

Pupil premium strategy statement – Ivy Bank Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data 2025-26
Number of pupils in school	389
Proportion (%) of pupil premium eligible pupils	17.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Gill
Pupil premium lead	Nicola Williams
Governor / Trustee lead	Andrew Nesom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£93,240

Part A: Pupil premium strategy plan

Statement of intent

Ivy Bank has a collective commitment to core skills where we have agreed to refocus our efforts on ensuring that every child - regardless of background or starting point - escaping every opportunity to acquire the essential skills of reading, writing and mathematics both in school and at home.

Our goal is that we want our children to be fully prepared for the next stage of their education. That means equipping them with strong foundational skills and ensuring they are supported to keep up with their peers.

Our focus on Pupil Premium ensures that disadvantaged pupils receive targeted support to close attainment gaps. Staff use evidence-based interventions, close monitoring, and tailored provision to address academic, social, and emotional needs. The school also works closely with families to remove barriers to learning and promote equal opportunities for all pupils.

At Ivy Bank Primary, we recognise that there are many children in our school who have multiple barriers to their learning and have complex social and educational needs. At Ivy Bank, 37% of our pupils in receipt of pupil premium have Special Educational Needs (SEND) including 12% who have Education, Health and Care Plans.

The strategies and provision implemented through this pupil premium strategy are intended to support all children across school. The aim of this strategy, along with key documents such as the 'EEF Guide to Pupil Premium' and 'School Improvement Plan', is to ensure the complexity of barriers to learning are mitigated through careful planning and innovative approaches.

Our strategy has adopted a whole-school, 'tiered approach' to pupil premium grant spending to ensure spending is both balanced and focussed.

Our Tiered Approach

At the heart of the strategy is excellent classroom practice and provision. The Educational Endowment Fund identifies 'an effective teacher in front of every class as a key ingredient to the success of pupil premium strategies.

Our aim is to:

- To ensure children acquire the essential skills of reading, writing and mathematics.
- Focus on foundational knowledge and skills ensuring the Early Years give strong foundations.
- Provide regular CPD to all teachers and teaching assistants, to ensure that we are delivering high-quality teaching to our children.
- To ensure that research led practice is used readily to support the teaching of pupil premium children
- Continue to develop and improve our carefully sequenced and progressive curriculum, so that it continues to be broad, balanced, engaging and exciting, and develop the skills, knowledge and attributes the children will need to be a successful learner and a confident individual.
- To ensure all pupils are given the opportunities to experience a rich, broad and balanced curriculum, with tailored support to enable all children to achieve and become successful.

Targeted academic support is also key. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress.

Our aim is to:

- Have a good understanding about each individual pupil premium child's barriers to learning and carefully plan targeted interventions to overcome these.
- Work in a responsive and flexible way so that targeted support can be implemented as changes in circumstance or children' needs are addressed through personalised support.
- Ensure that teachers report the progress of disadvantaged children, alongside their peers, during termly Pupil Progress meetings with senior leaders.

Wider strategies will also play a key role. Fundamental to the plan is a long-term community strategy to ensure disadvantaged families; pupils and parents feel a sense of belonging within the school community.

Our aim is to:

- Engage with parents and carers to ensure they feel supported and communication is effective and honest
- Remove any emotional barriers for our children, so that they can fully access the curriculum and make good rates of progress.
- Ensure that good attendance is a high priority within the school and that children' and their families are supported by the school inclusion team and specialist services to attend school and are ready to learn
- Engage the pupil premium children in a wider range of activities, to develop their knowledge, understanding and skills in a variety of different areas.
- Support the children to have high aspirations for themselves, which are developed through rich and varied experiences.

Our approach is responsive to the common challenges we experience and individual needs. Our strategy is also integral to wider school plans for education recovery including targeted intervention support for pupils whose education has been worst affected, including non-pupil premium pupils.

Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments indicate that writing attainment among pupil premium pupils is significantly below that of non-pupil premium pupils. 53.5% of pupil premium pupils are at age-related compared to 74.5% of other pupils (data taken from Autumn baseline 2025)
2	Internal and external assessments indicate that reading attainment among pupil premium pupils is significantly below that of non-pupil premium pupils. 60.3% of pupil premium pupils are at age-related compared to 78.3% of other pupils (data taken from Autumn baseline 2025)
3	Internal and external assessments indicate that maths attainment among pupil premium pupils is significantly below that of non-pupil premium pupils. 70.6% of pupil premium pupils are at age-related compared to 82.2% of other pupils (data taken from baseline 2025)
4	In school, children who are disadvantaged have poorer persistent absences than non-disadvantaged pupils.

