



Pupil Premium Statement 2020-21

School Context

Ivydale Primary School is a larger than average sized primary school situated in a heavily residential part of the London Borough of Southwark. The area the school serves has undergone significant changes in recent years and as a result our intake and profile is changing with our children coming from either end of the socio-economic spectrum - we have many highly aspirational families as well as a number with complex social needs. The school is very popular and is now three form entry throughout, aside from Years 5 & 6. The school has an extensive, popular and successful extended schools programme encompassing breakfast club, after school club and a range of activities. In April 2016 the school became the hub for delivering services to all children's centres in the locality.

There are 519 pupils on roll. 76 children (14.6%) are currently on the special educational needs register including 9 pupils who have an EHC plan. 71 children (13.7%) are currently eligible for free school meals and 189 children (36.4%) are from ethnic minority backgrounds, 63 children (12%) have English as an additional language.

What is Pupil Premium funding?

The government introduced pupil premium funding to schools in 2011. Children who are eligible are those who receive income based free school meals (this also includes those who have been eligible for free school meals in the last six years) attract pupil premium funding while children who are looked after by the Local Authority or adopted from care; and those children of service personnel attract pupil premium plus. The money is not ring fenced and does not have to be spent on each individual child but used to ensure maximum impact.

Barriers to Learning and Achievement

The school makes no assumptions about any individual pupil or family situation, including for those pupils eligible for pupil premium funding. We are very aware that just because children are not eligible for funding, they may still face significant challenges and barriers to their educational success and are therefore just as entitled to receive high levels of support in order to thrive at school and in life. In broad terms, we have found the following barriers are common for a number of pupils, including those eligible for pupil premium, for whom the school needs to deploy additional resources in order to ensure that they are able to fully engage in their education and achieve well over time:

<i>Early language development</i>	While the majority of our children enter school at age related expectations, a significant, and increasing number enter with much 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 SEN across the school.
<i>Social and emotional needs, including mental health concerns that could lead to poor behaviour and/or concerns about wellbeing</i>	We have invested heavily in pastoral support to ensure that children who need additional emotional support can access appropriate intervention to ensure success both at school and in life. This is particularly true of children who have had, or currently have social care involvement.
<i>Poor attendance</i>	Attendance is an issue for pupil premium children which requires ongoing monitoring and intervention. A number of families need ongoing support and intervention to ensure

	that attendance of this group improves to the standard of the overall attendance.
<i>Lack of wider experiences and opportunities</i>	Some of our pupils have had limited experiences of the arts, places in the UK outside of London. As part of our commitment to providing a broad and rich curriculum, we seek to provide our children with experiences that they might not otherwise have the opportunity to have.

It should be noted that these 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.

Summary of pupil premium funding

Number of children in receipt of pupil premium	86
Number of children in receipt of pupil premium plus	3
Amount of pupil premium per child	£1345 for each child in receipt of free school meals, or have been in receipt anytime in the previous 6 years £2345 for each child who is in care or who has left care through adoption or other order
Total	£122,705

Pupil Premium Strategy (how the funding is targeted)

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. At Ivydale we will be using the indicator of those eligible for FSM to ensure that funding has the intended impact. 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.

Using specialist or specific support to improve overall provision	Securing the progress of targeted learners	Minimising the impact of barriers to learning and enriching their experiences
<ul style="list-style-type: none"> • Initiatives to improve quality-first teaching in line with school priorities and the needs of pupils which have been established through analysis of assessment information • Targeted support in key year groups to ensure cohorts of pupils make excellent progress to expected levels or above, including more able, underachieving and disadvantaged pupils • Additional provision and support for Y6 to secure 	<ul style="list-style-type: none"> • Targeted interventions to support all vulnerable and underachieving pupils to make good or better progress • Assessment information is effectively used and regularly, through pupil progress reviews, to plan for provision and skilled and additional adults to provide support for targeted pupils and groups of pupils • We aim for interventions which are based on clear evidence of effectiveness and have proven impact 	<ul style="list-style-type: none"> • Deployment of the pastoral support team to raise achievement of vulnerable pupils • Tailored support for key vulnerable pupils, including pupils with emotional needs and with involvement from social care • Opportunities for all pupils, including disadvantaged pupils, to engage in activities which enrich their experience of the arts including musical instrument tuition, sport and languages

good or better progress in preparation for national tests		
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Monitoring and measuring the impact of pupil premium

The in-year planning of targeted interventions is driven by pupil level data and pupil progress meetings which take place termly. Decisions about which pupils should access which interventions or additional support are made dynamically, according to need, and always on the basis of evidence. This utilises intervention assessment information as well as national curriculum information from the STAR assessment system that measures the progress of pupils against age related expectations.

In measuring the impact of interventions and strategies funded through the pupil premium, we always give due regard to the following basic expectations for the achievement and progress of disadvantaged (and other underachieving) pupils at our school:

- We expect all pupils to achieve to the very best of their ability and make at least good progress from their starting points
- Disadvantaged pupils are targeted for attainment outcomes so that they achieve at least in-line with or better than the national average attainment at the end of Key Stage 2
- All pupils, including disadvantaged pupils, are entitled to thrive through access to a broad, balanced and rich curriculum, which supports them to understand the context of their own lives, broaden their world view, and engage in experiences which helps them to be prepared for life in modern British.

