



# Ivy House School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Ivy House School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	39 pupils (45.3%) out of 86 pupils eligible
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	Currently on year 2 of a 3-year cycle
Date this statement was published	September 2024
Date on which it will be reviewed	Half Termly
Statement authorised by	George Turner (Headteacher)
Pupil premium lead	Hannah Birks (Deputy Headteacher)
Governor / Trustee lead	John Bird

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,920
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£44,920

## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium Strategy of Ivy House School is aligned with the Pupil Premium Policy. Our intent is to utilise pupil premium funding to achieve and maintain positive outcomes for our disadvantaged students. In general, our disadvantaged students demonstrate equally positive progress compared to their peers who are not categorised as disadvantaged. We attribute this success to our commitment to high-quality teaching and our staff's exceptional expertise in delivering a personalised curriculum tailored to the unique targets of students with severe complex and profound learning needs.

Our approach centres around delivering high-quality, personalised, and meaningful education to all students, with a particular focus on those facing disadvantages. Our teachers provide targeted lessons and learning opportunities based on comprehensive diagnostic assessments, ensuring a well-rounded and meaningful curriculum for each student.

While our strategy primarily addresses the needs of disadvantaged students, it will also have a positive impact on all students in our school when funding is allocated to school-wide initiatives. According to the evidence from the Education Endowment Fund (EEF), effective teaching is the most influential factor in improving student achievement. Therefore, it is crucial to support every teacher in delivering high-quality education to achieve the best outcomes for all students, especially those facing the greatest disadvantages. Implicit in the intended outcomes outlined below is the goal of improving outcomes for non-disadvantaged students alongside the progress of their disadvantaged peers.

Our strategy will be guided by each young person's unique needs and strengths, as determined through formal and informal assessments, rather than making assumptions or relying on labels. This approach ensures that we equip our students with the relevant skills and experiences needed to prepare them for adulthood.

Furthermore, our strategy is an integral part of the broader school plans for education recovery. We will remain responsive to common challenges and individual needs, relying on robust diagnostic assessments rather than assuming the impact of disadvantage.

Based on evidence from the Education Endowment Foundation (EEF), effective pupil premium spending is most successful when allocated across three key areas:

- High-quality teaching, including staff professional development.
- Targeted academic support, such as small group work or one-on-one sessions.

- Comprehensive strategies addressing non-academic barriers to success in schools, including attendance, behaviour, social and emotional support, Cultural Capital, and experiences that may be inaccessible to our disadvantaged students.

The Education Endowment Foundation (EEF) recommends that schools prioritise the use of pupil premium funding to support high-quality teaching.

### **Identification of pupils and appropriate interventions**

Ivy House School will ensure that:

- Staff actively participate in data analysis and the identification of students' needs.
- Staff possess awareness of students who are categorised as; pupil premium and vulnerable, including Looked After Children (LAC), Previously Looked After Children (PLAC), and students who have been adopted from care.
- All students eligible for pupil premium funding benefit from it, not limited to those who are currently underachieving. However, some strategies will specifically target disadvantaged students where necessary.
- Underachievement at all academic levels is addressed, not solely focused on lower-attaining students.
- Individual needs of students are thoroughly considered.
- Expert advice from other professionals and agencies involved with students will be actively sought and implemented.
- The Leadership Team will maintain an overview of the identification and planned interventions for students.

### **Monitoring and evaluation:**

Ivy House School will ensure that:

- Assessment data and impact statements are collected on a termly basis to enable regular monitoring of the effectiveness of interventions.
- Assessments undergo thorough moderation to ensure their accuracy.
- Various data and information sources are utilised, including school assessments and those conducted by relevant professionals.
- Performance feedback is provided to students and their parents/guardians.
- Interventions will be adjusted or changed if they fail to produce the desired impact.
- The Deputy Headteacher will maintain an overview of pupil premium expenditure and is tasked with presenting this information to the Academy Council, as well as delivering an annual report to all stakeholders.
- An appointed Academy Councillor will assume responsibility for pupil premium matters.

