

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Iveson Primary School
Number of pupils in school	394 (October 2023)
Proportion (%) of pupil premium eligible pupils	37% (October 2023)
Academic year/years that our current pupil premium strategy plan covers ( <b>3- year plans are recommended</b> )	3 years
Date this statement was published	October 2021- October 2024
Date on which it will be reviewed	Annually in the Autumn Term
Statement authorised by	Hayley Marshall/Governing Body
Pupil premium lead	Karen Landa
Governor / Trustee lead	Tricia Clarke

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£267,750
Recovery premium funding allocation this academic year	£20,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£288,630

## Part A: Pupil premium strategy plan

### Statement of intent

#### Key Principals

At Iveson Primary, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

#### Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability and communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world

As a school we have been comprehensive in our approach to analysing the need of our Pupil Premium cohort. We recognise we have a responsibility for the welfare, learning and progress of all disadvantaged pupils. Through the ongoing Pupil Progress process and multiple group analysis we forensically identify the barriers to learning and specific needs of our pupil premium children and meticulously plan how to overcome these barriers and meet the identified needs. Following this we engage in rigorous monitoring to ensure that there is significant impact, refining our strategies as required.

The Pupil Premium approach includes a heightened focus on those disadvantaged pupils who have made the least progress from both the previous key stage and during the current academic year.

The multiple group analysis includes a more intensive focus on pupils who fit into several groups, for example, pupil premium, SEND, child protection and persistent absence. The priorities that we have identified for this strategy have been established through these processes with the most pronounced collective needs identified to inform our strategic planning.

The processes operate in a way that enables leaders to carefully triangulate with the outcomes profile of the school.

### Demographic and School Context

Iveson Primary is a community school located in Tinsill, in the north west of Leeds. Iveson is a two- form entry school with numbers on roll increasing.

Iveson Primary has 394 children on roll.

48% are girls

52% are boys

36% pupils are classed as EAL

57% minority ethnic

16% SEN support

37% pupils of our children are classed as Pupil Premium eligible children

Our most recent KS2 data was:

69% of children achieved age related expectations in Reading, Writing and Maths.

76% of disadvantaged children achieved age related expectations in Reading, Writing and Maths.

Our last published KS2 data (2019 due to Covid) was:

53% of children achieved age related expectations in Reading, Writing and Maths.

The progress measures for this year were:

-1 for Reading

2.2 for Writing

2.2 for Maths.

For our disadvantaged children:

35% of children achieved age related expectations in Reading, Writing and Maths.

The progress measures for this year were:

-2.7 for Reading

2 for Writing

2.1 in Maths.

**Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition
- Additional teaching and learning opportunities provided through trained support staff or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Target funding to ensure that all pupils have access to educational visits, residentials and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music

This is not an exhaustive list and strategies will change and develop based on the needs of individuals and dynamic evaluation of the pupil premium strategy.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance particularly persistence absence
2	Education recovery and gaps in learning exacerbated by the pandemic
3	Pupil wellbeing and low resilience
4	Access to and use of technology
5	Limited life experiences and access to wider opportunities