	14 (21.2%)disadvantaged pupils have been 'persistently absent' compared to 15 (4.6%) of their peers during 24-25 academic year. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress
5	There is high SEND within the cohort where 15.6% have an EHCP (10 pupils where 4 have RP education). 58% have no SEND
6	Speech, language and communication needs (oracy). Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupil premium pupils.

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
Attainment between pupil premium and non-pupil premium pupils nationally for writing is closed.	Achieve national average progress scores in KS2 writing
Attainment between pupil premium and non-pupil premium pupils nationally for reading is closed.	Achieve national average progress scores in KS2 reading
Attainment between pupil premium and non-pupil premium pupils nationally for maths is closed.	Achieve national average progress scores in KS2 maths
All children, including those who are disadvantaged, have good school attendance.	The percentage of disadvantaged children who are persistently absent decreases in line with their peers and national data. Monitoring and analysis of attendance data. Identify where parents/carers need support
All children to have the opportunity to access powerful knowledge and cultural capital so that they develop the knowledge, understanding and vocabulary in line with non-pupil premium pupils.	Pupil premium pupils to have access to extracurricular activities, including residential trips, to enhance their understanding of the world. A significant increase in participation in enrichment activities for pupil premium pupils.
Disadvantaged pupils are able to articulate their understanding of their learning and use associated vocabulary to progress their learning	Disadvantaged pupils are exposed to explicit teaching of vocabulary / key words. The gap between disadvantaged pupils and pupils nationally will reduce across all core curriculum areas.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Wellcom Communication and Language interventions in Nursery and Reception and the wider school as required. £685.50</p>	<p>EEF Oral language interventions There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p>	<p>5 6</p>
<p>EY2P writing scheme to be fully embedded in Nursery and Reception £585.00 Aspire to be a Writer INSET day CPD £1000 p/t staff to attend</p>	<p>EEF Early literacy approaches (+4 months impact). Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive.</p>	<p>1</p>
<p>Writing curriculum design and implementation £500 LPDS £200 staff CPD £500 SL support from AET supply</p>	<p>LPDS incorporates principles that EEF research supports, such as explicit teaching sequences, modelling, progressive skill building, and structured practice.</p>	<p>1</p>
<p>Professional Development: Attend or engage with CPD focused on developing fluency £none Maths Subject Leader =HT Helen Wright (AET) CPD £cover in house Maths Struggling Learners CPD £300 (2 x T) Improve pupils' fluency, rigour and stamina through QLA with TRG £300 cover to attend TRG Maths - staff training and coaching to continue using Oak Academy materials £1000 teacher supply cover Termly meeting with Maths Director – planning in team £none H/T is SL Engagement with year group cluster for moderation £1,800 cover</p>	<p>EEF Mathematics guidance: key stages 1 and 2 EEF guidance Improving Mathematics in Key Stages 2 and 3 The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p>	<p>3</p>
<p>Work with AET lead school and Voice 21 to continue to develop pedagogy for Oracy within school.</p>	<p>EEF (+6 months) Oracy language approaches</p>	<p>3 6</p>

Maths team and Oracy Lead to work together to develop dialogic teaching in maths with a focus on problem solving £none twilight		
Director of English to support in all year groups to continue to redesign the writing cycle. £900 cover CPD from AET with Catherine Pilkington £300 Internal book moderation to take place with Literacy team and each year group team £1,800 cover Internal book looks and moderation £none in house cover Development of Reading for Pleasure across school linked into fluency teaching £200 Bookworm badges	EEF Guidance Reports on “Improving Literacy” for KS1 and KS2.	1 2

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

Budgeted cost: £74, 295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expert TA to support children with maths fluency (bonds, additives, TT) £23,500 TA salary	EEF’s Teaching Assistant Interventions toolkit summary delivers structured, trained interventions connected to maths curriculum goals. EEF is currently evaluating pre-teaching in maths	3
Additional phonics sessions targeted at pupil premium pupils who require further phonics support. This will be delivered via the Little Wandle programme Catch up and rapid catchup for key stage 2. £23,500 TA salary	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from under-resourced backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks	2
Top-up Little Wandle books £500	Little Wandle schools use decodable reading practice books that are closely matched to children’s phonics progression. Using decodable books that align with taught sounds supports repeated practice of decoding, which research shows is critical for developing fluent reading skills — particularly for struggling or disadvantaged readers	2
NELI £23,500 TA salary	EEF - oral language interventions (+6 months). EEF - Special Educational Needs in Mainstream Schools	6

