

# Ivy Chimneys Pupil Premium Strategy Statement 2019-20

1. Summary information					
<b>School</b>	Ivy Chimneys Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£57,060	<b>Date of most recent PP Review</b>	01.09.19
<b>Total number of pupils</b>	314	<b>Number of pupils eligible for PP</b>	38	<b>Date for next internal review of this strategy</b>	01.09.20

2. KS2 attainment 2018-19 (SATs)		
	<i>Pupils eligible for PP at Ivy Chimneys (12 pupils)</i>	<i>Pupils not eligible for PP at Ivy Chimneys (29 pupils)</i>
<b>% achieving Expected Standard+ in Reading, Writing &amp; Maths</b>	<b>67% (Greater Depth 8%)</b>	<b>69% (Greater Depth 7%)</b>
% achieving Expected Standard+ in Reading	75% (Greater Depth 25%)	78% (Greater Depth 27%)
% achieving Expected Standard+ in Writing	67% (Greater Depth 17%)	73% (Greater Depth 7%)
% achieving Expected Standard+ in Maths	75% (Greater Depth 17%)	83% (Greater Depth 38%)

<b>3. KS1 attainment 2018-19 (Teacher Assessments)</b>		
	<i>Pupils eligible for PP at Ivy Chimneys (5 pupils)</i>	<i>Pupils not eligible for PP at Ivy Chimneys (39 pupils)</i>
<b>% achieving Expected Standard+ in Reading, Writing &amp; Maths</b>	<b>20% (Greater Depth 0%)</b>	<b>80% (Greater Depth 15%)</b>
% achieving Expected Standard+ in Reading	60% (Greater Depth 0%)	92% (Greater Depth 39%)
% achieving Expected Standard+ in Writing	20% (Greater Depth 0%)	80% (Greater Depth 31%)
% achieving Expected Standard+ in Maths	40% (Greater Depth 0%)	90% (Greater Depth 33%)
<b>1. Barriers to future attainment (for pupils currently eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	SEND specific needs, including ASCD, GLD, SLCN, ADHD	
<b>B.</b>	Poor executive functioning skills affecting engagement with learning Poor communication and language skills: oracy, reading fluency and comprehension	
<b>C.</b>	Lower cultural capital	
<b>D.</b>	Mental Health and Wellbeing needs, including poor emotional resilience	

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	Poor attendance, including persistent lateness	
<b>F.</b>	Safeguarding and Welfare issues	
<b>G.</b>	Socio-economic disadvantage	
<b>2. Desired outcomes for PPG pupils</b>		<b>Success criteria</b>
	The gap between the outcomes of PPG and non PPG children at the end of KS1 and KS2 decreases.	More children in receipt of PPG funding to achieve ARE in Reading, Writing & Maths.
<b>A.</b>	Children with SEND are well-supported to achieve as highly as they can. Children with SEND feel happy, safe and secure. Improved learning confidence Improved access to external support services	Children with SEND make the best possible progress towards their personal targets
<b>B.</b>	Improved oral language skills, impacting positively on communication skills and written English.  Improved executive functioning skills.	More children in receipt of PPG funding to achieve ARE in Reading, Writing & Maths.  Children are able to participate fully in classroom and social interactions  Children develop thinking skills that help plan, set goals, stay focused and reflect on how well they are doing.

<b>C.</b>	Pupils in receipt of PPG gain access rich cultural educational experiences	Children are exposed to a wider range of experiences to develop their knowledge.
<b>D.</b>	<p>Pupils receive early intervention when needed.</p> <p>Pupils develop good self-esteem, self-awareness and regulation strategies.</p> <p>Pupils have access to appropriate external services to support their needs.</p>	<p>Feedback from pupils, families and external services confirms positive impact.</p> <p>Feedback from class teachers confirms positive impact.</p>
<b>E.</b>	<p>Pupils' attendance is line with non-PPG pupils.</p> <p>Pupils are on time for school, ready to learn.</p>	Attendance and lateness is reduced.
<b>F.</b>	Pupils are safe, secure and happy.	<p>Highly-effective safeguarding practices identify children who are suffering, or likely to suffer harm.</p> <p>School takes action to ensure children remain safe at home and school.</p>
<b>G.</b>	Pupils have equality of access to opportunities in school.	Pupils are not prevented from attending trips, clubs and other opportunities – school supports by funding