## Challenges

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

Areas of challenge are individual to each child at our school and will be linked to their diagnosis but may include 1 or more of the following that provide a significant barrier to engagement and achievement:

- Developmental difficulty
- Communication difficulty
- Specific need related to disability / diagnosis
- Sensory need
- Physical need
- Behavioural need
- Social and emotional health need
- Medical need

Challenge number	Detail of challenge
1	65% of pupils have <b>complex physical disabilities</b> and are non-mobile or high-level wheelchair users. Just under 10% are mobile but have physical disabilities. Student's with pronounced physical disabilities in addition to their learning challenges have additional barriers to their learning (lack of fine and gross motor skills, auditory and visual impairments etc.) which prevents them from accessing a wide range of learning resources/activities
2	Assessment (internal and by OT) highlights the impact that <b>sensory needs</b> have on individual children's readiness and ability to engage and learn. <b>Unmet sensory needs</b> present a significant barrier to children in being able to access the world around them and their readiness and ability to engage with learning. We need to provide our pupils with the skills and strategies to self-regulate in order to reduce the impact of these factors in the long term.
3	Our assessments, observations and knowledge of our school cohort provide evidence that pupils require additional support across the school's <b>core curriculum</b> of Communication, Cognition, Physical Development and Self-Help and Independence which is key to developing a firm foundation for their learning.
4	Socio-economic disadvantages may prevent access to memorable moments underpinning each curriculum and extra curricula activities alongside the opportunity for pupils to develop talents. These pupils experience less <b>Cultural Capital</b> opportunities, meaning they do not receive a vast array of experiences, thus improving their knowledge and experiences of culture.
5	Our observations, assessments and discussions with families and other professionals including those from Health and Social Care have identified the <b>impact of home and family factors</b> upon individual children's ability to thrive, develop and achieve. These can include: <ul style="list-style-type: none"> <li>• Poor home environment</li> <li>• Family themselves have a high level of need</li> </ul>

	<ul style="list-style-type: none"> <li>• Lack of engagement and support from family with services including school</li> <li>• Low aspirations from parents / carers / community</li> <li>• Lack of opportunity and stimulation out of school time</li> <li>• Insufficient support for children's mental health and wellbeing</li> <li>• Challenging behaviour displayed home on a frequent basis</li> </ul>
6	Our assessments, observations and discussions with families show that many students lack <b>pre-requisite reading skills</b> and experiences with good quality and appropriate reading material at home.

## 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. We are currently on Year 2 of a 3 Year Cycle.

Intended outcome	Success criteria
1. To ensure that students have the opportunity to participate in a diverse array of interventions, activities, and resources aimed at fostering their personal, physical, social, and emotional well-being.	Indicated by Sensory Occupational Therapy reports, classroom observations, teacher input, and feedback from both students and parents. Staff will have completed training in implementing sensory diets and providing support to students. Adequate resources should be readily available in classrooms and outdoor areas for both general and targeted utilisation.
2. To guarantee equitable access to curriculum activities and core subjects for every student, irrespective of disabilities or learning levels.	Progress for pupil premium groups will align with that of their peers working towards their EHCPs and Personal Learning Goals (PLGs) and other assessments in school including Rainbow Profiles, Engagement Model and RARPA.
3. To offer a variety of Cultural Capital opportunities designed to enrich students' awareness of different cultures, encompassing literature, art, dance, music, and drama.	Students will be exposed to a wide range of experiences aimed at enhancing their cultural awareness and fostering their interest in this regard. This will be evident through school assessment systems, input from families and staff, as well as their Social, Emotional, and Mental Health progress toward Personal Learning Goals.
4. To secure equitable access to a meaningful curriculum for each student through the continued enhancement of evidence-based practices within the school.	Data, sourced from Personal Learning Goals tracked on Evidence for Learning, and observations will provide evidence that students are achieving or surpassing their expected progress, as determined by the goals set at the beginning of the year and EHCP outcomes. Students will demonstrate good or better progress or sustained engagement in their

	learning, as assessed through the Engagement Model. The Quality Assurance cycle within the school will consistently indicate that the quality of teaching is either good or better.
5. Enhanced opportunities for families to actively engage with the school in order to promote the well-rounded development of children.	<p>Increased participation of parents/carers in school events, meetings, workshops, coffee mornings, and a heightened awareness of where to access additional support and services.</p> <p>Enhanced communication between home and school.</p> <p>Expansion of home-based learning opportunities.</p> <p>Greater family involvement in school workshops and personalised support.</p>
6. To provide comprehensive support for the holistic needs of children and their families, ensuring that each child has a strong foundation for learning and development.	<p>Improved levels of engagement from families who were previously challenging to reach by professionals, as evidenced by school records and Child in Need (CIN) / Child Protection (CP) meeting minutes and reports.</p> <p>Meeting broader family needs as identified through assessments conducted by school, health, and social care.</p> <p>Tailored support provided by the school or referred by the school to align with the specific needs of each family.</p> <p>Families demonstrating a higher level of ambition for their children, as reflected in the EHCP (Education, Health, and Care Plan) reviews.</p>