Online Nesy reading and spelling programme Online Nesy number programme Identified pupils will be invited to 'Nesy club' before school. £795 Nesy subscription	Prior in school data evidences impact. Data monitored half termly.	1 2 5
Small group tuition led by expert teachers in school implemented for reading, writing and maths for targeted year 6 pupils. To take part before schools and offer breakfast £none	EEF Small Group Tuition (+4 Months)	1 2 3
Outdoor learning experiences weekly for children in Resource Provision through forest school £2500 (Cara RP)	Identified cross-over with EHCP Resource Provision and pupil premium children, whose families are unable to take them out and about due to their complex needs and anxiety. Forest school offers them outdoor experiences supporting wellbeing and fitness.	5

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

Budgeted cost: £8,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Music tuition for targeted pupils for Autumn 2025 £700	Support maths following research – music has a positive on working memory and learning in mathematics (ERIC)	3
Continue to monitor attendance with a specific focus on the persistent absentees working with supervision £2000 Attendance Officer	EEF- Parental engagement	4
Behaviour consistency across the whole school Zones of Regulation CPD Implementation of Class dojos across the whole school £none	EEF Behaviour interventions	1 2 3 5
Pupils and teachers attend three meetings discussing progress, attendance, attainment, involvement and wellbeing using AET document. £non cover in house	Accelerated progress is made when pupils discuss their learning achievements, their future needs and next steps in development.	All
All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.	EEF Arts Participation + 3 months Previous pupil voice evidences impact. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	4 6

Support for funded trips for pupil premium pupils. Support for funded residential for disadvantaged pupils. Support for funded extracurricular clubs for pupil premium pupils. £4000 contribution		
Provide weekly swimming for Resource provision £2000 (coach)	Swimming and water safety are compulsory parts of NC. Swimming offers rich sensory benefits for SEN children, as the feel of the water provides calming deep-pressure and proprioceptive input, helping to regulate sensory processing, reduce anxiety, and support focus and emotional wellbeing.	
Provide after school sessions to support students in completing homework and access online learning games. £none provided in house	EEF Homework in primary schools (+3 months) 27% of pupil premium children complete their homework in school or at homework club.	1 2 3
Provide breakfast/ snack for pupils £250 vouchers	EEF ' <i>Free school breakfast provision</i> ' showing that providing a free, universally available breakfast before the school day can have positive effects on pupil outcomes, especially in younger primary children. + 2 additional months' progress in attainment in KS1 and improvements in behaviour and attendance. This evidence is about breakfast <i>before school</i> , not snacks during breaktime.	1 2 3 4

Total budgeted cost: £93,315

Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

We have analysed the performance of our school's pupil premium children during the 2024/25 academic year using EYFS data, Key Stage 1 and Key stage 2 performance data, phonics check and internal assessments.

Early Years Foundation Stage Profile

Internal data identifies very low baselines and starting points for pupil premium children where 0/7 pupil premium children came up on track across all areas of learning.

The percentage of pupil premium children achieving a good level of development in the year 24/25 was 5/12 =41.7%.

Table below shows % of pupils achieving ELG in reading, writing and maths. (Does not include RP pupils)

Pupil Premium Reception No of pupils 44 (1 in 1 out)	Reading Achieved ELG		Writing Achieved ELG		Maths Achieved ELG	
	Number	Percent	Number	Percent	Number	Percent
National 2024						
Autumn 2024/25	5/9	55.6%	4/9	44.4%	4/9	44.4%
Spring 2024/25	6/9	66.7%	5/9	55.6%	6/9	66.7%
Summer 2024/25	6/9	66.7%	5/9	55.6%	6/9	66.7%

Year 1 Phonics Screening 2024/25

- Phonic screening data for pupil premium pupils was 88.9% (8/9 children) passed the phonic screening check
- This continues to follow a positive trend with our pupil premium children exceeding all pupil national percentage of 80%.
- Our pupil premium children in year 1 have been above the national average for passing the phonics screening test three times in the last four years.
- All pupil premium children passed the Y2 phonics screening re-check, apart from one RP pupil.

End of Key Stage 1 2024/25

Pupil Premium Year 2 No of pupils 44 (1 in 1)	Reading				Writing				Maths			
	ARE +		GDS		ARE +		GDS		ARE +		GDS	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Autumn 2023/24 (5)	1	20%	0	0%	1	20%	0	0%	1	20%	0	0%
Autumn 2024/25 (5)	2	40%	0	0%	2	40%	0	0%	5	100%	0	0%
Spring 2024/25 (6)	3	50%	0	0%	3	50%	0	0%	6	100%	0	0%
Summer 2024/25 (6)	3	50%	0	0%	3	50%	0	0%	3	50%	0	0%

