

Pupil premium strategy statement (primary)

1. Summary information							
School	Ivingswood Academy						
Academic Year	2017/8	Total PP budget	£89,760	Date of most recent PP Review	November 2017		
Total number of pupils	220	Number of pupils eligible for PP	72	Date for next internal review of this strategy	January,18 March,18 May,18 June,18		
2. Attainment and progress (previous academic year)							
		Pupils eligible for PP (your school)	Pupils eligible for PP national average	Difference			
% children achieving a GLD in EYFS		60%	70%	-10%			
% children achieving phonics screening check in Year 1		75%	81%	-6%			
% achieving ARE in reading Year 2		77%	79%	-2%			
% achieving ARE in writing Year 2		77%	72%	+5%			
% achieving ARE in mathematics Year 2		77%	79%	-2%			
% achieving ARE in reading Year 6		42%	77%	-35%			
% achieving ARE in writing Year 6		42%	81%	-39%			
% achieving ARE in mathematics Year 6		50%	80%	-30%			
% achieving ARE in all 3 subjects		42%	67%	-25%			
3. Barriers to future attainment (for pupils eligible for PP, including high ability)							
In-school barriers (issues to be addressed in school, such as poor oral language skills)							
A.	Many pupils eligible for Pupil Premium begin school with low starting points, and the percentage of those at age related expectations for Reading, Writing and Maths is generally below their peers in most classes and from a national perspective. The achievement of KS2 pupils is lower than those in KS1 overall.						
B.	The historic lack of quality first teaching has had a detrimental effect on the progress of pupils with additional needs.						
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.						

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance and punctuality overall, and that of PPG eligible pupils, in particular, has a negative impact on progress and attainment. -	
4. Desired outcomes		
	Quality of teaching and learning	<i>Success criteria</i>
A.	To diminish the difference in attainment between IA pupils, especially those who are eligible for the PP grant, and national averages for R,W and M.	<p>Attainment and progress data will identify diminished differences- the gap will close, in line with the school improvement plan.</p> <p>Targets set:</p> <ul style="list-style-type: none"> • EYFS overall Good Level of Development: 70% • Yr 1 overall Phonics: 83% • Yr 2 overall phonics:100% • End of KS1 overall ARE: Reading 68%, Writing 65%, Maths 71% • End of KS 1 GD Reading:19% Writing:19% Maths:19% • End of KS2 overall ARE: Reading 78%, Writing 67%, Maths 78% • End of KS 1 GD Reading:27% Writing:19% Maths:23% • End of KS2 R,W,M combined: 61% • The percentage of PPG pupils at ARE or above in R, W ,M to increase in every class group
B.	To deliver quality first teaching across the school so that all pupils, but especially those receiving the PP grant make at least expected progress, with the needs of those requiring rapid progress catered for.	<ul style="list-style-type: none"> • Lesson observations, drop-ins and work scrutiny evidence good teaching, some with outstanding aspects, which engenders at least expected progress for those on

		<p>track, and rapid progress for those who lag behind.</p> <ul style="list-style-type: none"> • Tracking data, triangulated with other relevant information, show a steady increase in the progress and attainment of pupils • End of Year data show the gap diminished • Evaluation of extra provision demonstrates a positive impact for pupils
C.	The needs of PPG + SEND pupils to be effectively identified and addressed, leading to rapid progress and improved attainment. This is to include social and welfare support, assistance with trips and visits, provision of breakfast and early morning club.	<ul style="list-style-type: none"> • Tracking data clearly identifies the barriers to learning for individual pupils • All staff are aware of pupils with additional needs and barriers to learning • Lesson planning is informed by individual need • Lesson observations evidence differentiation by task and resource/support • The regular and diagnostic evaluation of targeted support/intervention leads to positive outcomes for pupils • Half-termly data shows improving outcomes for pupils, with milestones reached
D.	Attendance and punctuality overall, and of PPG pupils, in particular, to improve. Differences between school and national averages diminished	<ul style="list-style-type: none"> • Overall attendance and punctuality data shows improvement in line with government benchmark • Attendance data of PPG pupils shows improvement in line with government benchmark • Punctuality of pupils eligible for grant improves, and any gaps narrow, to meet government bench mark • Parents understand the school's systems for attendance and punctuality. All absence which falls below expectation is notified and followed up. • Newsletters, school displays, celebration etc. promotes the importance of good attendance • Pupils show awareness of and understand the importance of good attendance.