## 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)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff will engage in biweekly, planned and succinct professional development sessions, with a	The EEF Effective Professional Development Guidance Report emphasises that investing in professional development to	1,2,3,6

<p>portion of the training dedicated to the Science of Learning, and to the curriculum areas to ensure embedded knowledge of these areas.</p> <p>2 Teachers are part of the SET wide initiative for Implementation of the SEND 5-a-day which will focus on the successful implementation of the pedagogical strategies.</p> <p>Additionally, staff will continue the work initiated last year towards achieving recognised National Professional Qualifications, including:</p> <ul style="list-style-type: none"> <li>• 1 staff member to work towards the NPQ for SENCos</li> <li>• 1 staff member to work towards the NPQLL</li> <li>• Whole staff team to receive Assessment System refreshers</li> <li>• 1 Early Career Teacher (Year 2)</li> <li>• 1 Level 3 Teaching Assistant</li> <li>• 4 Unqualified Teachers</li> </ul> <p>The school will collaborate with the Shaw Education Trust's (SET) Institute of Education (IoE) and leverage their hub-based support model, including the Teaching &amp; Learning hub, to further improve practices and provide professional development opportunities for staff.</p> <p>Further development opportunities will be identified and offered throughout the year.</p> <p>Allocated funding is utilised to provide staff cover, enabling staff members to attend the essential training courses outlined above.</p>	<p>facilitate the adoption of evidence-based teaching approaches, mentoring, and coaching not only contributes to recruitment and retention but also ensures the delivery of high-quality teaching. The continued training on the Science of Learning will play a pivotal role in enhancing teachers' understanding of what constitutes high-quality teaching, effective assessment practices, and how to maintain a comprehensive, well-rounded, and knowledge-focused curriculum that remains responsive to students' needs.</p> <p>By pursuing recognised National Professional Qualifications and engaging in apprenticeships, our staff will employ evidence-informed approaches to enhance their teaching, leadership, and management skills. They will also refine their ability to collaborate with colleagues, external professionals, as well as parents and guardians. This development will enable them to build effective teams and evaluate school provisions to enhance educational outcomes for students. Those who participate in training and engage with the Shaw Education Trust (SET) Institute of Education (IoE) and Hub model will have the opportunity to enrich their own continuous professional development and establish a professional network beyond our institution. This will empower our staff to advance their teaching and learning skills and offer support to other educators within the school.</p> <p>The EEF's 'What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis,' published in October 2021, underscores the importance of a well-rounded, systematic approach to professional development for success. The report suggests, "Our</p>	
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	<p>findings also suggest that, on the balance of probabilities, educators should prefer balanced PD designs over imbalanced designs."</p> <p>Through rigorous training courses and tailored professional development opportunities, our staff are more likely to thrive and enhance student outcomes.</p>	
<p>The Communication &amp; Literacy Co-Ordinator will persist in providing training sessions for Read, Write Inc Phonics, PECs (Picture Exchange Communication System), and Pre-Requisite and Emergent Reading to the entire staff.</p> <p>Additionally, two teaching staff members will participate in Reading Training and in High Tech AAC training.</p> <p>The Communication and Literacy Co-Ordinator will research into Early Writing.</p>	<p><i>"Teaching Reading to All Learners Including Those with Complex Needs: A Framework for Progression within an Inclusive Reading Curriculum (nasen spotlight) 2023"</i></p> <p>Dr Sarah Moseley states "awareness that reading skills exist along a developmental continuum based on a foundation of key prerequisite skills that all learners need, including oral language, vocabulary, working memory, auditory discrimination, understanding of narrative, print awareness and most importantly a motivation learn".</p> <p>The Communication Literacy Team will continue to collaborate with Dr. Sarah Moseley to implement prerequisite reading across our cohort of pupils with PMLD (Profound and Multiple Learning Disabilities) and SLD (Severe Learning Disabilities). This initiative will have a significant positive impact on the engagement and reading achievement of these students.</p> <p><a href="#">DfE The Reading Framework 2023 Read, Write Inc is a DfE approved programme.</a></p>	6
<p>The Well-Being Team will expand its membership and provide Mental Health First Aid Training for staff, enabling them to provide support to a larger number of families.</p> <p>Mental Health First Aiders are going to complete refresher training to ensure they can</p>	<p>Our conversations with families provide evidence that supporting families to have high expectations and consistent approaches have positive outcomes for all members of the family, particularly our pupils.</p> <p>The school has a positive behaviour management approach and uses <a href="#">PROACT-SCIPr-UK®</a> to ensure that all staff have a consistent knowledge</p>	5