Year 2 No of pupils 44 (1 in 1)	Reading				Writing				Maths			
	ARE +		GDS		ARE +		GDS		ARE +		GDS	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Autumn 2023/24 (43)	25	58.1%	0	0%	26	60.5%	0	0%	25	58.1%	0	0%
Autumn 2024/25 (43)	28	65.1%	0	0%	28	65.1%	0	0%	33	76.7%	4	9.3%
Spring 2024/25 (44)	29	65.9%	0	0%	29	65.9%	0	0%	34	77.3%	4	9.1%
Summer 2024/25 (44)	32	72.7%	2	4.5%	31	70.5%	2	4.5%	33	75%	6	13.6%

- Reading has 22.7% gap
- Writing 20.5% gap
- Maths 25% gap
- The data includes 4 pupils in RP with complex needs (heavy weighting for this year group due to cohort size is 43 so each child is 2.3% meaning RP is 9.5% of the cohort).

Multiplication and Timetables Check (MTC) 2024/25

- The average score for our pupil premium children in the MTC is 22.7% (up 2.17% on last year) which is in line with national all pupil scores at 22.07%
- With targeted intervention and access to efficient TA deployment we aim to increase our MTC in 2025/26.

Key Stage 2 Statutory Assessments 2024/25

- The percentage of pupil premium children achieving the expected standard has decreased in reading, writing and maths. The data includes 55% EHCP/RP in 2024/25 where it was only 23% in 2023/24.
-

Year 6	ARE +		GDS		ARE +		GDS		ARE +		GDS	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
No of pupils 52 (1 out)												
Autumn 2023/24 (9)	3	33.3%	0	0%	3	33.3%	0	0%	3	33.3%	0	0%
Autumn 2024/25 (9)	3	33.3%	0	0%	2	22.2%	0	0%	3	33.3%	0	0%
Spring 2024/25 (9)	3	33.3%	0	0%	2	22.2%	0	0%	3	33.3%	0	0%
Summer 2024/25 (9)	4	44.4%	2	22.2%	2	22.2%	0	0%	3	33.3%	0	0%

Pupil Premium	Reading				Writing				Maths			
	ARE +		GDS		ARE +		GDS		ARE +		GDS	
Year 6	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
No of pupils 59 (1 in 1 out)												
Autumn 2023/24 (13)	5	38.5%	0	0%	5	38.5%	0	0%	3	23.1%	0	0%
Spring 2023/24 (13)	6	46.2%	0	0%	5	38.5%	0	0%	3	23.1%	0	0%
Summer 2023/24 (13)	6	46.2%	0	0%	5	38.5%	0	0%	4	30.8%	0	0%

Attendance 2024/25

- Whole school attendance was 96.57%, where pupil premium attendance was 95.34% and non-pp was 96.78%
- The percentage of pupil premium children who are persistently absent is 12.24% (half of what it was in 2023/24) compared to 3.78% for their non-pupil premium peers.
- Attendance continues to be a focus for the school, especially for those who are pupil premium.

Well-Being

Using the Leuven Scale of well-being and involvement, the children rated themselves on a scale of 1-5. Results below show that well-being is mostly high amongst pupil premium children.

	Extremely high	High	Moderate	Low	Extremely Low
Well-Being	12%	64%	22%	2%	0%
Involvement	7%	34%	50%	9%	0%

Teaching Strategies

- Throughout 2024/25, all teachers received training on whole class guided reading, maths pedagogy, oracy strategies, spelling teaching, zones of regulation, teaching of writing, primary sentence toolkit and SEND.
- New staff trained in delivering Little Wandle phonics.
- One member of staff engaged with the MAT Research School cluster group for oracy which has been implemented across the school.

Targeted Support

- We continued to fund to a SALT teaching assistant for identified children with SALT needs.
- Effective deployment of staff to support key children and year groups with TA based in classroom.
- Children are identified quickly through assessments to receive phonics keep up and catch up support, as well as rapid catch up support throughout key stage 2.
- Introduction of maths trackers for bonds, additives and small steps diagnostic to support catch up.

Wider Approaches

- High engagement in extracurricular, outdoor learning experiences and revision clubs from our pupils eligible Pupil Premium has been demonstrated.
- Residential and school trips have had a positive impact as part of the wider curriculum offer and have impacted positively on children's learning and engagement.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Read to Write Steps to Read Literacy Counts	Literacy Counts
Nessy reading and spelling (online) Nessy number (online)	Nessy
Little Wandle Phonics	Little Wandle (Letters and Sounds Revised)

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
2/3 service pupil premium pupils have an EHCP and are supported in our resource provision. Funding was spent if a need was identified. Children received pastoral support through dog therapy, forest school, music lessons and well-being interventions.
The impact of that spending on service pupil premium eligible pupils
Children who received support with their wellbeing shared improved confidence and reduced worries when receiving this support – as noted through EHCP reviews and parent feedback.