5. Planned expenditure										
Academic year										
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.										
i. Quality of teaching for all										
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?					
A/B All classroom teaching to be at least good. The proportion of outstanding practice to increase.	<p>Improve the quality of teaching and learning by demonstrating high expectations of progress</p> <p>Use AFL to ensure pupils make appropriate and sustained progress</p> <p>Ensure marking is of high quality, diagnostic and providing next steps for pupils</p> <p>Provide quality interventions to diminish the difference in pupil outcomes</p> <p>To develop staff knowledge and expertise</p> <p>Continue to enhance the effectiveness of TA support in class</p> <p>Provide structured support for weaker areas of teaching</p> <p>Use homework as a tool to support, extend and challenge learning</p> <p>Develop the teaching of R, W and M in EYFS</p> <p>Provide stimulating and</p>	<p>The school's self-evaluation and actions for improvement resulting from visits from the DfE, identify quality first teaching as the key driver in improving outcomes for pupils.</p> <p>Sutton Trust 2011: 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>	<p>Implement a robust monitoring and evaluation framework</p> <p>Regularly and robustly track pupil performance</p> <p>Provide targeted support for areas of weak teaching</p> <p>Ensure all CPD addresses weaknesses in T and L and evaluate its effect</p> <p>Evaluate the impact of extra provision and adjust accordingly</p> <p>Set aspirational targets and evaluate progress against them</p> <p>Ensure staff are addressing individual need through pupil progress evaluation half-termly</p> <p>Conduct regular work scrutiny and address areas of weakness</p> <p>Take advantage of visits to other schools for activities such as moderation</p>	SLT	<p>Half-termly, with reporting to the LGB</p> <p>Big picture reviewed and updated half-termly</p>					

	<p>challenging learning experiences outside the classroom</p> <p>Develop the whole-school approaches to rewards for positive behaviour and attitudes to learning</p>				
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve oral language skills in EYFS</p> <p>To ensure staff are confident and knowledgeable in supporting vulnerable individuals and groups.</p> <p>To promote reading and writing and bridge the gap in literacy skills</p> <p>To provide a positive start to the day</p> <p>To remove financial barriers which provide PPG pupils with at least equal opportunities to non-funded pupils</p> <p>To develop social skills</p> <p>To develop oral confidence and self esteem</p> <p>To give pupils cultural</p>	<p>Small group and individual intervention</p> <p>Social group work</p> <p>Purchase of resources to boost language skills such as 'Talkboost'</p> <p>Whole school trip</p> <p>Enrichment days</p>	<p>Research supports 1-1 and small group work in addition to classroom teaching.</p> <p>Students do not all/always breakfast before school</p> <p>Many pupils do not experience trips/visits from home</p>	<p>Participation in BLT 2-year project for improving outcomes for PPG and SEND pupils</p> <p>Evaluate the impact of intervention on a regular basis</p> <p>Promote breakfast club</p> <p>Monitor and evaluate attendance at breakfast club</p> <p>Half-termly data analysis</p> <p>Pupil voice</p> <p>Engage with parents before SEND/PPG intervention to share intention and ascertain views</p>	SENDco SLT	Every 6 weeks for intervention

experience To identify and address specific gaps in learning					
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iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance data to reach national expectations, including PPG pupils	<p>Improve system of rewards for good attendance and punctuality.</p> <p>Improve communication with parents regarding pupil attendance</p> <p>Enlist support from EWO</p> <p>Use attendance monitoring approach, with incremental system of letters and parent meetings to address low attendance.</p>	Attendance is currently below national average overall, and for PPG pupils is often lower than for their peers.	<p>Weekly data published by Attendance lead</p> <p>Parents receive regular updates re. attendance</p> <p>Good attendance features on newsletter</p> <p>Attendance focus maintained in weekly routines</p>	HS	<p>Half-termly for LGB</p> <p>Data reviewed weekly</p> <p>Pupils monitored in 5-week cycles</p>

Planned expenditure	Cost
Children and families' manager £5,704 CB (0.22 FTE)	£5,704 CB (0.22 FTE) Total: £5,704
Additional support EYFS £5,912 JR (6 hours) £2,907 RA (5 hours)	Total: £8,819
Additional support KS1 £9,321 RD (15 hours) £3,251 FW (12.5 hours Autumn term) £6,502 (12.5 hours Spring/Summer term)	Total: £19,074

1-1 teaching support 1-2 £7,560 UA (6 hours p/w x 28 weeks) £15,955 DL (13 hours x 44 weeks UPS2)	Total: £23,515
Additional support KS2 £5,815 SA (10 hours) £6,396 SS (10 hours) £5,815 AT (10 hours) £5,709 CM (10 hours) Total: £23,755 (40 hrs p/w)	Total: £23,755
Resources	£3,000
Training	£2,000
Bursaries- based on £20 per pupil	£1,420
Breakfast club	£2,000
Budget Total (estimated)	£89,287

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
7. Additional detail				
<p>In this section you can annex or refer to additional information which you have used to inform the statement above.</p> <p>Our full strategy document can be found online at: www.aschool.sch.uk</p>				