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Attendance of pupil premium pupils will be at least 96%. The percentage of pupil premium pupils classed as persistent absentee will fall to be less than 10%.</p>	<ul style="list-style-type: none"> <li>● Pupil attendance rate for disadvantaged pupils will be in line, or better than national averages.</li> <li>● Increased parental engagement demonstrated through home visits log.</li> <li>● Attendance challenged through School Attendance Panel (SAP) meetings.</li> <li>● Persistent absence for disadvantaged pupils will have diminished.</li> </ul>
<p>Achieve Reading, Writing and Maths outcomes in-line with, or above, national average by the end of KS2.</p>	<ul style="list-style-type: none"> <li>● The quality of teaching and learning will be consistently good or better.</li> <li>● Disadvantaged pupils will develop greater reading fluency and these children will make accelerated progress in all year groups, with a year- on - year improvement and a target of a VA score at the end of KS2 2024 being at least +2 in reading.</li> <li>● Improved progress of the Pupil Premium pupils who have been affected during lockdown</li> <li>● Effective additional strategies are in place whilst pupils are in school to ensure any gaps are addressed</li> <li>● Pupil premium children will make accelerated progress to catch up on missed learning.</li> </ul>
<p>Pupils will be motivated to learn and resilient enabling attainment and progress to be in line with, or above, national expectations.</p> <p>Pupil premium children will be in a healthy place to learn both physically and mentally.</p>	<ul style="list-style-type: none"> <li>● SEMH pupil survey will show an improvement in motivation and love for learning.</li> <li>● Triangulation of lessons, pupil work and pupil voice will show an increase in pupil engagement, quality of work and attainment and progress.</li> <li>● Pupil Premium pupils will be offered a healthy and filling breakfast through breakfast club or when they arrive to ensure they are ready to learn.</li> <li>● Targeted disadvantaged families will be offered external agency support to help them with food, clothes and home essentials e.g. beds and hygiene products</li> </ul>
<p>Computer literacy will increase among pupils allowing access to learning resources.</p>	<ul style="list-style-type: none"> <li>● Increased time spent on teaching computer skills with pupil premium pupils and attainment will have improved</li> <li>● Improved support to parents of disadvantaged pupils, who may also have EAL, will be in place</li> <li>● Parents will understand how best to support their children with their home learning/computer skills</li> </ul>
<p>Children will apply a wider range of experiences in their work and resilience when facing challenges</p>	<ul style="list-style-type: none"> <li>● Improve the opportunities for the Pupil Premium pupils to access a range of extra-curricular activities</li> <li>● All disadvantaged pupils are targeted to attend extra-curricular activities after school and class registers will demonstrate a majority share of pupils being those receiving the Pupil Premium fund.</li> </ul>

	<ul style="list-style-type: none"> <li>Pupil voice and registers will demonstrate that disadvantaged pupils have accessed a wide range of extra-curricular activities including residential trips.</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £47,500**

Activity	Evidence that supports this approach <small>Impact review notes</small>	Challenge number(s) addressed
<p><b>Safeguarding Training</b> £3,000</p> <p>More frequent safeguarding training to ensure staff are trained, knowledgeable and skilled for the community we serve.</p>	<p>Everyone working in our school has a responsibility to help keep children and young people safe by providing a safe environment for children and young people to learn and identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.</p> <p>This is a primary need and we ensure all staff have up to date, relevant training.</p> <p><b>From CPOM data, 18% of children have been identified as being vulnerable. This included children with CP Plan, CIN, Early Help, Intervention, EHCP, CSWS Assessment, Cluster/Family Support and/or a Young Carer. All safeguarding concerns have been addressed daily.</b></p> <p><b>Weekly inclusion team meetings take place to ensure support around the child is discussed.</b></p>	<b>1, 2, 3 and 4</b>
<p><b>To provide in school access to Speech and Language support.</b></p> <p>£17,000</p> <p>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</p>	<p>Pupil Premium pupils start school with oracy skills significantly behind those of non-Pupil Premium. The gap has increased due to the pandemic.</p> <p><b>Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception (Baseline EYFS data). 59% of non-pupil premium children and 39% of pupil premium achieved GLD in 2023. The need for speech and language needs to continue to close the disadvantaged gap.</b></p>	<b>2 and 3</b>

