

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Ivington CE Primary
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	29.20%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs M Smith
Pupil premium lead	Mrs M Smith
Governor lead	Mrs J Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,165
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,165

Part A: Pupil premium strategy plan

Statement of intent

Linking with our Vision

To provide a caring, Christian ethos for the school, which inspires and excites a shared enthusiasm for life and learning.

At Ivington CE Primary and Pre-school, through our strong Christian ethos and focus on nine important Christian values, we are committed to providing a deeply nourishing, spiritual, ambitious and broad curriculum.

Our motto, 'Reaching together' underpins our belief in equality of opportunity for all, where we actively endeavour to promote understanding and appreciation of our diverse society and give each child a special place in the world where they feel valued, essential to our community and equipped with the necessary skills to make a positive contribution.

We perceive our role to be opening a 'Window on the World', through which our pupils are actively encouraged to develop respect for the beliefs and cultures which enrich their everyday lives and encourage others to do likewise. We strive to eliminate inequality through our deep Christian ethos of respect and understanding of all groups in society, which ensures that everyone at Ivington will be treated fairly despite his or her creed, colour, disability or gender.

The funding for Pupil Premium children helps to ensure that all children:

- are fully included in the life of the school
- receive swift and effective intervention to support their social, emotional and academic development
- have the same high expectations as those not in receipt of Pupil Premium
- make good progress

The Pupil Premium funding is used to support a range of interventions:

- Read Write Inc
- Nelli
- Nessy
- Big Maths
- Speech and Language
- Motor Skills
- Drawing and Talking
- Butterfly Play Therapy
- Instrumental Music lessons

- Extra-curricular activities

We have 33 pupil premium children. Of these children, 2 are in care, 2 are EAL and 8 are SEN.

Challenges

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

Challenge number	Detail of challenge
1	The impact of children's specific social and emotional needs on their learning, behaviour, wellbeing and attendance
2	Families in need of support regarding parenting linked to emotional impact and attendance
3	Poor attendance and medical issues affecting progress
4	Poor speech and language skills affecting their progress in reading and writing
5	Being academically below their peers, especially in literacy and numeracy
6	Access to extra-curricular activities
7	Access to safe outdoor environment
8	Lack of transport

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
To improve attendance and support for families (5 hours weekly of school and Family Support TA)	<ul style="list-style-type: none"> • Greater sharing of support across all agencies for families (coordinated by Mrs Bray/Miss Thomas) • Persistent absence figures and attendance improving for individuals. • More families accessing Early Help (coordinated by Mrs Bray/Miss Thomas)
To provide emotional support to lessen the impact on attendance, learning and well-being (3x TA 3 ¼ hours a week playtime additional support)	<ul style="list-style-type: none"> • Improved attendance • Progress for PP children remains in line or above compared to national statistics • Embedded strategies which the children use effectively

<i>(4 hours a week Drawing and Talking intervention)</i>	<ul style="list-style-type: none"> • Reduced incidents of emotional outbursts/PSPs • Mrs Lanman, Mr Spence, Miss Seymore 3 ¼ hours a week each emotional/social skills support at playtime • Mrs Hurdidge deliver Thrive intervention 1hour 4x a week
Funding provided to access professional counselling - Butterfly Play therapy £40 per weekly session per child	<ul style="list-style-type: none"> • 2 children have funded counselling
Use of NELI (National Early Language Intervention program to support children early on who have poor oral language skills (2 x TA 2 ½ hours per week)	<ul style="list-style-type: none"> • All relevant staff trained to teach NELI • NELI groups delivered ½ hour daily in Cherry and Maple Class
Use of interventions to close the gap and accelerate progress. Additional TA and teacher hours to support vulnerable children and low achieving PP children. (5 hours TA time a week, Nessy) (10 hours TA time a week RWI 1-1) (10 hours TA time Other interventions)	<ul style="list-style-type: none"> • X 2 ½ hour Nessy groups daily for identified children behind in reading – Mrs Bray/Miss Thomas • 1-1 RWI daily – Miss Bliss/Mrs Hurdidge • Other interventions across the school such as Fresh start intervention, 10 mins daily, Reading Eggs catch up group, Teaching Talking etc • Progress for PP children remains in line or above compared to national statistics
Funding school trips and enrichment activities	<ul style="list-style-type: none"> • All children are included on school trips/enrichment activities/clubs regardless of any financial difficulties
Forest School to provide enrichment outdoor education	<ul style="list-style-type: none"> • All children to have dedicated Forest School time to develop team building, social skills, confidence, motor skills etc. • Development of Forest School site • More staff Forest school trained
School minibus	<ul style="list-style-type: none"> • All children who need it can access the school minibus. The minibus runs at different times to accommodate children needing to stay to enrichment activities such as 'film Night', After school carol singing etc.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development	Neli training – National Early Language Intervention training for staff	4
Student and Family Support Manager to increase engagement/emotional support	5 hours per week coordinating meetings with families and professionals 2 hours a week paperwork/ referrals 5 hours a week 1-1 support for emotional wellbeing 2 hours a week social skills group/ playground support 2 hours a week incidental support as needed	1,2,3
Play Therapy	Funding for 2 children for professional counselling	1
Outdoor education (Forest School)	Forest School training for an additional member of staff	7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 support and catch-up intervention sessions	Additional staffing hours for low achieving PP children - 6 hours per week	5
1-1/small group interventions	NESSY intervention 2 x ½ hour sessions daily NELI intervention 2 x ½ hour sessions daily Big maths intervention 1-1 RWI 1 hour daily	5

	RWI small group 1 hour daily Motor skills intervention 2 x ½ hour per week Drawing and Talking	
Resourcing calming box for each class Purchasing calming resources for individual children	Calming box in each room Individual resources for children e.g. wobble cushion, chair bands, fidget toys, ear defenders	1

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide funding to increase inclusion on trips and other enrichment opportunities	PP children have their trips/clubs and other enrichment activities paid for	6
Provide funding for school minibus, including for extra curricular events	12 children £10 each per week £120 a week.	8

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 the 2023 to 2024 academic year.

