://whiteroseeducation.com/">https://whiteroseeducation.com/</a></p> <p><a href="https://primarystareducation.co.uk/">https://primarystareducation.co.uk/</a></p>	2

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

Budgeted cost: £58,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted, structured interventions, monitored and evaluated by AHTs</i>	<p>Investment in a computer programme to support teaching reading for children with dyslexia</p> <p><a href="https://www.nesy.com/en-gb/shop/research/the-effect-of-nessy-reading-and-spelling-when-added-to-the-regular-curriculum">https://www.nesy.com/en-gb/shop/research/the-effect-of-nessy-reading-and-spelling-when-added-to-the-regular-curriculum</a></p>	1,2

	<a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	
<i>Teaching assistant deployment</i>	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/deployment%20of%20teaching%20assistants_-_guidance_report_v1.1.0.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/deployment of teaching assistants - _guidance report v1.1.0.pdf</a>	2
<i>To provide all children with required Speech and Language therapy</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	1
<i>Termly curriculum based parental engagement activity</i>	<p>Evidence shows that the impact of parental engagement is high particularly for children with lower prior attainment</p> <a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1,2

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

Budgeted cost: £21,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotional support offered at appropriate level according to need Learning Mentors and universal provision</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</a>	3
<i>PP children to be offered one free activity per term and a reduced cost for musical instrument lessons and school journey in Year 6</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	5

<p><i>Parents made aware of attendance expectations</i></p> <p><i>Pastoral Support Manager to target families with a view to improving attendance</i></p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a> which has been informed by engagement with schools with successful record</p>	<p>4</p>
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**Total budgeted cost: £122,315**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

While there is a gap in the achievement data between disadvantaged and non-disadvantaged across the school, the gap is less in KS2 than in EYFS, Y1 phonics and the Y4 MTC, indicating that as children go through the school they catch up on their peers.

#### KS2 data

64% of our disadvantaged pupils achieved ARE+ in reading.

55% of our disadvantaged pupils achieved ARE+ in writing.

55% of our disadvantaged pupils achieved ARE+ in maths - this is an increase of 5 percentage points on the year before.

There was no published progress measures due to covid when this year group were in Y2, however internal data showed PP children had made expected progress.

In addition, our ongoing involvement in the nationally moderated No More Marking approach to assessing writing showed that by the time they get to KS2, our pupil premium children were performing above national averages.