	<p>The pandemic continues to have an impact on the NHS speech and language department. There has been an increase in referrals and longer waiting lists. Support staff need to be trained further to support with speech and language school allows children, parents and staff to be supported within school.</p> <p><b>Using our speech and language register, Speech and language referrals for between 2020 and 2022 have been approximately 60 referrals each year. For 2023, there are 70 children on the speech and language register. This has significantly increased from previous years when referrals were on average 40 referrals per year.</b></p>	
<p><b>To provide targeted teacher support for early career teachers with a focus on Writing</b> £16,000</p> <p>Provide release time for English leader/team to train, coach and upskill teachers to have a positive impact on the quality of teaching and learning.</p>	<p>Children's progress in writing has been affected due to lockdown and home schooling. The remote learning analysis reports showed that children engaged with writing the least during the periods of lockdown. The challenges with home learning included low computer literacy of children and parents, access to IT, management of home schooling and the high percentage of EAL children. Therefore, aspects of writing which have been impacted include lack of exposure to high quality texts children's limited vocabulary, handwriting, spelling and gaps in the phonological knowledge. Consequently, progress at the end of KS2 is significantly lower for disadvantaged compared to other pupils</p> <p><b>Assessment data from 2023 showed 80% of children achieved ARE or above (expected standard nationally was 71%). However, the disadvantaged gap continues with 92% PP children achieved expected or above compared to 60% of Non-PP.</b></p>	<p><b>2 and 3</b></p>
<p><b>DHT/AHT and Leadership Team to provide relevant training to Teachers, HLTA's and support staff to enhance quality of teaching and learning support.</b> £10,00</p> <p>Provide release time for staff to receive training/coaching in areas of focus such as computing and providing additional support in classrooms with a focus on pupil premium children.</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>Evidence from the remote learning analysis showed that the disadvantaged pupils engaged less when compared to the non- disadvantaged pupils. An increase in targeted support is needed to prepare and teach children to have computing skills.</p> <p>Pupil premium children needs, gaps in learning and barriers to be identified and targeted support to be provided.</p>	<p><b>2 and 3</b></p>
<p><b>White Rose Hub Early Maths</b> £1,500</p> <p>A trained EYFS teacher to specialise in Early Maths. Coach/provide training to other teachers to enable them to best support pupil premium children.</p>	<p>Research shows that a larger proportion of pupil premium children have lower starting points when entering Early Years.</p> <p><b>Baseline data from Autumn 2022 and Reception Summer 2023 data showed pupil premium children's English and Maths skills were lower than non-pupil premium. 39% of PP children achieved GLD compared to 59% of Non-PP children.</b></p>	<p><b>2 and 3</b></p>



## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £ 106,930**

Activity	Evidence that supports this approach	Challenge number(s) addressed																																
<p><b>For any gaps in learning between Pupil Premium and other pupils manifested during lockdown to diminish £32,000</b></p> <p>Early identification of disadvantaged pupils who have not engaged in learning.</p> <p>Children will be supported through target intervention, same-day interventions and use of provision maps to target support.</p> <p>Employ additional teachers and increase teaching capacity to support these pupils with their learning.</p> <p>Strategic decision made for Senior Leaders to teach pupils to ensure the gap is closed.</p>	<p>From research carried out by the NFER, findings indicated that nationally the engagement of learning of disadvantaged pupils was lower in deprived schools.</p> <p><b>Iveson Data indicates PP children achieved lower in all year groups compared to Non-PP children (July 2023 data).</b></p> <p><b>Children achieving ARE combined in R, W, M or GLD:</b></p> <table border="1" data-bbox="592 759 1214 1189"> <thead> <tr> <th>Year</th> <th>PP</th> <th>Non-PP</th> <th>% Gap between PP and Non-PP</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>39%</td> <td>59%</td> <td>20%</td> </tr> <tr> <td>1</td> <td>60%</td> <td>65%</td> <td>5%</td> </tr> <tr> <td>2</td> <td>33%</td> <td>65%</td> <td>32%</td> </tr> <tr> <td>3</td> <td>53%</td> <td>55%</td> <td>2%</td> </tr> <tr> <td>4</td> <td>76%</td> <td>88%</td> <td>12%</td> </tr> <tr> <td>5</td> <td>75%</td> <td>95%</td> <td>20%</td> </tr> <tr> <td>6</td> <td>60%</td> <td>92%</td> <td>32%</td> </tr> </tbody> </table> <p><b>Evidence from the remote learning analysis showed that the disadvantaged pupils engaged less when compared to the non- disadvantaged pupils.</b></p> <p><b>68% of PP children have one or more siblings which had an impact on device usage and reduced access to teaching and learning. With some PP children, there are 4 or more siblings which significantly limited the amount of time and support to access remote learning.</b></p> <p><b>47% of PP children are from single-parent families which had an impact on the capacity to support the child/ren at home.</b></p>	Year	PP	Non-PP	% Gap between PP and Non-PP	R	39%	59%	20%	1	60%	65%	5%	2	33%	65%	32%	3	53%	55%	2%	4	76%	88%	12%	5	75%	95%	20%	6	60%	92%	32%	<p><b>2, 3 and 4</b></p>
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<p><b>ELS (Essential Letter and Sounds) CPD £8,500</b></p>	<p>All teachers and support staff will receive direct training and appropriate resources to deliver the ELS systematic synthetic phonics programme effectively and with fidelity. This training will take the form of structured INSET and follow up school support from accredited ELS training providers and will ensure ongoing monitoring, assessment and bespoke, tailored support will be offered throughout the academic year.</p> <p>Overall, the evidence base related to the impact of phonics on reading is very secure. There have been a number of</p>	<p><b>2, 3 and 4</b></p>																																



