



Iveson Primary School

Pupil Premium Spend Strategy 2017/18

PROJECTED 2017 – 2018 £170,000 Strategy Review dates = April & July 2018

Actual Spent 2017 – 2018 £204,624 (£210,624 minus item 1.6 £6,000)

Introduction & Context

The following priorities will continue to be prevalent within the 2017/18 Pupil Premium spend strategy:

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

Following our successful accreditation as a MindMate Friendly school, we are now in a position to look towards our 'Next Step' priorities. This accreditation has ensured that we are meeting the social, emotional and mental health needs of our school population.

Next Steps

Additional priorities identified within the 2017/18 Pupil Premium Spend:

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

It will be possible to deliver this enhanced provision, having a positive impact on the outcomes of all pupils, following the appointment in an additional teacher in Key Stage 2.



Spending Overview

Provision Code	Objectives Pastoral	Action	Cost	Projected impact How measured?	Actual Impact (Reviews) April & July 2018
1.1	To support identified families. This includes (but is not limited to) support with learning opportunities, attendance and punctuality.	Family Support Lead 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. Parent support groups to be established within identified areas of need: supporting children at home, English as an additional language. Maths, online safety, community action days, parenting groups and coffee mornings.	£32,000	Improved attendance and engagement impacting on standards. Measured through attendance, completion of homework and reduction of behaviour issues recorded on CPOMS. Measured by attendance to parent support groups and feedback.	Regular monitoring of attendance and engagement through weekly Inclusion Meetings shows a positive impact on standards across the school. Parent groups have been established and through targeted advertising have been well attended. Very positive feedback received from parents; this is regularly published on our website: http://iveson-primary.co.uk/about-us/parent-feedback/ Full details of all parents groups are published on our school website: http://iveson-primary.co.uk/parents/letters/ Small group and individual support has been consistently provided to further develop social and emotional intelligence. Family Support Lead provides intensive parent support to families in need, this includes (but is not limited to) coordinating Early Help Plans and facilitating a collaborative approach with external agencies and social care. Family Support is promoted through our school website: http://iveson-primary.co.uk/parents/family-support/



1.2	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. Whole school good attendance incentives and competitions. Published attendance data weekly to further engage families. Promotion of good attendance and the impact on the school website.	£21,000	Daily analysis of attendance. Weekly celebration of attendance and punctuality. Half termly analysis of 96%+ & reduction in referral rate to the cluster.	Updated attendance page on the school website now has weekly updates to encourage and celebrate good attendance across the school: http://iveson-primary.co.uk/parents/school-day/ Attendance Officer has maintained good relationships with families 'at risk' of poor attendance and improved communication initiatives (such as the implementation of WhatsApp) have led to increased attendance. Weekly assemblies take place and celebrate both good attendance and punctuality. The annual trip to Scarborough is now well established and rewards good attendance whilst also building good community links. Attendance is a standing item on the weekly Inclusion Meeting agenda. Attendance Officer attends the Inclusion Meeting each week and report concerns and updates. Where required, identified barriers to good attendance are removed. Family Support & good attendance is promoted through our school website: http://iveson-primary.co.uk/parents/family-support/
1.3	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.	£26,500	Improved engagement in lessons and fewer incidents of negative behaviours within the school day. Pupils being 'ready to learn' and also knowing how to initiate additional support when it is required.	Nurture provision is provided according to need across the school. The delivery of Nurture provision has enabled identified pupils to better engage in their learning and pupil feedback (together with My Health, My School survey data) acknowledges the positive impact. The school promotes Nurture provision through the school website: http://iveson-primary.co.uk/parents/nurture-provision/ Following our successful MindMate Friendly accreditation, the school continues to follow best practice with outcomes monitored weekly at the



					Inclusion Meeting. Staff delivering Nurture provision across the school attend the weekly Inclusion Meetings.
1.4	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.	Breakfast club provision has seen an increase in uptake, we have had to increase the size of the venue by moving breakfast club to the dining hall. Our breakfast club provision is advertised through our school website: http://iveson-primary.co.uk/parents/breakfast-club/ We have received very positive feedback from parents regarding the subsidised prices in place; this has allowed parents to work longer hours where they choose to. Targeted pupils are encouraged to attend breakfast club and some of the resources are used within the school day to ensure that no child goes hungry during the morning learning sessions. Strong links have been made between Nurture provision and the additional breakfast provision available to pupils across the school. The availability of breakfast has enabled some Nurture provision to be more effective.
1.5	All pupils have access to uniform PE Kits, Pumps & Hygiene packs also provided.	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.	The school stocks some school uniform which enables targeted pupils to always have access and removes a possible barrier to them attending and fully engaging within lessons. This continues to be re-stocked.