<p>provide the best Mental Health First Aid.</p> <p>The Behaviour Leads are implementing a new process of the Positive Strategies for all our learning. They will provide tailored behaviour training and advice to individual students. Behaviour leads will also assist families to manage challenging behaviour more at home.</p>	<p>of positive behaviour management strategies to support the implementation of our Behaviour Policy.</p> <p>Our conversations with families show that some families struggle with challenging behaviour at home.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,571 (OT – 38 days), £3,000 (OT resources and additional assessments if needed), £16,865 (Musicians), £1,484 (Pre-Requisite reading/Phonics). Total = £31,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Occupational Therapists (OTs) will provide sensory assessments alongside a bespoke package of support for individuals who will work with the OTs.</p> <p>Staff will receive personalised CPD opportunities to learn from the OT so that Sensory Integration (SI) strategies can be integrated into the rest of the curriculum.</p> <p>The OT will support families to use the SI approaches to provide a holistic approach and further enhance its impact.</p>	<p>The Sensory OTs completes termly reports to share progress of students on their caseload, they also complete EHCP annual review reports which are shared with families. These demonstrate the positive impact on the students sensory regulation, behaviour and readiness to learn. EHCP outcomes, and Personal Learning Goals show progress in Social, Emotional and Mental Health. Behaviour data shows that students are more regulated and there are fewer low/high level behaviour incidents.</p> <p>Foxx and Mulick (2015) suggest that someone must optimise their sensory systems through SI before they can acquire cognitive skills. It is also stated that Sensory Integration (SI) intervention has a significantly positive effect on gross motor function (Shamsoddini &amp; Hollisaz, 2009). Moreover, SI has</p>	<p>2</p>

	<p>been shown to reduce behavioural incidents, increasing concentration and therefore having a positive effect on outcomes (Case-Smith et al., 2014).</p> <p>The OT is commissioned to support pupils once a week for a full day, this is further supported the work set out in the students' sensory diets to support positive behaviour and engagement in learning. As part of their role they devise sensory diets which can be implemented in class and at home.</p>	
<p>To commission specialist interventions / therapies for pupils:</p> <p>2 Music Specialists (1 Specialist will do 2 days per week, 1 Specialist will do 1 day per week)</p>	<p>Through observations and assessments, the provision of high-quality music ensures students engage actively in lessons, developing their cognition and communication skills. Research highlights that music fosters non-verbal communication, such as eye contact, turn-taking, and vocalization, while enhancing sensory and cognitive pathways (Wigram &amp; Elefant, 2009; Ockelford et al., 2013). These outcomes align with developing early communication, sensory engagement, and academic subject knowledge.</p> <p>Music sessions also boost students' attention, engagement, self-esteem, and confidence. Personalised music interventions reduce anxiety, support emotional expression, and nurture well-being (Nordoff-Robbins). Group music activities foster inclusion, social bonds, and positive SEMH outcomes, as noted by Bunt and Stige (2014).</p> <p>Three one-to-one sessions with a music specialist will focus on Pupil Premium students, supporting their attention, interaction, and progress toward Personal Learning Goals (PLGs). Research shows individualised music interventions are highly effective for meeting specific sensory and communication needs, promoting</p>	<p>3,4</p>

	<p>equitable opportunities (Wigram &amp; Gold, 2006).</p> <p>Incorporating music in this research-informed way empowers students with PMLD to develop key skills, confidence, and emotional resilience.</p>	
<p>To further enhance Pre Requisite across the school and provide effective delivery of Read, Write Inc for students who are 'phonics ready'.</p> <p>Provide effective training to ensure consistency of approach and purchase of additional resources. Additional resources purchased to support pupils working at a pre-phonics level.</p> <p>Provide books and audio books for students to take home to encourage and foster reading for pleasure.</p>	<p>We will refresh our key literature texts where necessary that span across school from Nursery to Year 14 ensuring all students read books that are age appropriate, engaging and linked to classes topics/themes. We will buy new texts to stay up to date with current affairs and topics.</p> <p>Ivy House will continue the implementation of Read, Write Inc (RWI) as its approach to the teaching of Phonics across the school as the multi-sensory approach complements our teaching and learning approaches.</p> <p>Data to date and teacher feedback shows that some pupils are benefitting from accessing the Read, Write Inc scheme and so to enhance the resources that we have would improve access and outcomes for the pupils.</p> <p>Engagement in reading challenges have shown an increase in the amount of reading taking place both in and outside of school.</p> <p>Please read page 8 for evidence for supporting this.</p>	6