### 3. Planned expenditure

<b>Academic year</b>	<b>2019-2020</b>	<b>Grant Total= £57,060</b>	<b>Actual amount allocated= £58,300</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved outcomes in Reading & Writing (linked to School Development Plan objectives)	<p>Development of Reading, including refined whole-class reader plans, vocabulary pre-teach and promoting love of reading.</p> <p>Develop skills and roles of teachers and LSAs to teach early reading (NFER, 2015).</p> <p>Refreshed parent training in reading at home in KS2.</p> <p>Introduction of WELLCOMM EYFS and Primary diagnostic and intervention</p>	<p>In KS1 and KS2, PPG children outcomes are lowest in Writing. Children who enjoy reading and read widely, develop good composition and technical writing skills.</p> <p>Structured Reading and Writing activities using TfW approach to scaffold writing including BIG writes to support writing stamina.</p> <p>Children read less frequently with an adult at home once KS2 children are fluent and less likely to discuss what they have read with an adult at home.</p> <p>Early oracy education: children's language and experience is linked to their cognitive development ('The development of Oracy skills in school-aged learners' (CUP, 2018)</p>	<p>Review of progress towards School Development Plan objectives</p> <p>Regular review of impact with focus on PPG children at pupil progress meetings. These discussions should be supported by pupils' work.</p> <p>PPG-focused learning walks, lesson observations and work scrutiny.</p> <p>Governor challenge when monitoring PPG in-school and end of key stage data.</p> <p>External view (Peer-to-peer review with Epping Forest Partnership MAT)</p>	<p>R.Sigston</p> <p>English Lead &amp; Subject Team</p> <p>L.Burton to organise &amp; plan KS2 parent reading workshop- January 2020</p>	<p>In Senior Leadership Team meetings (half-termly)</p> <p>In Governors' meetings (termly)</p> <p>In English Team meeting (termly)</p> <p>In Pupil Progress Meetings (half-termly)</p>

<p>Disadvantaged pupils with an SEND are differentiated for in class to maximise progress against their goals (as set out in their person-centred review documents)</p>	<p>Teachers take part in One Plan and Person-centred reviews for SEND pupils involving SENCo, parents and pupil.</p>	<p>Guided by the SENCo, Teachers have a clear picture of the current specific needs of the child.</p>	<p>Regular One Plan mtgs and Learning Conferences attended by SENCo. SENCo observations of pupils in class- feedback to teachers re personalised approaches. SENCo attendance at phase pupil meetings.</p>	<p>C.Cooper</p>	<p>At One Plan &amp; Person-centred reviews.  After pupil observations by SENCo.  At pupil progress meetings</p>
<p>All children feel confident in identifying their own strengths and areas for development  All children are confident, independent and reflective learners</p>	<p>QFT whole-school strategies to promote the ethos of attainment for all  Growth Mindset Focus as a school (as part of Personal Development Framework)</p>	<p>Use of evidence-based approaches: Meta-cognitive and personal development in children.  These include:  Quality feedback discussion that take place during lessons with an adult  'Choose Your Challenge' differentiation used in English lessons  Focus on independence, resilience and collaboration (Learning Behaviours)  Reflection and learning dialogue focus (Ivy Chatter Social Groups), Learning Conferences  Pupil Progress Action Staff Mtg- targeted next-step dialogue about individual children in phases, attended by SENCo, DHT &amp; HT</p>	<p>Monitoring of Teaching through formal observations and learning walks  Work scrutiny  Pupil Voice Activities  Joint INSET with input from all staff considered</p>	<p>R.Sigston, SENCo Phase Leaders</p>	<p>At staff and at SLT meetings</p>
<p><b>Total budgeted cost</b></p>					<p>£1500</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Early identification and intervention for poor early oracy and language skills	Introduction of WELLCOMM EYFS and WELLCOMM Primary	Early oracy education: children's language and experience is linked to their cognitive development ('The development of Oracy skills in school-aged learners' (CUP, 2018)	Visit schools using intervention to learn from best practice.  Pilot with PPG and SEND group and review impact on teaching. Support teachers to use outcomes in day-to-day teaching. SENCo to lead LSA training.	C.Cooper	As part of half-termly Pupil Progress Meetings  In SLT meetings
Increased rates of progress in Reading and Writing  Greater proportion of PPG children achieving Greater Depth by the end of KS2	Small group Tuition support in Maths & English for KS2  Extend to support pupils in Year 3 & 4	Small group tutor work in maths and writing (afternoons and after school), helping pupils catch-up and addresses gaps in foundational understanding.  Data shows small-group tutoring in UKS2 has a significant impact on outcomes at the end of KS2.	Review groups regularly at pupil progress meetings and with tutors.  Tutors to liaise with class teachers to ensure gaps in understanding are addressed. Review of end of key stage data, looking at impact on specific pupils.	R.Sigston Tutors	Ongoing and at half-termly pupil progress meetings.
Identification and support for poor mental/emotional health and wellbeing Develop self-worth, self-esteem and confidence to overcome challenging situations.  Targeted support is effective.	Vulnerable children and families are identified as needing support and through the Relate service are able to provide up to 10 sessions of individual or family counselling* Whole-school promotion of good mental health	The most disadvantaged children at those most at risk of developing poor mental health (Pupil Premium Policy Briefing 2, Children's & Young People's Mental Health Coalition, 2019)  Early intervention is most effective.  Individualised approach to overcoming barriers	Progress reports from Relate workers  Feedback from parents/carers  Feedback from staff working with the child	R.Sigston Relate workers	Ongoing throughout counselling and at end of 10 sessions.