	<p>studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. Several robust studies of phonics programmes have been published in recent years. The findings show that phonics programmes can be effective in schools, but also underline the importance of high quality implementation. (EEF)</p> <p>Internal data tracking at Iveson indicates that there are gaps in pupils’ phonics knowledge. The further upskilling of all staff through this robust, ongoing CPD model will help to provide consistent and high-quality teaching of phonics across school and ensure outcomes are well above national average benchmarks for phonics. Tracking will also demonstrate accelerated progress in the reading skills and levels for all children.</p>	
<p><b>ORT (Oxford reading tree) reading scheme and online resources</b> £5,000</p>	<p>Provide all disadvantaged children the opportunity to access Oxford Owl (online) and matching books across year groups to increase quality of Phonics delivery, reading fluency and to increase reading for pleasure.</p> <p>Internal assessments and tracking data (2022-2023) indicate gaps in pupils’ reading comprehension skills. When evaluated, the data shows a particular need for the development of pupils reading fluency, prosody and also their understanding of vocabulary. This CPD and development of the schools ‘Whole Class’ reading strategy and approach, supported by the Reading leader will develop teachers on how to effectively teach reading fluency and prosody and will also provide a mechanism for assessing these elements of pupils reading skills to ensure the gaps are identified and targeted effectively.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding vocabulary, which may be subject-specific.</p>	
<p><b>To raise standards across school in English, Maths and Science</b> £44,930 <b>English</b></p> <p>To continue to invest in additional books enabling pupils to have regular access to books that:</p> <ol style="list-style-type: none"> <li>1. They can read fluently to give them a sense of accomplishment as a reader</li> <li>2. Challenge them and will extend their vocabulary, shared either at home or in school with an adult</li> </ol> <p>Support staff will also deliver responsive reading interventions working closely with classroom teachers and data analysis.</p>	<p>‘Researchers have found that those who are “rich” in language get richer in knowledge. Those who aren’t, have a hard time keeping up and the gap between those who have knowledge and those who don’t widens. That’s because when you know one thing, it’s easier to learn a new thing.’</p> <p>Our curriculum has therefore been redesigned in order to be knowledge based.</p> <p>‘We need to carefully attend to our pupils’ learning ensuring we develop their knowledge of themselves as learners, of strategies and of tasks.’ EEF</p> <p>Pupil Premium pupils start school with significant lower vocabulary than those of non- Pupil Premium</p>	<p><b>2, 3 and 4</b></p>

