Pupil premium strategy statement 2025-26

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	**IVY CHIMNEYS PRIMARY**
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	19% (4% increase from 24-25)
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	10.11.25
Date on which it will be reviewed	10.11.26
Statement authorised by	Rebecca Sigston/ Hannah Jones
Pupil premium lead	Rebecca Sigston
Governor / Trustee lead	Lara Gardiner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,493
Recovery premium funding allocation this academic year	£0 (funding ended)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£81,493

Part A: Pupil premium strategy plan

Statement of intent

In planning the use of this additional funding to support disadvantaged pupils, we use the context of our school and the challenges faced by our pupils.

Our assessments, observations and discussions with pupils and families tell us that common challenges can be: **poor communication and language skills**, **less capacity for support at home**, **poor attendance and punctuality** and **social, emotional and mental health needs** that may impact on children's self-esteem and peer relationships. Some vulnerable children will experience **complex family situations**, working with a social worker or such as having a young carer role. We recognise there is no 'one size fits all' solution when seeking to improve the outcomes of disadvantaged children.

Core Principles

- All pupils, irrespective of their background and challenges, make sustained and improved progress from their starting points across all subject areas. Staff are expected to ensure disadvantaged children are challenged in the work they are set.
- All staff have responsibility for reducing the attainment gap between disadvantaged and non-disadvantaged pupils' outcomes.Throughout the academic year, the focus on disadvantaged pupils' achievement runs as a thread through teaching and learning activities, CPD, data analysis, performance management and monitoring.
- We do not make assumptions about the impact of disadvantage. Our approaches are selected using thorough analysis[1] and based on the common characteristics and challenges faced by our current cohort of children.
- High quality teaching is the centre of our approach, focused on aspects of the curriculum on which disadvantaged pupils commonly require the most robust/ strongest support.
- We act early at the point the need is identified.
- We recognise not all children experiencing social disadvantage will be eligible for FSM.
- We reserve the right to allocate PP funding in a way that benefits all pupils the school determines are socially disadvantaged.

[1] Analysis includes: assessment data; attendance data and levels of persistent absence; teacher feedback on pupils' levels of engagement and participation; behaviour incidences and exclusions data; information on wellbeing, mental health and safeguarding; access to technology and curricular materials.

Challenges

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

Challenge number	Detail of challenge
1	**Poor Communication & Language Skills.** Underdeveloped oral language skills and gaps in vocabulary are more prevalent among many disadvantaged pupils across the school. 35% of disadvantaged children at Ivy Chimneys have poor communication and language skills compared with 10% of their non-disadvantaged peers.
2	**Poor early reading and phonics skills** Our assessments and observations indicate that many disadvantaged pupils in EYFS and KS1 have significantly lower starting points in reading. Less knowledge of vocabulary; language structures and phonological awareness impacts on their progress towards becoming competent and confident readers.
3	**Impact of school closures during Covid-19 pandemic**. In line with the national picture, the educational impact of partial school closures has resulted in greater gaps in knowledge for disadvantaged pupils compared to non-disadvantaged peers, particularly in their mathematics and writing[2].
4	**Mental Health and Wellbeing needs.** Referrals for support for children and families have significantly increased since the Covid-19 pandemic. The resulting trauma, economic and socio-emotional issues have impacted on general wellbeing, peer relationships and achievement.
5	**Attendance and Punctuality** Attendance data[3] indicates that attendance in the disadvantaged group is significantly lower than for non-disadvantaged pupils. The proportion of disadvantaged pupils who are 'persistently absent' and/or late after registers close is significantly higher than that of their non-disadvantaged peers. This persistent absence and lateness negatively impacts these pupils' progress.
6	**SEND-specific needs, including ASCD, GLD, SLCN, ADHD.** 25-35% of children in the disadvantaged group at Ivy Chimneys have specific challenges relating to their special educational needs.
7	**Wider support for vulnerable children and families.** eg. Social services involvement, disruption to family life/routines, trauma
8	**Opportunities to acquire Cultural Capital.** As part of the school's curriculum and personal development framework ('Becoming Me'), staff prioritise disadvantaged pupils for opportunities that support the essential knowledge needed to be educated citizens: education, knowledge, language and habits.

