



Iveson Primary School

Pupil Premium Spend Strategy

2016 – 2017 £158,400 Strategy Review dates = April & July 2017

Introduction & Context

The following priorities have been identified within the 2016/17 Pupil Premium spend strategy:

- Aspiration interventions
- Mentoring
- Meta-cognition and self-regulation
- Social and emotional learning
- Parental involvement / support

As a school, we have identified these areas and have the ultimate aim of becoming a MindMate Friendly school. This accreditation will ensure that we are meeting the social, emotional and mental health needs of our school population. Once this accreditation has been achieved, a review of these priorities will take place.

Next Steps

Other priorities identified within the 2016/17 Pupil Premium Spend will be extended and enhanced as part of the 2017/18 Pupil Premium spend:

- Collaborative learning
- Mastery learning
- Outdoor adventure learning
- Reading comprehension strategies
- Small group tuition
- Arts participation

Objectives Pastoral	Action	Cost	Projected impact How measured?	Actual Impact (Reviews) April & July 2017
To support identified families. This includes (but is not limited to) support with learning opportunities, attendance and punctuality.	Family Support Officer to provide small group and individual support to develop social and emotional intelligence. To provide parent support and develop home / school relationships with families within the wider school community.	£26,089	Improved attendance and engagement impacting on standards. Measured through attendance, completion of homework and reduction of behaviour issues recorded on CPOMS.	<p>April 2017 – Weekly inclusion meeting has identified a reduction of behaviour incidents recorded on CPOMS for identified pupils. Case Studies also confirm this impact. Next steps: look to extend the role of Family Support Officer and widen scope. Small group and individual support is now well established and is supporting the development of social and emotional intelligence.</p> <p>July 2017 – Family Support Officer role has now evolved and grown. This now extends beyond the school day and term time. This extension of the role has allowed for a greater impact on families within our wider school community. Attendance has also been positively impacted upon (see below). MindMate Friendly accreditation achieved. Family engagement and attendance to school events has dramatically increased. We now see the majority of parents involved in school wide events. This has had a positive impact on outcomes for identified pupils as this increased engagement has enhanced positive attitudes to learning within the classroom. The introduction of WhatsApp as a communication tool with parents has meant that more celebrations of success are taking place on a weekly basis, these are very well attended by families.</p>
To support identified families. This includes (but is not limited to) support with learning opportunities, attendance and punctuality.	Attendance Officer time and resources to reward attendance and positive behaviour. To remove identified barriers to consistent good attendance.	£11,867	Daily analysis of attendance. Weekly celebration of attendance and punctuality. Half termly analysis of 96%+ & reduction in referral rate to the cluster.	<p>April 2017 – Positive trend in attendance and new initiatives established as rewards have been well received. The Attendance Officers (pupils) and School Council members have agreed new prizes and incentives for good attendance and punctuality. Weekly analysis and feedback to pupils and parents happens weekly.</p> <p>July 2017 – Due to the successes of attendance and punctuality rewards, these have been extended to include a trip to the sea side. This had a huge impact with 3 coaches full of pupils and families attending. The uptake of the trip was good and feedback very positive. There is already an appetite for a repeat of this initiative next year.</p>
Identified pupils given opportunities that ensure they are ready to learn. To build resilience and self-regulation leading to greater independence.	Nurture provision to develop social and emotional areas of development within individuals. Planning and delivering bespoke nurture proving as well as delivering talk and draw sessions.	£25,768	Improved engagement in lessons and fewer incidents of negative behaviours within the school day.	<p>April 2017 – MindMate friendly self-evaluation tool shows that we are working well towards achieving MindMate Friendly status. This evaluation tool shows good progress in key areas of nurture and mental health provision. The implementation of a new PSHE and SEMH curriculum has further enhanced provision.</p> <p>July 2017 – MindMate Friendly status achieved. The school will now begin to work within the MindMate Champions programme in the area of nurture provision, Meta-cognition and self-regulation & Social and emotional learning. Weekly CPOMS analysis and the establishment of weekly Inclusion meetings have shown a significant impact on the reduction of behaviour incidents. Case Studies of individual pupils confirm this.</p>