<p><b>Maths</b></p> <p>Ongoing investment in online mathematics resources such as TT Rockstars.</p> <p>Invest in resources which fully support the CPA and Continuum approach in all classrooms</p> <p><b>Science</b></p> <p>To invest in resources to support the PSQM</p>	<p><b>In 2022, for the Year 4 Multiplication Tables Check, 55% passed (national expectations was 27%)</b></p> <p><b>In 2023, KS1 and KS2 results showed the percentage of children achieving ARE in Maths was inline or above national expectations. In KS1 68% of children met ARE (national 68%) and KS2 85% met ARE (national 73%)</b></p> <p><b>Iveson have been awarded with the PSQM mark</b></p>	
<p><b>To close the disadvantaged attainment and progress gap in learning. £5,500</b></p> <p>Recruit a number of tutors to support the small number of disadvantaged pupils who have been identified as falling behind.</p>	<p>EEF evidence demonstrates that small group tuition (the smaller group the better) results, on average with four months accelerated progress.</p> <p>School have identified through the catch up strategy that there remains a small proportion of disadvantaged pupils who fell significantly behind as a result of lockdown/home learning experience</p>	<b>2 and 3</b>
<p><b>To enhance Speech and Language support across the school £16,000</b></p> <p>Support staff trained to deliver small group interventions targeting pupils with speech and language difficulties.</p> <p><b>To support Speech and Language provision across the school. £5,000</b></p> <p>Chatterbugs Speech and Language Service – provide professional feedback to the Lead Practitioner.</p> <p>Work on 1:1 caseload alongside those referred to the NHS.</p> <p>Provide in-house training to staff and Lead Practitioner and liaise closely on individual cases, advising where appropriate.</p>	<p>Significantly higher number of speech and language referrals completed to support the Pupil Premium pupils with their speech in 2022-23</p> <p>Pupil Premium pupils start school with oracy skills significantly behind those of non-Pupil Premium.</p> <p><b>Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.</b></p> <p>Meeting the Speech and Language need of PP children through specialist teachers and SALT professionals.</p>	<b>2 and 3</b>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £134,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>To support identified families. £36,500</b> <i>This includes (but is not limited to) support with learning opportunities, attendance and punctuality</i></p> <ul style="list-style-type: none"> <li>• Family Support Lead to provide small group and individual support to develop social and emotional intelligence.</li> <li>• To provide parent support and develop home / school relationships with families within the wider school community.</li> <li>• 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.</li> <li>• Designated Safeguarding Lead provides support for targeted families through Early Help Plans.</li> <li>• 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. <b>£2,000</b></li> <li>• All pupils have access to uniform, PE Kits, Pumps &amp; Hygiene packs also provided. <b>£2,500</b></li> <li>• Disadvantaged Yr6 pupils to receive a end of school leavers hoodie. <b>£1000</b></li> </ul>	<p>Familiar face and point of contact to support several of our communities.</p> <p>Building strong relationships between school and families allows for further engagement from parents and children - Parent Questionnaires/Feedback/ Case Studies</p> <p>Having the support of an Inclusion Team for families allows for potential barriers to learning to be resolved - Case Studies</p> <p>Advise parents in how to support their child at home with tasks such as reading/home routines etc.</p> <p>Access to Family Learning groups raises awareness of education.</p> <p><b>From CPOM data, 18% of children were identified as being vulnerable. This included children with CP Plan, CIN, Early Help, Intervention, EHCP, CSWS Assessment, Cluster/Family Support and/or a Young Carer. All needing support from school.</b></p> <p><b>Records on CPOMS/positive feedback from parents show that family support removes barriers for learning.</b></p> <p>Breakfast is a crucial part of every child's day. It affects everything from memory to creativity in the classroom. Children who go hungry are more inclined to become distracted from learning at school, or give up easily when faced with challenges (Fleck 2019). Pupils often attend school hungry and not having had breakfast.</p> <p><b>18% of Iveson children attend breakfast club. Children and families are offered breakfast or a space in breakfast club as a targeted intervention.</b></p> <p><b>The My Health, My School survey taken by Yr5/6 children in July 2022 indicated 28% of children have breakfast 1-3 times in a week and not everyday.</b></p>	<p><b>1, 2, 3 and 4</b></p>
<p><b>To support identified families with attendance and punctuality. £19,500</b></p>	<p>Pupil Premium pupils are disproportionately likely to fall into the groups of pupils with the lowest absence</p>	<p><b>1</b></p>

