

Pupil Premium Strategy Statement

Ivingswood Academy

Autumn 2023

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	Ivingswood Academy
Number of pupils in school	161 (139 Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	41% (R-Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Local Advisory Committee & Jo Garlick Executive Headteacher
Pupil premium lead	Claire Flynn Deputy Head
Local Advisory Committee lead	Pupil Premium Local Advisory Committee Member (G Pickering)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,146
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2023-2024	£110,146

Part A: Pupil premium strategy plan

Statement of intent

At Ivingswood Academy, our intention is that all pupils, no matter their background or barriers they may face, make good progress and achieve well throughout the school. We focus our strategy to support pupils to achieve and exceed national expectations through high quality teaching. We offer pastoral support to our families and pupils to identify any potential barriers in a timely manner. We understand our pupils, we do not make assumptions, we know they may have more than one additional need (such as EAL or SEN) and we acknowledge that not all those in receipt of additional funding are low attainers and we ensure there is challenge for all. We will also enable our pupils to receive a range of enrichment experiences both in and out of school, which will enhance their cultural capital and ultimately their academic achievement, self-confidence and well-being.

Our pupil premium strategy provides additional support and assistance where needed to allow our disadvantaged pupils to achieve these outcomes through a range of initiatives which includes:

- Whole staff training to improve the quality of teaching and learning, incorporating strategies such as the Oracy, explicit teaching of vocabulary.
- Targeted teaching support for identified children who require elements of pre-teaching and/ or over-teaching of key concepts and skills.
- Staff, with excellent knowledge of the children in their class, allowing opportunities to be tilted for the disadvantaged
- Regular contact with our school's Pupil Premium Champion
- Extra-curricular opportunities such as after school clubs
- Additional support when applying for secondary schools
- Providing resources (uniform, stationery)
- Providing funding for school trips

We believe that high quality whole class teaching is the most cost effective way to help close any gaps and ensure all pupils make progress. High quality emotional support and emotional literacy also play a key role in children being ready to learn. Building a good working relationship between home and school is also key to children succeeding.

The key principles of our strategy plan are:

- To support our disadvantaged pupils academically and mentally so that they can succeed
- To build and maintain strong relationships with our disadvantaged pupils and their parents/guardians
- To provide good role models for our disadvantaged pupils

- To inspire our disadvantaged pupils, increasing their cultural capital and understanding of the world

At Ivingswood Academy, we are highly responsive to arising needs within our school community. Therefore, this plan will be adapted to ensure that we provide the best possible support for our school community through our use of pupil premium funding. We have robust systems in place to track and monitor pupil achievement including the NFER standardised assessments and Read Write Inc. phonics assessments. These assessment systems allow us to closely track all children, including disadvantaged children, so that we can provide further support to ensure that all children can achieve well at our school.

Challenges

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

Challenge number	Detail of challenge
1	Entry data into our EYFS shows that disadvantaged pupils begin school with low starting points, with skills and development below that expected for their age. Less developed language and social skills are common for many children, including those eligible for the Pupil Premium.
2	Levels of attainment in formally assessed years (EYFS, Year 1, 2, 4 and 6) were below national averages in statutory measures in Summer 2023, plus disadvantaged pupils tend not to achieve as highly their peers. Internal data also shows under-performance of disadvantaged pupils.
3	Many pupils who are eligible for Pupil Premium also experience other barriers to learning such as special educational needs (with a significant percentage of children with speech and language need), social/emotional difficulties or have English as an additional language. Poor resilience and self-regulation skills impact on some pupils' ability to work collaboratively and accept a degree of challenge.
4	Attendance overall is below national average 88.4% in 2022 - 2023) and is a concern for disadvantaged pupils which was 88% in 2022 – 2023. Improved engagement and attendance will have a positive impact on progress and attainment for all learners.
5	Parental engagement in school life can be improved for PP children and other disadvantaged groups. This will include approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis (through Family Support).
6	Some of our disadvantaged children have low aspirations and struggle with engaging with lessons and wider school life; we will work alongside children, parents and the wider community to improve these and encourage our children to aim high
7	Oracy – some of our PP are less confident when talking and sharing their ideas and thoughts. They lack focus when listening to others. They struggle to articulate their ideas and thinking due to vocabulary gaps. Gaps in subject specific and technical vocabulary typically learned through reading are also evident.
8	Self-regulation and behaviour for learning needs to remain a priority. The whole school approach will be maintained and strongly modelled.