Pupil premium children achieved well compared to national and non pupil premium.

KS2 SATs 2023/2024					
	Reading %	Writing %	Maths %	GPS %	RWM %
PP	87.5	87.5	75	87.5	75
	GD: 17.9	GD: 8.6	GD: 25%	GD:25%	GD: 12.5%
Non PP	89.5	89.5	84.2	89.5	78.9
	GD: 47.4	GD: 26.3	GD: 15.8	GD: 21.1	GD: 10.5

Characteristics of Cohort

- In Year 6 there were 19 pupils therefore each pupil is 5%.
- In Year 6 there were 8 pupils eligible for Pupil Premium which is 42%. Each pupil is 12.5%
- 5 out of the 8 were male and 3 were female.
- 4 out of 8 were also SEN.

Y1 Phonics

100% Y1 Pupil Premium children passed the phonics test

94.7% non Pupil Premium passed the phonics test

Characteristics of Cohort

- In Year 1 there were 19 pupils therefore each pupil is 5%.
- In Year 1 there were 6 pupils eligible for Pupil Premium which is 32%%. Each pupil is 16.6%

Intended outcome	Success criteria	Review of Outcome											
To improve attendance and support for families <i>(5 hours weekly of school and Family Support TA)</i>	Greater sharing of support across all agencies for families (coordinated by Mrs Bray/Miss Thomas) Persistent absence figures and attendance improving for individuals More families accessing Early Help (coordinated by Mrs Bray/Miss Thomas)	<table><tr><th>At- tend- ance and Punc- tuality (ex- clud- ing Foun- dation Stage)</th><th>An- nual 2023- 24 to date</th><th>An- nual 2022- 23</th><th>An- nual 2021- 22</th></tr><tr><td>Total attend- ance</td><td>94.80%</td><td>93.32%</td><td>92.42%</td></tr></table>				At- tend- ance and Punc- tuality (ex- clud- ing Foun- dation Stage)	An- nual 2023- 24 to date	An- nual 2022- 23	An- nual 2021- 22	Total attend- ance	94.80%	93.32%	92.42%
At- tend- ance and Punc- tuality (ex- clud- ing Foun- dation Stage)	An- nual 2023- 24 to date	An- nual 2022- 23	An- nual 2021- 22										
Total attend- ance	94.80%	93.32%	92.42%										
To provide emotional support to lessen the impact on attendance, learning and well- being <i>(2x TA 2 ½ hours a week playtime additional support)</i> <i>(2 ½ hours a week Thrive intervention)</i>	Improved attendance Progress for PP children remains in line or above compared to national statistics Embedded strategies which the children use effectively Reduced incidents of emotional outbursts/PSPs Mrs Bray/Miss Thomas/ Mrs Gurney 2 ½ hours a week each emotional/social skills support at playtime Mrs Bray/Miss Thomas deliver Thrive intervention ½ hour daily 5 children identified	Attendance is improving each year. PP children achieved above national comparisons and well in comparison to non pupil premium children.											
Funding provided to access professional counselling - Butterfly Play therapy £40 per weekly session per child	3 children have funded counselling	Butterfly Play Therapy continues to have a positive impact for our pp children. 3have successfully completed the therapy.											
Use of NELI (National Early Language Intervention program to support children early	All relevant staff trained to teach NELI	Staff training completed.											

on who have poor oral language skills (2 x TA 2 ½ hours per week)	NELI groups delivered ½ hour daily in Cherry and Maple Class	
Use of interventions to close the gap and accelerate progress. Additional TA and teacher hours to support vulnerable children and low achieving PP children. <i>(5 hours TA time a week, Nessy)</i> <i>(10 hours TA time a week RWI 1-1)</i> <i>(10 hours TA time Other interventions)</i>	X 2 ½ hour Nessy groups daily for identified children behind in reading – Mrs Bray/Miss Thomas 1-1 RWI daily – Miss Bliss/Mrs Hurdidge Other interventions across the school such as Reading Eggs catch up group, Teaching Talking etc Progress for PP children remains in line or above compared to national statistics	87.5% PP achieved expected in reading at the end of Y6. 17.9% achieved GD. 100% PP children passed the phonics test. Progress and attainment is above national statistics.
Funding school trips and enrichment activities	All children are included on school trips/enrichment activities/clubs regardless of any financial difficulties	All PP children are able to access school trips and extra curricular activities.
Forest School to provide enrichment outdoor education	All children to have dedicated Forest School time to develop team building, social skills, confidence, motor skills etc. Development of Forest School site More staff Forest school trained	Weekly Forest school sessions for each class. 2 members of staff trained. Forest school club included PP children.
School minibus	All children who need it can access the school minibus. The minibus runs at different times to accommodate children needing to stay to enrichment activities such as 'Film Night', After school carol singing etc.	PP children receive financial support to access the minibus if needed.