<ul style="list-style-type: none"> <li>• Ensure the parents understand the expectations of coming to school every day</li> <li>• Attendance officer will focus on a target group of 'hard to reach' persistent absentees and conduct home visits on a regular basis, with the aim of identifying needs and supporting families.</li> <li>• Attendance Officer time and resources to reward attendance and positive behaviour.</li> <li>• To remove identified barriers to consistent good attendance.</li> <li>• Whole school good attendance incentives and competitions.</li> <li>• Published attendance data weekly to further engage families.</li> <li>• Promotion of good attendance and the impact on the school website.</li> </ul>	<p>The persistent attendance of the Pupil Premium Pupils has been well below national in Autumn 2023 data - attendance data analysis</p> <p><b>School data from July 2023 showed 15.4% of absences were persistence absences.</b></p> <p>There is a significant relationship between absence and achievement. The DfE reports that pupils who have low attendance are less likely to leave Primary school at the correct level</p>	
<ul style="list-style-type: none"> <li>• <b>Identified pupils given opportunities that ensure they are ready to learn. To build resilience and self-regulation leading to greater independence.</b> £34,000</li> <li>• Continue to provide a nurture provision each afternoon for children with SEMH needs which are currently barriers to their learning.</li> <li>• 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.</li> <li>• Social, emotional, mental health training.</li> </ul>	<p>Learning to be resilient, allows children the opportunity to then take a leap forward. It prepares them for real life situations and makes them more likely to take on challenges.</p> <p>When pupils do not have worries, they are able to focus on their learning and not become distracted. This therefore results in them making strong progress with their learning.</p> <p>Extending experiences and building confidence. Providing resources to support pupils with their learning.</p> <p>Pupils working outside of school provides greater stimuli for learning. Creates opportunities for outdoor pursuits, building relationships, teamwork and both physical and language development.</p> <p>Opportunities to capture pupils' imagination and turn this into learning and written work</p> <p>Creating rounded young people who understand and value themselves and their place in the world</p> <p><b>Case studies from 2022-23, indicate nurture was essential to ensure targeted children have their needs fully met, barriers are removed for learning and they have an increased chance of being more successful in the classroom.</b></p>	<p><b>3</b></p>
<p><b>Opportunities for music sessions. £3,500</b></p>	<p>EEF states 'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum'.</p>	<p><b>3 and 5</b></p>

<p>Provide music sessions and develop opportunities for access to music sessions from a specialist</p> <p>All children will have access to a rich and comprehensive extracurricular offer and pupil premium children will be specifically targeted.</p>	<p>The research summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p>	
<p><b>Inspire and motivate children to take part in PE sessions. £3,700</b></p> <p>Opportunities for PE sessions with specialised sports coaches</p> <p><b>Ensure quality provision is available for all pupils where financial costs are incurred. £6,000</b></p> <p>Access to physical and creative activities before and after school and through holiday provision.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>Many of our pupils do not have access to an outdoor space. This allows them to access physical sports in school.</p> <p><b>The My Health, My School survey taken by Yr5/6 children in July 2022 indicated 7% of children do not take part in any out of school exercise including play outside. 88% of children have enjoyed their PE lessons this year.</b></p>	<b>3 and 5</b>
<p><b>To provide a range of opportunities to enrich cultural understanding and develop broader life experiences. £9,000</b></p> <p>Financial support towards trips and residential.</p> <p>To provide opportunities and experiences to socialise and co-operate in a range of settings and for a variety of purposes.</p> <p>Subscription to Votes for school so that all children can access high quality current affairs periodicals and have contribute pupil voice to wider issues.</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. (EEF Research)</p>	<b>2 and 5</b>
<p><b>To support the Iveson passport providing a range of experiences within each year group during a pupil's time at Iveson. £1,200 pa per class Total £16,500</b></p> <p>Each year group accesses a range of age appropriate life experiences to develop depth of understanding.</p> <p>We will aim to continue to expose children to a range of performers in school through visiting theatre groups, instrumental ensembles and dance groups. We will endeavour to do this online until COVID restrictions are lifted.</p>	<p>Extending experiences and building confidence.</p> <p>Providing resources to support pupils with their learning.</p> <p>Pupils working outside of school provides greater stimuli for learning.</p> <p>Creates opportunities for outdoor pursuits, building relationships, teamwork and both physical and language development.</p> <p>Opportunities to capture pupils' imagination and turn this into learning and written work</p> <p>Creating rounded young people who understand and value themselves and their place in the world</p>	<b>2, 3 and 5</b>