To ensure all children have access to breakfast	Breakfast club provision, subsidised to enable pupils to attend and receive a healthy start to the school day.	£2,000	Measured by the uptake of places within the breakfast club provision.	April 2017 – established and impact is showing within the classroom as pupils are more engaged are ready to learn following breakfast club provision. Breakfast club is well attended and we may need to look to extend staffing to cater for the increased demand. July 2017 – The increased demand has led to a significant increase in staffing.
All pupils have access to uniform	School uniform and book bags available to pupils in need.	£2,375	Measured by a reduction in the number of pupils not wearing school uniform.	April 2017 – Uniform purchased – 100% of pupils have full access. July 2017 – Continued positive impact with all pupils in good uniform daily. Some pupils have been provided with uniform.
To ensure that all pupils have access to suitable transport.	Transport costs and the maintenance of a school car for collecting pupils who may be late or absent, for the family support worker to use to do home visits and to transport pupils to sports, music and other events. Diesel and annual service package costs.	£8,000	Measurable positive impact in attendance and punctuality and wider participation in events.	April 2017 – Transport cost remain and have a positive impact on attendance. Bus tickets for families experiencing difficulties, training and coaching have led to increased attendance and punctuality. Participation in school events has significantly increased. Wider participation in community events. July 2017 – The leasing of a school vehicle has been postponed to 2017/18.
Objectives Raising Standards	Action	Cost	Projected impact How measured?	Actual Impact (Reviews) April & July 2017
To support pupils to achieve their full potential in reading and writing. To ensure that pupils with dyslexic tendencies have strategies to support development.	Raising standards in phonics and reading by providing additional phonics sessions for identified pupils to narrow the gap. Introduction and training for the delivery of To-by-Toe rolled out to identified pupils across KS2. Additional resources for children with dyslexia.	£3,500	Measured outcomes in reading with identified pupils making greater than expected progress. See data and supporting evidence.	April 2017 – Supporting evidence and KS1 data shows a good impact. The implementation of Toe-by-Toe as a specific intervention has led to greater participation and engagement within the classroom. July 2017 – Dyslexia screening programme established and the reports from these has had a positive impact on outcomes for pupils. Greater communication with parents, a better understanding of individual needs and enhanced classroom provision have all led to positive outcomes.
To support extra capacity for raising standards in reading.	Additional Teaching Assistant to raise standards of reading and phonics across Lower Key Stage 2.	£7,782	Measured outcomes in reading with identified pupils making greater than expected progress. See data and supporting evidence.	April 2017 – Evidence gathered within Pupil Progress Meetings. July 2017 – Whole school data analysis.