[2] See review of outcomes in the previous academic year at end of document
[3] Attendance snapshot Sep-Nov25 (22% of the disadvantaged cohort were persistently absent)

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
Improved communication and language skills and vocabulary knowledge among disadvantaged pupils.	Progress is evident from: *-Language intervention data analysis eg WELLCOMM* *-Assessments and observations by staff* *-Work scrutiny*
Improved reading and phonics attainment among disadvantaged pupils	Improvement is evident from: *-By June 2027, Phonics outcomes show more than 75% of disadvantaged children met the expected standard (National 80%)* *-By June 2027, KS2 Reading outcomes show more than 74% of disadvantaged children met the expected standard (2024 National figure 74%)*
Improved attainment and progress in Mathematics and Writing for disadvantaged pupils by the end of KS2.	Improvement is evident from: *-By June 2027, KS2 Writing outcomes show more than 72% of disadvantaged children met the expected standard* *-By June 2027, KS2 Mathematics outcomes show more than 73% of disadvantaged children met the expected standard*
To achieve and sustain improved wellbeing for disadvantaged pupils	Progress is evident from: *-qualitative data from stakeholder feedback eg pupil and parent surveys* *-teacher observations* *-increase in participation in enrichment activities by disadvantaged pupils*
To achieve and sustain improved attendance for disadvantaged pupils.	Improvement is evident from: *-By June 2027, the attendance of disadvantaged pupils is above 95%*
To improve access to SEND external support services. **To improve staff knowledge and confidence in supporting children with a special educational need or disability.**	Progress is evident from: *-qualitative data from stakeholder feedback eg School Inclusion Partner; pupil, parent and staff surveys* *-teacher observations of pupils* *-teaching and learning observations (Leadership Team, external specialists)*
To improve signposting and access to school-based and external support and	Progress is evident from: *-development of a clear and accessible family support services offer*

services for vulnerable disadvantaged pupils and their families.	*- qualitative data from stakeholder feedback* *eg School Inclusion Partner; pupil, parent and staff surveys and dialogue* *-teacher observations of pupils* *-external review eg Safeguarding* *-TPP Family Programme run by school's TPP lead*
To improve and extend opportunities across the wider curriculum, targeting disadvantaged children.	Progress is evident from: *-increased % of disadvantaged children participating in extracurricular opportunities* *-Opportunities for disadvantaged pupils are being identified and promoted as part of the school's 'Becoming Me' Personal Development Programme.*

Activity in this academic year 2025-26

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)

Budgeted cost: **£26,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist and Communication and Language Support (working across EFSPT schools)	Early oracy education: children's language and experience is linked to their cognitive development. The Development of Oracy Skills in school-aged learners (CUP, 2018) Oral Language Interventions EEF	1,2,6
Update resources for DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils	Strong evidence base on the positive impact of effective phonics approaches. SSP (Little Wandle Letters and Sounds) selected. Reading leader to train staff across EYFS and KS1 to deliver programme. The Reading Framework (DfE, 2021) Phonics - EEF Toolkit	2
Maths Hub Mastery Work Group Membership: 3rd year development programme in KS1 and KS2. Teacher release.	Engagement in a network collaborative mastery project. Developing teaching for mastery so that pupils' acquire a deep, long-term, secure and adaptable understanding of the subject. NCETM Mastery research evidence and argument	3
Extension of Inclusion Leader hours and extension of role: -family support services access point -Trauma Perceptive Practice Lead	68% of disadvantaged pupils at Ivy Chimneys receive additional support, overseen by the Inclusion Leader eg. 25-35% Special Educational Need (10% EHCP) 30% Below expected Communication and Language 30% Social Emotional and Mental Health support 25% Attendance concerns (at Nov25 point) 10% English as an additional language	1,4,5,6,7
Oracy training and whole-school implementation	Consistent school-wide approach to oracy, that supports children as they develop writing expertise. Teachers have clear pathways of how to support children's language development EEF Improving Literacy in KS1 EEF Improving Literacy in KS2	1,3
Special Educational Needs-specific CPD for staff members	Ensuring our SEND provision addresses the most prevalent areas of need and responds to the evolving needs of our pupils. EEF SEND Key Questions Tool	6