**Total budgeted cost: £288,630**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in 2022-23 academic year.

Intended outcome	Impact
<p>Attendance of pupil premium pupils will be at least 96%.</p> <p>The percentage of pupil premium pupils classed as persistent absentee will fall to be less than 10%.</p>	<ul style="list-style-type: none"> <li>• There has been increased parental engagement demonstrated through home visits log.</li> <li>• Attendance has been challenged through School Attendance Panel (SAP) meetings.</li> <li>• Persistent absence for disadvantaged pupils for 2022-23 was 15.4%. This remains to be a focus to reduce to less than 10%</li> </ul>
<p>Achieve Reading, Writing and Maths outcomes in-line with, or above, national average by the end of KS2.</p>	<ul style="list-style-type: none"> <li>• The quality of teaching and learning was consistently good or better through monitoring and evaluation within school.</li> <li>• Disadvantaged pupils have developed greater reading fluency and these children have made progress in all year groups, with a year- on - year improvement. The target of a VA score at the end of KS2 2024 being at least +2 in reading remains to be a target.</li> <li>• Improved progress of the Pupil Premium pupils who have been affected during lockdown – see KS2 statutory data below</li> <li>• Effective additional strategies are in place whilst pupils are in school to ensure any gaps are addressed</li> <li>• Pupil premium children have made good progress to catch up on missed learning.</li> </ul>
<p>Pupils will be motivated to learn and resilient enabling attainment and progress to be in line with, or above, national expectations.</p> <p>Pupil premium children will be in a healthy place to learn both physically and mentally.</p>	<ul style="list-style-type: none"> <li>• Triangulation of lessons, pupil work and pupil voice will show an increase in pupil engagement, quality of work and attainment and progress.</li> <li>• Pupil Premium pupils have been offered a healthy and filling breakfast through breakfast club or when they arrive to ensure they are ready to learn.</li> <li>• Targeted disadvantaged families will be offered external agency support to help them with food, clothes and home essentials e.g. beds and hygiene products. Case studies recorded and show impact on learning.</li> </ul>
<p>Computer literacy will increase among pupils allowing access to learning resources.</p>	<ul style="list-style-type: none"> <li>• Increased time spent on teaching computer skills with pupil premium pupils and attainment have improved – internal computing data shows a positive impact.</li> <li>• Improved support to parents of disadvantaged pupils, who may also have EAL, have be in place</li> <li>• Parents workshops have been well attended to help parents understand how best to support their children with their home learning/computer skills</li> </ul>



<p>Children will apply a wider range of experiences in their work and resilience when facing challenges</p>	<ul style="list-style-type: none"> <li>• Improve the opportunities for the Pupil Premium pupils to access a range of extra-curricular activities</li> <li>• All disadvantaged pupils are targeted to attend extra-curricular activities after school and class registers will demonstrate a majority share of pupils being those receiving the Pupil Premium fund.</li> <li>• Pupil voice and registers will demonstrate that disadvantaged pupils have accessed a wide range of extra-curricular activities including residential trips.</li> </ul>
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## Key Data Overview 2022-23

### EYFS – GLD Cohort Context

2022		2023	
EYFS Iveson	EYFS - National	EYFS Iveson	EYFS - National
56%	65.2%	54%	67%

### Year 1 - Phonics Cohort Context

2022		2023	
Iveson	National	Iveson	National
82%	75%	86% (87%EI)	79.5%

### Year 2 – Phonics

Of the 12 children who did not reach the national expectation at the end of Y1- 50% attained this at the end of Y2. Of the children not at national one arrived in Spring 2 of 2022 and one in the Spring Term of 2023



## Year 2 – KS1 SATs

Subject	2022		2023	
	Iveson	National	Iveson	National
RWM	55%	53.4%	54%	55.4%
Reading	64%	67%	64%	68%
Reading GD	17%	18%	11%	18%
Writing	55%	58%	54%	59.4%
Writing GD	2%	8%	2%	7.5%
Maths	68%	68%	67%	70.3%
Maths GD	21%	15%	15%	15.6%