9	Cultural capital gaps are evident due to children missing key experiences and opportunities.
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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 deliver high-quality teaching across the school.	<ul style="list-style-type: none"> • The school provides a good quality of education over time. This will include observing engagement in lessons, book scrutiny and ongoing formative assessment. • Outcomes in EYFS will be in line with or above national average. • Outcomes in year one phonics will be in line with or above national average. • Outcomes in Key Stage One will be in line with or above national average. • Outcomes in the multiplication test will be in line with or above national average. • Outcomes in Key Stage Two will be in line with or above national average.
To embed the high-quality phonics programme Read Write Inc	<ul style="list-style-type: none"> • Outcomes in year one phonics screening will be in line with or above national average. • Outcomes for disadvantaged pupils in the year one phonics screening will be at least 80% in 2023-24.
To further develop high quality reading provision across the school.	<ul style="list-style-type: none"> • Outcomes in statutory reading assessments across the school are in line with or above national average. • Key Stage One reading outcomes in 2023-24 will show that at least 75% of disadvantaged pupils met the expected standard. • Key Stage Two reading outcomes in 2023-24 will show that at least 70% of disadvantaged pupils met the expected standard.
To further develop high quality writing provision across the school	<ul style="list-style-type: none"> • Outcomes in writing assessments across the school are in line with or above national average. • Key Stage One writing outcomes in 2023-24 will show that at least 75% of disadvantaged pupils met the expected standard. • Key Stage Two writing outcomes in 2023-24 show that at least 70% of disadvantaged pupils met the expected standard.
To ensure that provision in EYFS is effective, addressing low starting points and meets the needs of all pupils.	<ul style="list-style-type: none"> • Planning is adjusted to meet the needs of our current cohort. • A language rich environment and skilled staff will contribute towards children being confident communicators • The environment will encourage mark making so all children are confident to express their ideas on paper • Outcomes in EYFS will be in line with or above national average in 2023-24. • Outcomes in EYFS show that 80% of disadvantaged pupils will be assessed as achieving a good level of development (GLD).

<p>To ensure all staff are aware of the barriers to learning for individual children and can address these effectively.</p>	<ul style="list-style-type: none"> • Provision grid and vulnerabilities grid are completed and shared with staff to deepen their knowledge and understanding of the children in their class. • In class support is observed to be effective in removing barriers for disadvantaged pupils. • Monitoring of interventions show that children are making good progress related to the support received (academic & pastoral).
<p>To close the cultural capital gap.</p>	<ul style="list-style-type: none"> • Records of levels of disadvantaged children attending extra-curricular clubs, music lessons and events are maintained and improved where possible. • A wide range of enriching experiences through trips, visitors and enrichment time are planned and attended.
<p>For disadvantaged pupils to feel happy and secure to come to school and learn and for their families to support them with attendance.</p>	<ul style="list-style-type: none"> • Attendance of all children at Ivingswood is 95% plus. • Attendance of pupil premium children has significantly improved and is in line with national. • Children to respond positively to termly discussion with PP lead about their happiness levels, confidence at school and attitude to learning. • Pupil survey shows that children feel happy and secure.
<p>To increase parental engagement, especially for parents of PP pupils.</p>	<ul style="list-style-type: none"> • There is increased uptake in extracurricular activities by pupil premium children. • The school survey will show improved feedback from pupil premium families. • There is an increased engagement in school life by pupil premium children and families.
<p>Attendance of PP children increases</p>	<ul style="list-style-type: none"> • Attendance of PP increases – monitored half termly by our Family Liaison Officer.
<p>For PP children to have improved confidence with oracy skills and widened vocabulary is used to articulate ideas and thinking.</p>	<ul style="list-style-type: none"> • Seen through observation and small group work • Increased participation in lessons. • Planning is adjusted to include planned vocabulary • Wider and varied appropriate vocabulary is used.
<p>Where pupils are both Pupil Premium and SEN there are improvements in their speech and language development.</p>	<ul style="list-style-type: none"> • Intervention plans are created and successfully implemented. • Seen through participation in intervention groups. • Language and Speech Link data will show an improvement over time.