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

Budgeted cost: **£35,700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification and intervention for poor early oracy and language skills WELLCOMM EYFS and WELLCOMM Primary	Early oracy education: children's language and experience is linked to their cognitive development. The Development of Oracy Skills in school-aged learners (CUP, 2018) Oral Language Interventions EEF	1,2
1:1 Device scheme across KS2 (Yr3&4 Sep25 start). Teacher CPD through this Epping Trust project.	Effective use of Edtech alongside good teaching can enhance access to the curriculum for all children: Impact Report: Changing Learning, Changing Lives	1,2,3,4,5,6
School-led KS2 tuition - small group (English and Mathematics)	Supporting KS2 children, including disadvantaged pupils by addressing gaps in knowledge and understanding in Reading, Writing and Mathematics. EEF Small Group Tuition	3
School-led EYFS and KS1 tuition (1:3) (Additional Phonics and Early Reading)	Supporting EY and KS1 children, including disadvantaged pupils by addressing gaps in reading and phonics learning. EEF Small Group Tuition	2,5
EY/KS1 Reading Materials	Ensuring reading materials are well-matched to children's secure phonic knowledge. The Reading Framework (DfE, 2021) Phonics - EEF Toolkit	1,2
Targeted interventions: *Musical communication* *Art wellbeing* *Gym trail* *EPS maths*	Evidence-based interventions with good historical entry-exit point impact data	6,8

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

Budgeted cost: **£25,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equality of access to: *-extracurricular clubs* *-educational visits*	Educational visits fund for families of disadvantaged pupils unable to pay for trips and visitors as part of their child's wider curriculum experiences.	4,5,8
Wrap-around provision support fund	eg. Ensuring pupils with poor attendance, lateness or the need for a calm start to the day, have access to wrap-around care.	5,7
Embed Trauma Perceptive Practice principles and approaches -Teacher release -Stakeholder engagement	Develop approaches for all children around the principles of kindness, compassion, hope, connection and belonging. https://www.efspt.org/TPP/	4,5,7
Daily 'Quiet Club' at lunch	Offer invited children a staffed, safe space at lunchtime to talk, play and relax.	4,5,6
Children and Families' Service (EFSPT) Identify vulnerable children and families and support to access targeted early intervention routes.	The most disadvantaged children are those most at risk of developing poor mental health Early and individualised intervention is most effective (Pupil Premium Policy Briefing 2, Children's & Young People's Mental Health Coalition, 2019)	4,5,7
OPAL (Outdoor Play and Learning) play development programme	Staff training, outdoor play environment - evidence based programme to improve play, wellbeing and interaction during social time	1,3,4,5
Software packages Access to devices Virtual learning platform	Software packages to secure greater progress in English, Maths & Early Learning Goals (Ten Town, Mathletics, Espresso, GC, LEXIA, TTRS) Parents have more clarity about their child's progress and can support the work they do and school at home. Pupil and parent surveys confirmed these software packages aid home learning and engage pupils.	2,3,6
By June 2027, expanding 'Becoming Me' Personal Development Programme to include *eg* *Music Lesson Series* *Artis Foundation* *Forest Learning*	Development of interests and talents has potential to increase cultural capital, motivate and engage children in school life and build relationships outside the classroom.	4,5,8

1:1 mentoring PPG *Building positive relationships with senior staff (HT, DHT, Inclusion leader)*	A focus on individual outcomes for children (NFER, 2015) – targeting children who are not on track to meet ARE. Weekly 1:1 learning conversations.	3,4,7
Contingency fund for acute issues		1-8
Support from external Attendance Service	To support the senior management team with monitoring and implementing support for families to improve attendance of persistent absentees.	5
Pupil mentoring programmes in EYFS and KS1	Year 5 and Year 4 pupils are trained to provide daily intervention and mentoring in phonics and reading to EYFS and Year 1 pupils respectively. They volunteer to deliver this during their lunchtime for 15min per day.	1,2,4

Total budgeted cost: £87,400

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 2024 to 2025 academic year.