## Year 4 – Multiplication Tables Check

	2022		2023	
	38 children took the test		55 children took the test	
	Iveson	National	Iveson	National
Scoring 25	55%	27%	18% 24% (EI)	31%
Mean Score	22.9	19.8	19.1 (19.3 EI)	20.4

## Year 6 – KS2 SATs

### Cohort Context

Groups	Whole Cohort
Male	46%
Female	54%
Pupil Premium	41%
EAL	58%
SEND	18%
EHCP	4%

<b>Additional Needs</b>	27%
<b>Persistent Absence</b>	12.5%

## End of KS2 Progress and Attainment Data 2022-23

### Progress Measures

Interim data using internal data system (FFT Aspire) until DfE release national data through the IDSR.

<b>Whole Cohort</b>			
<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>GPS</b>
-0.7	+2.6	+2.1	-0.8

Pupil Premium							
Reading		Writing		Maths		GPS	
PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
-0.5	-0.8	+3.4	+1.9	+2.5	+1.7	+0.3	-1.6

Progress measures for pupil premium and non-pupil premium have increased since the last published progress data (2019) in Reading, Writing, Maths and GPS. Accelerated progress has been made for Writing, Maths and GPS for lower attaining children.

### Comparative Attainment Data

This information allows you to compare the children's performance at the end of key stage 2 with the attainment of other year 6 pupils in our school and across England. The national data is taken from the latest headline on statistics released by the Department for Education.

The first figure in the 'Percentage of pupils achieving the expected standard: school' column relates to the cohort as a whole it includes all children whether or not they took the test.

Subject	Percentage of pupils achieving the expected standard: school	Percentage of pupils achieving the expected standard: nationally	Average scaled score: school	Average scaled score: national
English reading	71%/66%	73%	104.6	105
English grammar, punctuation and spelling	77%/71.4%	72%	105	105
Mathematics	85%/83.9%	73%	106.9	104
English writing (teacher assessment)	84.6%/80%	71%	N/A	N/A
Science (teacher assessment)	86.5%/82%	80%	N/A	N/A
Combined Data RWM	69%/64.2%	59%		

Greater Depth Data is not yet released at a national level Iveson were:

- 13.4/12.5% combined RWM
- 21/19.6% Reading
- 19.2/17.8% Writing
- 32.7/32.1% Maths
- 21/19.6% GPS

Please note that at KS2 the data of children from overseas who arrived in Year 5 from a country where English is not the first language is removed from the SATs published data. The figures in the above table show percentages without those children included in red and with them included in black. This indicates in all areas except reading we sit above national even when new to English children are included in the data.

Subject	Percentage of pupil premium pupils achieving the expected standard	Percentage of non-pupil premium pupils achieving the expected standard
English reading	63%	68%
English grammar, punctuation and spelling	67%	75%
Mathematics	81%	86%
English writing (teacher assessment)	81%	79%
Science (teacher assessment)	85%	88%
Reading , Writing, Maths combined	59%	68%

The percentage gap between pupil premium and non-pupil premium from KS2 assessments indicates the gap has been narrowed significantly. In 2022, the difference between PP and Non-PP achieving ARE combined Reading, Writing and Maths was 66% compared to 2023 which was 9%. For Writing, more pupil premium children achieved ARE than non-pupil premium diminishing the gap. In 2022, 42% more non-pupil premium achieved ARE in writing than pupil premium children. In all subjects, the gap has closed significantly compared to 2022 indicating a positive impact of the provision in place for disadvantaged pupils.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Speech and Language Therapists	Chatterbugs
X Tables Rockstars	TT Rockstars
Computing and Foundation Curriculum	Purple Mash
Complete Maths Tutor	Complete Maths
Creative education at primary school. The transformative power of the performing arts to change lives. Weekly integrating the arts throughout their learning.	Artis Forms
Sports Coaches	Premier Sports
Nurture and Behaviour Support	ESNW Cluster Services