1.6	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.	£6,000	Measurable positive impact in attendance and punctuality and wider participation in events.	This provision has been deferred pending a review. Transport is still provided where required and has had a positive impact when collecting pupils who may be late or absent. The Family Support Lead and Attendance Officer have access to transport that is funded by the school.
	Objectives Raising Standards	Action	Cost	Projected impact How measured?	Actual Impact (Reviews) April & July 2018
2.1	Raise standards in English and Maths within Key Stage 2 and allow for enhanced provision and smaller class sizes for all pupils. Smaller class groups will also allow for a wider range of opportunities outside of the classroom, such as Outdoor Learning opportunities and additional Educational Visits to enhance attainment and engagement within core subject areas.	Appointment of an additional teacher in Key Stage 2. Implementation of the Iveson Pupil Passport and an enhanced budget to be made available to each class group to facilitate educational visits.	£35,000	KS2 assessment data. Class sizes and accelerated progress in both English and Maths. A full programme of Educational Visits planned around enhancing the curriculum for all pupils and providing experiences.	An additional teacher has had a positive impact across Key Stage 2. Class sizes have been reduced and targeted interventions have taken place. Following detailed data analysis, it is clear that the additional teacher has had a positive impact on attainment. The additional teacher in KS2 has also meant that further learning support provision has been made available throughout KS1 and EYFS. The Inclusion Team meet weekly to analyse the effectiveness of learning support provision and the allocation across the school. The enhanced budgets for Educational Visits and experiences have had a positive impact on learning outcomes for all pupils. This budget has ensured that all pupils have access to Educational Visits and experiences designed to engage and inspire. A full breakdown of these is available on our Curriculum Page: http://iveson-primary.co.uk/statements-policies/curriculum/ and through the Class Blogs: http://iveson-primary.co.uk/class-pages/ and is



					best seen within the school's Twitter Feed: https://twitter.com/lvesonPrimary?lang=en Outdoor Learning Week has taken place.
2.2	<p>To support pupils to achieve their full potential in reading and writing.</p> <p>To ensure that pupils with dyslexic tendencies have strategies to support development.</p>	<p>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.</p>	£3,500	<p>Measured outcomes in reading with identified pupils making greater than expected progress. See data and supporting evidence.</p>	<p>Targeted phonics provision has been in place across KS1. Additional phonics sessions delivered by experienced learning support staff have ensured that all pupils have access to enhanced provision if required. These additional phonics sessions have shown a narrowing of the gap.</p> <p>Identified pupils across KS2 also have access to Toe-by-Toe; this has been rolled out and delivered by experienced staff to pupils in need of additional phonics tuition. A full programme of Dyslexia screening is in place. Where a pupil is referred to the Inclusion Team with a concern, a Dyslexia screening takes place and this advice is shared with the pupil, teachers and parents before being acted upon within school.</p>
2.3	<p>To support extra capacity for raising standards in reading.</p>	<p>Additional Teaching Assistant to raise standards of reading and phonics across Lower Key Stage 2.</p>	£7,782	<p>Measured outcomes in reading with identified pupils making greater than expected progress. See data and supporting evidence.</p>	<p>Data analysis has shown good outcomes for identified pupils; making greater than expected progress. Guided Reading provision is delivered across lower key stage 2 by staff with experience and expertise in raising attainment. PIRA assessments have been embedded to ensure that progress in reading is consistent across the school and regular analysis takes place.</p>
2.4	<p>To support extra capacity for raising standards in reading.</p>	<p>Teaching Assistant (teacher trained) to support raising standards in phonics in KS1.</p>	£8,416	<p>Increase in percentage of pupils passing the phonics test and/or meeting Age Related Expectations.</p>	<p>Detailed data analysis shows that the additional member of staff targeting standards in phonic and reading has had a positive impact on outcomes. PIRA assessments have been analysed and</p>



					additional phonics provision continues to take place for those pupils requiring additional tuition.
2.5	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.	A Speech and Language Lead Practitioner role has been established within school and targeted speech and language provision has taken place. The Speech and Language Lead Practitioner delivers the Early Talk Boost programme across EYFS and Key Stage 1. They also manage small group interventions focusing on both narrative and phonological elements of speech and language. Where a child requires additional speech and language provision, they coordinate the delivery of programmes prescribed by the NHS Speech Therapy Service. Data and supporting evidence shows a positive impact for all pupils targeted for additional speech and language support.
2.6	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.	£1,850	Greater participation in these events and a greater number of pupils working at a higher level.	Participation in Able Writer's and Able Science events has been good. Pupils targeted for additional challenge have attended these events. Additional booster sessions have taken place outside of school hours and Upper KS2 pupils have experienced High School provision.
2.7	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.	Additional provision for raising attainment in reading across Year 6 has had a positive impact for targeted pupils. Data analysis, PIRA and KS2 data shows good outcomes in reading for identified pupils, making greater than expected progress.