Area of support	Details of support	Estimated/projected cost of support	Expected impact
Using specialist or specific support to improve overall provision (£23K)	Additional support from UPS teacher for three days a week enabling all pupils in Year 6, including disadvantaged children, achieve highly and that the gap between disadvantaged and non-disadvantaged reduces If required, Easter booster sessions in Y6 to accelerate progress in maths and literacy of targeted learners and disadvantaged pupils	3 mornings of UPS teacher per week 4 days run by HT/DHT and other staff	In-year progress shows that children made at least good progress from starting points both for cohorts and targeted pupils. All teaching to be good or outstanding. 75% of pupil premium pupils reach expected level at the end of Y6
Securing the progress of targeted learners (£50K)	UPS teacher to target groups and individuals to accelerate progress Phase leaders oversee interventions Teacher led Sounds-Write phonic intervention Speech and language therapist to assess, work with children and provide training for staff	3 days of UPS teacher ongoing 3 days of TA 1 day per week from SALT 5 afternoons of highly trained TA	Accelerated progress from starting points by targeted children In-year progress shows that children make accelerated progress The impact of each intervention will be measured through analysis of pupil progress data for child receiving intervention

	<p>Targeted interventions based on outcomes of pupil progress meetings for those not making expected progress, delivered by trained teaching assistants. Interventions include:</p> <ul style="list-style-type: none"> Precision teaching Handwriting and spelling programmes Speech and language groups 	30+ hours of teaching assistant time	
<p>Minimising the impact of barriers to learning and enriching their experiences (£45K)</p>	<p>Subsidy for extra-curricular activities, music and school journeys to ensure participation of pupil premium children in a wider range of activities</p> <p>Additional pastoral support including a tiered approach to intervention from learning mentors and targeted psychotherapeutic input</p>	<p>1 free enrichment club place per child, 50% reduction in music tuition for one instrument per child, 20% reduction in school journey cost per child plus further support if needed</p> <p>additional learning mentor (36 hours per week); 2 days of child psychotherapist</p>	<p>All pupils learn and achieve exceptionally well through a broad and balanced curriculum, PP children are as involved in all activities as non-PP children</p> <p>Barriers to learning and engagement are minimised, attendance of PP children improves</p>

The impact of pupil premium spending 2018-19 (no data for 2019-20)

Year 1-6 % making typical+ progress (July 2019)

	Reading	Writing	Maths
All pupils	87%	83%	83%
Pupil Premium	83%	80%	81%

Key stage 2 disadvantaged

This is provisional data for 2017/18. Any amendments made to this school's data will be reflected when we re-publish the data in a few months. National and local authority benchmarks may also change. Until these changes take effect, you may see differences between data on ASP and Compare school and college performance.

Average progress for disadvantaged pupils in reading, writing and maths

	Reading	Writing	Maths
Progress score for disadvantaged pupils	2.31	3.16	3.07
Confidence interval	-0.6 to 5.2	0.4 to 6.0	0.4 to 5.8
Number of disadvantaged pupils	16	16	16
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils	0.31	0.24	0.31

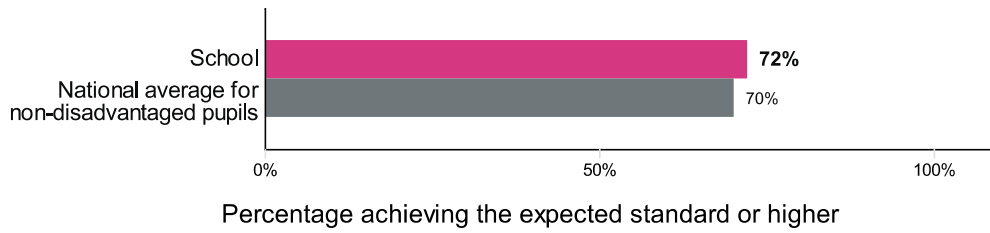
Prior attainment of disadvantaged pupils - 3 year trends

Group	2016		2017		2018	
	Non-dis	Dis	Non-dis	Dis	Non-dis	Dis
Number of pupils	29	25	31	19	42	18
Prior attainment (based on key stage 1 average point score)	16.15	14.22	16.03	13.29	16.65	13.50

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 18

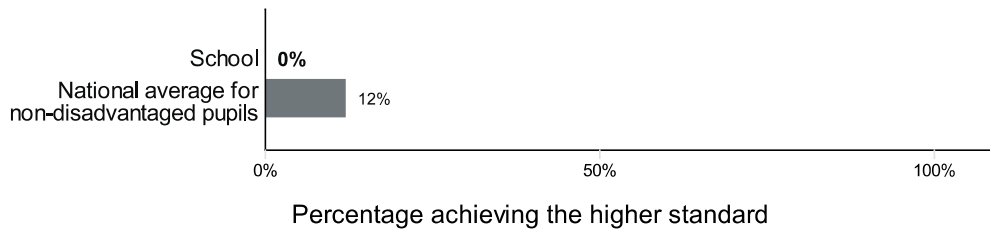


Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	5	3	36	12	15	1
Percentage	0	0	89	83	100	100
National Comparator	7	9	58	63	95	96
Difference	-7	-9	30	21	5	4

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 18



Prior attainment of pupils achieving the higher standard

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	5	3	36	12	15	1
Percentage	0	0	6	0	60	0
National Comparator	0	0	2	2	28	30
Difference	0	0	4	-2	32	-30