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

Budgeted cost: £3,000 (Cultural Capital experiences & Training expenses)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To offer a variety of Cultural Capital opportunities aimed at enriching students' cultural awareness through, literature, visual arts, dance, music and drama.</p> <ul style="list-style-type: none"> <li>• Whole School/department/class; in school events or external trips to promote Cultural Capital through Music, Drama.</li> <li>• Regular and appropriate cultural opportunities will be provided, these will be decided throughout the year.</li> <li>• Develop the Social Emotional and Mental Health PLGs and introduce "Cultural Capital Passport" to ensure students have a range of cultural capital experiences.</li> <li>• Training for staff to learn to drive the mini-buses to ensure our students are able to access lots of different cultural capital experiences.</li> </ul>	<p>The EEF has published the independent evaluations of five arts-based education programmes, commissioned through a collaboration with the Royal Society for Arts, Manufactures and Commerce (RSA) and with funding from Arts Council England (ACE) and the Paul Hamlyn Foundation. They state "All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	<p>4</p>
<ul style="list-style-type: none"> <li>• Increased opportunities for families to engage with the school to support the holistic development of children.</li> <li>• Workshops such as Online Safety, Sleep Management, Medication, Continence, Reading, Sensory Integration, Makaton, PECs, Communication Aids, Story Massage etc.</li> <li>• Develop knowledge and skills to assess and teach pre-requisite reading.</li> <li>• Behaviour Team to support with positive behaviour strategies at home.</li> <li>• Develop the use of the 'Train Carriage Reading' library</li> </ul>	<p>Dr Sarah Moseley states "awareness that reading skills exist along a developmental continuum based on a foundation of key prerequisite skills that all learners need, including oral language, vocabulary, working memory, auditory discrimination, understanding of narrative, print awareness and most importantly a motivation learn". Ivy House as worked alongside Dr Sarah Moseley to devise a robust Reading Curriculum. Using her approaches, we ensure we provide practical approaches that are fun, and effective making use of existing schemes, resources and multi-sensory approaches based on research proven to raise children's'</p>	<p>5, 6</p>

	<p>engagement and attainment in reading.</p> <p>The EEF research 'Parental Engagement' state "The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost." We will implement a variety of interventions to engage as many parents as possible and following the EEF research, we will aim to encourage as many new/young pupils' families as this provide longevity and positive outcomes for pupils and the school.</p>	
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## Total budgeted cost: £44,920

*Please note that Looked-After Children have termly targets which are monitored and changed if they have been achieved, this is done through a Personal Education Plan (PEP) meeting. George Turner (Deputy Headteacher) is the Designated Teacher and works with the Virtual School to request funding to support with these targets, they are closely monitored to ensure the money has direct impact for the students.*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Pupil Premium Focus Area	Impact	Evidence
To ensure that pupils are able to access a wide range of interventions / activities / resources	The Sensory Occupational Therapist (OT) has shown exceptional dedication in managing their existing caseload while also responding to a high volume of new referrals. This expanded level of support	Sensory Occupational Therapy reports.

<p>to develop their personal, physical, social and emotional wellbeing</p>	<p>has ensured that students continue to receive reliable, high-quality OT services and has deepened our staff's ability to address the diverse needs of our students effectively.</p> <p>The Sensory OT's focused work, students' sensory regulation needs have been successfully met, allowing them to achieve an optimal state for learning. As a result, students are now more engaged in lessons, demonstrating improved focus and sustained participation. This progress has significantly enhanced the overall learning experience and academic outcomes for our students.</p> <p>A comprehensive range of interventions, activities, and resources aimed at fostering students' personal, physical, social, and emotional well-being has made a meaningful impact on their development. This holistic approach has not only enriched their educational journey but has also greatly supported their growth and overall well-being, empowering them to take advantage of a broad spectrum of opportunities and support systems. Consequently, students are better equipped to navigate academic and personal challenges with confidence and resilience.</p> <p>In addition, the Sensory Room and Sensory Integration Room have been upgraded to better meet the needs of our students. These improvements include a ball pit and different swing attachments, to ensure that all students have access to their sensory diets and are "ready to learn."</p>	<p>Class observations Staff feedback Pupil/parent voice</p>
<p>To ensure equal access to curriculum activities and core subjects for all pupils, regardless of disabilities and level of learning</p>	<p>Students receiving pupil premium funding have benefited from individualised, high-quality instruction tailored to their specific needs. As a result, their progress aligns with that of students not receiving pupil premium support. These students are consistently making strides toward their individual EHCP and PLG targets, fostering personal growth and positively impacting their families as well.</p> <p>Staff remain committed to ensuring equitable access to curriculum activities</p>	<p>Data shows that progress for pupil premium groups is in line with their non pupil premium peers. Fixed Line Management Agenda (FLMA) data shows that the</p>