Statutory Assessment data - Summer 2025

	Early Years Good Level of Dev/ment	Phonics Screen	Yr6 Reading*	Yr6 Writing**	Yr 6 Mathematics *
All pupils (total no. in cohort)	62.5% (72)	89% (45)	92% (36)	92% (36)	89% (36)
Disadvant - aged Pupils (total no. in cohort)	29% (7)	63% (8)	75% (4) vs 63% Nat.	75% (4) vs 59% Nat.	75% (4) vs 61% Nat.
Disadvant aged Pupils without SEND (total no. in cohort)	33% (6)	71% (7)	50% (2)	100% (2)	100% (2)
National (all pupils) %	69%	80%	75%	72%	74%

97 children use LEXIA programme to support reading and spelling. 55 of these are in receipt of the pupil premium grant. Example of impact: 45% of PPG pupils using LEXIA were baselined at working below their age-related expectations. This reduced to 20% still working below by Summer 2024. 14 children eligible for PP funding and using WELLCOMM (early speech and language toolkit and intervention) have progressed forward by 1 or 2 sections of the programme. Staff ensure logins are re-shared and the benefits reminded at the start of each academic year to maximise use at home as well as school. Staff to continue use of evidence-based interventions eg WELLCOMM.

Vulnerable children and families are identified as needing support and through the Relate service are able to provide up to 10 sessions of individual or family counselling – the school accessed the maximum number of available sessions this year. 27 children eligible for the pp grant accessed play-therapy, music therapy, art therapy facilitation or counselling during 2024-25. For all families, Trust EP provided podcasts and resources for anxiety, wellbeing and mental health. School offers additional support for class groups and 1:1 family support was

provided through MIND West Essex: children eligible for the pupil premium grant were prioritised. Emotional Literacy Support Assistant programme began Summer 2025 - supporting 3 pupils eligible for Pupil Premium Grant.

Trauma Perceptive Practice training was completed by all staff) - Teaching staff last updated training Nov24).

Positive Relationships and Behaviour Policy and 'School Rules' were revised to reflect this learning in 2021 - policy is kept under review - last review Autumn 2025.

Attendance (Sep 2024 - July 2025)

Disadvantaged pupils: 91% *Non-disadvantaged pupils: 96%*

Lateness (Sep 2024 - July 2025)

Disadvantaged pupils: 3.6% *Non-disadvantaged pupils: 0.92%*

Breakfast and After School club places offered to support attendance, punctuality and wrap-around care for working parents: funding for 4 children has been accessed across the week during 2024-25.

Attendance mtg cycle with office manager and Inclusion manager to track attendance and take action (support meetings, formal letters, fines). 2024-25 Inclusion Manager presented on attendance and readiness to learn at new EYFS parents annual meetings.

Software packages to secure greater progress in English, Maths & Early Learning Goals purchased: Mathletics, Espresso, LEXIA, TTRS (71% of children prefer completing their maths homework on Mathletics compared to working on sheets - pupil survey). Continue to support PPG children with access to software and devices. Weekly homework is posted and submitted through the Google Classroom platform going forward to maintain children's ICT skills following successful use during second national lockdown. School is part of trust-wide project to provide 1:1 devices in KS2 from September 2025.

Educational visits fund used: 100% disadvantaged children had access to educational visits/ visitors.

2024-25 School club fund.

Eligible children had access to a variety of paid and non-paid clubs, including dance, gymnastics, fencing, football, musical instrument lessons. 96% of children in receipt of the grant attended at least one extra-curricular club each week. School club fund supported a number of eligible children to attend paid extra-curricular clubs (sport, music) (Feedback from children attending clubs as part of Learner Forums remains positive.) Continue to actively encourage children in receipt of PPG to attend extracurricular clubs.

Continued to develop a range of enrichment opportunities in 2023-26 school development plan as part of 'Becoming Me' Personal Development Framework eg Ukelele Band Club; Karate; Lunch in the Garden; Cheerleading

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

Programme	Provider

Further information (optional)

The EEF implementation guidance document was used to support the development of this strategy. Ivy Chimneys is part of the Epping Forest Schools Partnership Trust. We use shared points to view the performance of disadvantaged pupils in schools similar to ours and learn from successful strategies used within our family of schools and nationally. This plan will be adapted as needed throughout the three-year period which this strategy covers. We have a robust evaluation framework in place to assess the impact of the strategies we have selected for our pupils.