2.8	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.	Maths Catch-Up programme delivered to targeted pupils across KS2. Data has been analysed using the PUMA assessment tool. The implementation of a new Maths Continuum and additional training for staff has also had a positive impact on outcomes. Learning Support staff have received additional training on how best to target support within Maths, this has taken place outside of working hours. Weekly planning and assessment analysis show that provision is targeted at identified gaps in prior learning.
2.9	To support extra capacity for raising standards in maths and computing.	Purple Mash resource to enable pupils to have access to high quality provision outside of the classroom.	£5,200	Increased percentage of pupils accessing independent provision.	<p>Purple Mash resource has been deployed across the school with all pupils having access both within school and at home. Promotion of this resources takes place within the Class Blogs.</p> <p>Summer Coding Challenge – encouraging pupils to work throughout the summer with a focus on computing and engineering.</p> <p>http://iveson-primary.co.uk/code/</p>
	Objectives Enrichment	Action	Cost	Projected impact How measured?	Actual Impact (Reviews) April & July 2018
3.1	Opportunities for music sessions.	Provide music sessions and develop opportunities for access to music tuition (violins) weekly.	£1,672	Greater participation in music sessions.	All Year 4 pupils access Violin tuition weekly. The purchase of a number of Ukuleles has also enhanced music provision.
3.2	To provide a range of opportunities to enrich cultural understanding and	Financial support towards trips and residential. To provide opportunities and experiences to socialise and	£8,482	Measured through the number of pupils attending visits, residential and uptake of clubs.	All Educational Visits are universally accessed. The budget assigned to each class group has ensured that all pupils have full access to subsidised visits. The enhanced budgets for Educational Visits and



	develop broader life experiences.	co-operate in a range of settings and for a variety of purposes.			<p>experiences have had a positive impact on learning outcomes for all pupils. This budget has ensured that all pupils have access to Educational Visits and experiences designed to engage and inspire. A full breakdown of these is available on our Curriculum Page: http://iveson-primary.co.uk/statements-policies/curriculum/ and through the Class Blogs: http://iveson-primary.co.uk/class-pages/ and is best seen within the school's Twitter Feed: https://twitter.com/ivesonPrimary?lang=en</p> <p>Outdoor Learning Week has taken place. A residential visit to Herd Farm was also universally accessed by all Year 6 pupils and plans have been implemented to repeat this provision, subsidising the cost this year: http://iveson-primary.co.uk/wp-content/uploads/2018/05/Herd-Farm-Residential-2018.pdf</p>
3.3	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.	<p>After School Education Programme has been fully implemented and attendance has been good. Full details of the After School Education Programme is available through our school website: http://iveson-primary.co.uk/parents/extra-curricular/</p> <p>Analysis of attendance to this programme shows that it was well accessed across the Key Stages. Parent feedback also shows that this provision has had positive impact for pupils, we publish this feedback on our school website: http://iveson-primary.co.uk/about-us/parent-feedback/</p>



3.4	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 £15,300	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.	<p>A full programme of visits has taken place, these are documented through our Curriculum Page: http://iveson-primary.co.uk/statements-policies/curriculum/ and through the Class Blogs: http://iveson-primary.co.uk/class-pages/ and is best seen within the school's Twitter Feed: https://twitter.com/IvesonPrimary?lang=en</p> <p>Curriculum planning takes place around these experiences. Curriculum overviews are published each half term on our school website: http://iveson-primary.co.uk/parents/letters/ and we ensure that all pupils participate and have universal access to all provision and associated transport.</p>
3.5	Contingency planning.	As a school we continue to grow towards two form entry.	£5,769	Increase in population.	Contingency plans have been made to ensure that we can continue to deliver effective provision in the context of a growing school, moving to two form entry. The planned building works also have the potential to have an impact upon provision and contingency plans are in place to minimise this.

This spending strategy and review has been updated following termly data analysis and outcome reviews. This document summarises outcomes for both groups and individual pupils.