Development of literacy skills (impacting on speaking and listening, reading and writing)	Running specific interventions targeting specific children (Teachers and LSAs run interventions)	Deploy the best staff to support disadvantaged pupils in addition to providing quality teaching for all (NFER, 2015) (Gym Trail – 4 mornings with approx. 6 children for 30 weeks. (£2300) Phonics, EPS maths, writing interventions. Musical communication)	Phase teams to review children's progress half-termly and revise interventions.  Use of Insight Tracking record to ensure interventions are very specific to child's current need.	R.Sigston Phase Leads  LSA Team	At pupil progress meetings (half-termly throughout the year)
Building positive relationships with children	KS1 PPG socio-emotional group intervention (Compass Club/ MiLife project- Red Balloon Charity)	A more individualised approach for children earlier in their school life (NFER, 2015)- targeting children who are not on track to meet ARE.  Pupils responded well to the project leaders on a day visit, engaging well.	Prioritise PPG chn with low self-esteem, anxiety and emotional issues	R.Sigston	Feedback from MiLife staff  At pupil progress meetings (half-termly throughout the year)  Parent feedback
Building positive relationships with children	Continue Pupil mentoring in UKS2 by HT & DHT	A focus on individual outcomes for children (NFER, 2015) – targeting children who are not on track to meet ARE. Weekly 1:1 learning conversations.	Liaise regularly with class teachers to monitor impact of mentoring on classwork.	R.Sigston A.Jones Phase Leads	At pupil progress meetings (half-termly throughout the year)
Improved attendance, lateness, well-being and readiness to learn.	Free Breakfast and After School club provision. Whole school KS1 & KS2 – targeted primarily to those with poor attendance and/or identified as vulnerable. Development of Inclusion Manager role to oversee disadvantaged children.	Children fall further behind if they have poor attendance and lateness.  Use of the club has previously supported families and improved attendance and readiness to learn.	Regular contact with families to ensure use of club is consistent.  Review meetings with Breakfast & Afterschool staff	Breakfast & Afterschool staff  C.Cooper	Ongoing through weekly attendance and use of club.
<b>Total budgeted cost</b>					<b>£46,000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Broaden cultural experience and knowledge	Development of Ivy Chimneys Personal Development Framework (All About Me's)	School has an important role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum	Develop and carry out baseline evaluation  Monitor using pupil learner forum/ surveys	A.Jones	At half-termly SLT meetings  At termly Governors' meetings
Accessibility of homework and communication with home	Software packages to secure greater progress in English, Maths & Early Learning Goals	Parents have more clarity about their child's progress and can support the work they do and school at home. Pupil and parent surveys confirmed these software packages aid home learning and engage pupils.	Feedback from parent and pupil surveys.  Feedback from class teachers.	R.Sigston	At pupil and parent survey points. At subscription points.
Engagement in extra-curricular activities to promote confidence, relationships with school. Equality of opportunity.	School club fund	Engagement in school life outside of the classroom will encourage stronger relationships, new friendships and build confidence.	Approach children with low attendance at school clubs.	R.Sigston C.Cooper A.Jones	Review club attendance registers termly
Equality of opportunity in taking part in educational visits. Participation in full curriculum.	Educational visits fund	Motivate and engage children  Ensure equality of opportunity for disadvantaged children	Ensure visit letters direct parents concerned about payment to the office or teaching staff.  Identify and approach families to ensure they are aware of support.	R.Sigston	Review funding supplied for this purpose termly.
<b>Total budgeted cost</b>					<b>£10,800</b>