	and core subjects for all students. This commitment has helped break down barriers and create a more inclusive, diverse, and enriched learning environment, where each student has the opportunity to thrive both academically and personally.	quality of teaching and learning is good or better.
To provide an array of Cultural Capital opportunities to ensure pupils have experiences that develop their awareness of other culture, through books, art, dance, music and drama.	Students in receipt of Pupil Premium have actively engaged in a wide spectrum of Cultural Capital experiences that are seamlessly integrated into the curriculum. These experiences have encompassed various special events, including but not limited to British Science Week, World Book Day, Red Nose Day, Black History Month, Pride Month, Holi, Easter, Chinese New Year, International Day of Disabilities, and many others. These opportunities have played a pivotal role in providing students with a comprehensive and well-rounded perspective of our society. These carefully curated experiences have played a vital role in broadening our students' horizons and nurturing their cultural sensitivity and understanding.	Students have participated in a wide variety of experiences, events, and lessons to enhance their cultural awareness and foster genuine interest. This is clearly demonstrated through their engagement with the Engagement Model and through observations made by our staff.
To ensure every child has fair access to a meaningful curriculum through quality first teaching through further develop evidence informed practice within the school	<p>A key focus has been strengthening foundational skills and knowledge tailored to each student's unique needs in communication and interaction, cognition and learning, sensory and physical development, as well as social, emotional, and mental health.</p> <p>Across the school, the presence of positive, engaging, and enjoyable learning experiences is evident. Each lesson reflects our dedication to fostering well-rounded skill development. Our effective, dynamic lessons play an essential role in building students' self-esteem and confidence, while also enhancing their ability to recognise and express their emotions</p>	Data indicates that students have demonstrated either good progress or better progress, or they have maintained consistent engagement in the learning process, as evidenced by the Engagement Model.
Increased opportunities for families to engage with the school to support the holistic	The Safeguarding and Pastoral Lead has made an exceedingly positive contribution to the school's ability to provide holistic support to our parents, guardians, and families, as well as our	Parents and carers participating in school events,



<p>development of children.</p>	<p>students, by implementing high-quality safeguarding practices and nurturing initiatives.</p> <p>They have significantly increased parental engagement by actively assisting a substantial percentage of our school families, whether through Network Meetings, CIN meetings, LAC meetings, parent coffee mornings/workshops, or at the school level.</p> <p>Furthermore, they have facilitated access to community services for families, addressing housing, financial, and medical concerns, and offering support for attending appointments.</p> <p>Collaborating closely with healthcare and social care professionals, they have worked diligently to establish a coordinated approach to addressing the needs of both children and families.</p> <p>In addition, they have effectively utilised the school website and social media platforms to disseminate information to and guide families. They play a pivotal role in supporting transition practices and fostering valuable relationships with our new families, including conducting new starter phone calls and ensuring families are fully informed about the range of support available from the school and within the local community.</p>	<p>meetings, and workshops.</p> <p>Enhanced communication between the home and school.</p> <p>Expanded opportunities for home-based learning.</p> <p>Smooth transition for new students attending Ivy House School.</p>
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## Externally provided programmes

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

Programme	Provider
N/A	

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p>We currently have no service pupils on roll at Ivy House School.</p>

## The impact of that spending on service pupil premium eligible pupils

### Further information (optional)

#### Planning, implementation, and evaluation

We have also put a sharp focus on supporting teachers to develop their professional practice, pedagogical knowledge, Science of Learning and Metacognition through the SEND 5 a day initiative. This has allowed teachers at all levels to develop their own knowledge and support them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our school development plan and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.