To support extra capacity for raising standards in reading.	Teaching Assistant (teacher trained) to support raising standards in phonics in KS1.	£8,416	Increase in percentage of pupils passing the phonics test and/or meeting Age Related Expectations.	April 2017 – Review of provision shows good outcomes for pupils. Pupils are engaged in targeted reading support provision with the raising of standards on phonics being shared. July 2017 – End of KS1 data shows a positive outcome following this intervention.
To provide in school access to Speech and Language support	Speech and Language training for members of support staff to deliver Speech and Language support to identified pupils. In addition, allocated time to deliver sessions outside of the classroom	£9,278	Measured outcomes in reading with identified pupils making greater than expected progress. See data and supporting evidence.	April 2017 – Member of staff now trained as Lead Professional within school. This role has evolved following the establishment of a good working relationship with both the Speech and Language Therapy Service and STARS. Training has been attended and this is having a positive outcome on pupils across KS1. Chatter Bugs also completed a school audit to quantify the effectiveness of our provision. The outcomes of this audit were very positive. July 2017 – An enhanced working relationship has been established with STARS. We have been chosen as a pilot school due to a particular strength in this area. Reviews of SLT Support Plans and the delivery of provision have confirmed good outcomes for identified pupils.
To allow all identified pupils opportunities for challenge.	Able writers' day to be funded as well as access for identified pupils to booster sessions at a local senior school for Upper Key Stage 2 pupils.	£850	Greater participation in these events and a greater number of pupils working at a higher level.	April 2017 – Good attendance to this event. Pupil Premium pupils identified to attend. This is also an aspirational event, with pupils visiting other educational settings. July 2017 – To be repeated. Feedback from pupils good. University provision also visited. International University pupils also worked within the school in conjunction with the University of Leeds. This led to greater impact on the aspirations of pupils to achieve at a higher academic level beyond school and to experience enhanced culture through travel and additional study.
To support extra capacity for raising standards.	Pre-teach support 4hrs per week for identified groups in Year 6.	£8,500	Measured outcomes in reading with identified pupils making greater than expected progress. See data and additional evidence.	April 2017 – Additional pre-teach provision is in place for identified pupils. July 2017 – See data and additional evidence.
To support extra capacity for raising standards in maths.	Additional maths interventions for those requiring support or challenge for identified pupils across Key Stage 2.	£7,000	Identified pupils close the gap in attainment when compared to national results.	April 2017 – Catch-up maths programme established to identify gaps in learning. The feedback has been positive. July 2017 – End of Year assessment data.
To support extra capacity for raising standards in maths and computing.	Investment in Mathletics – a personalised maths computer programme as well as Purple Mash resource to enable pupils to have access to high quality provision outside of the classroom.	£4,200	Increased percentage of pupils accessing independent provision.	April 2017 – The Mathletics usage is currently under review and will be monitored during the summer term. Purple Mash has had an immediate positive impact on outcomes for pupils in computing. July 2017 – Purple Mash has enable pupils to have wider access to the computing curriculum outside of the school day.

Objectives Main Barriers Enrichment	Action	Cost	Projected impact How measured?	Actual Impact (Reviews) April & July 2017
Opportunities for music sessions.	Provide music sessions and develop opportunities for access to music tuition (violins) weekly.	£1,672	Greater participation in music sessions.	April 2017 – Music lessons well attended. All pupils in Yr4 receive this provision weekly. July 2017 – This has now been extended and plans are in place for the establishment of additional music provision within the After School Education programme due to begin in September.
To provide a range of opportunities to enrich cultural understanding and develop broader life experiences.	Financial support towards trips and residential. To provide opportunities and experiences to socialise and co-operate in a range of settings and for a variety of purposes.	£8,482	Measured through the number of pupils attending visits, residential and uptake of clubs.	April 2017 – Uptake on Yr6 Residential is 85% so far. Additional funding has meant that subsidies can be granted. July 2017 – The uptake on the Yr6 Residential was a significant improvement in previous years. Feedback from pupils, parents and staff has been extremely positive. A repeat of this provision is planned for next year.
Ensure quality provision is available for all pupils where financial costs are incurred.	Access to physical and creative activities before and after school. (The school is also committed to a long term plan for holiday activities which will be managed in line with the school expansion.)	£3,000	Pupils have access to a range of activities and opportunities to enrich learning.	April 2017 – Attendance at after school clubs is good and growing. July 2017 – Following analysis of participation in after school activities, this will be further extended next year. All after school provision has had a significant impact on pupils with them experiencing provision that would not be possible during the school day. The After School Education programme will fully roll out next year following a successful trial.
To support the Iveson passport providing a range of experiences within each year group during a pupil's time at Iveson.	Each year group accesses a range of age appropriate life experiences to develop depth of understanding.	£1,200 pa per class Total £14,100	Pupils develop an awareness over time of opportunities linked to the world of work. Younger pupils access a range of learning experiences enabling them to make links to their learning.	April 2017 – Educational Visits have all had a positive impact. This is measured through feedback and outcomes within the pupils' work. Pupils are engaged during the extended visits and uptake is generally 100% during visits as the cost is subsidised. July 2017 – Class Blogs have details of the extended provision and educational visits. This programme will be extended further next year. Analysis of pupil progress data supports the benefits of accessing a wide range of learning experiences outside of the classroom.
Contingency planning.	As a school we continue to grow towards two form entry.	£5,769	Increase in population.	April 2017 – School population has significantly grown over this time. July 2017 – Many classes now full as the school moves towards being 2 form entry.