Activity in this academic year

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

Teaching

Budgeted cost: NFER and training, RWInc and meeting time with Michaela, STEPS training cost, spelling and handwriting schemes, scribble club drawing club training and resources, well-being training and happy schools training,

- Vulnerabilities and provision grid to identify strands of need within wider PP group.

Activity	Evidence that supports this approach	Challenge number(s) addressed
In order to further develop meaningful mark making and reading in EYFS we will purchase training and resources in Scribble and Drawing Club for EYFS staff and use helicopter stories	<p>Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing. Common approaches include:</p> <ul style="list-style-type: none"> • storytelling and group reading; • introductions to different kinds of writing 	1,2,3,7
Further develop communication and language through staff training and use of chatterlogs in the EYFS	<p>Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. They are based on the idea that children's language development benefits from approaches that support communication through talking and non-verbal expression.</p> <p>These approaches have high impact</p>	1,7
<p>Purchase of NFER standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>NFER Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,2,3
<p>Purchase of annual subscription and further staff training of DfE validated Systematic Synthetic Phonics programme Read Write Inc. to secure stronger phonics teaching for all pupils.</p> <p>Weekly RWI meeting with Phonics Lead to deliver further training to</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3

staff based on identified issues arising.		
STEPS Behaviour training	This is a Buckinghamshire County Council Initiative based on evidence of success of the approach in Norfolk (Norfolk Steps).	8
Participate in Outstandingly Happy Schools program. Create a school specific plan which will continue work on staff, pupil and school wellbeing Continue to use our current practice to support social and emotional learning. Use PSHE sessions and assemblies to provide universal support for all children around mental health issues such as anxiety, transitions, managing change etc.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Previous involvement of staff in a nurturing capacity has improved relations with disadvantaged pupils' parents and helped identify mental health needs. Effective SEL can lead to learning gains of +4 months over the course of a year. (EEF)	1,2,3,6
Implement and monitoring the use of Nelson handwriting and Pathway to spelling schemes across the school.	Research suggests that slow or effortful handwriting (as well as spelling) takes most of children's focus and limits the amount of thought that can be given to the content of their writing. Approaches that aim to support the accuracy and fluency of children's handwriting and spelling have been shown to improve the presentation, quantity and quality of children's writing.	1,2,3
Metacognition and self-regulation approaches including zones of regulation to be used consistently across the school	https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/	8
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2,6,7

Targeted academic support

Budgeted cost: Any additional hours beyond contract for LSAs, small group tuition, ½ FLO salary

Activity	Evidence that supports this approach	Challenge number(s) addressed
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LSAs to provide specialist intervention during afternoons. This includes daily intervention for pre-teaching, 1:1 reading and booster sessions.	EEF research has found that using learning support assistant in the classrooms was not as effective as providing targeted one-to-one or small group work intervention. Small Group Tuition has a 4 month gain according to the EEF. Previous years where we have used this process have shown good gains for children involved. Smaller teaching groups in targeted year groups.	1,2,3
Additional Read Write Inc. phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3
Using NTP to enable school led tutoring to happen across the school. School Led tuition for individual children will ensure that the gaps are closed more quickly.	According to the EEF, 1:1 tuition or small group tuition provides a 5 month gain. Previous experiences have suggested that motivating the children is key to success.	1,2,3
Provide more targeted interventions for those pupils identified as having greater need through ELSA/Nurture/ Pastoral sessions with FLO.	Social and Emotional Learning has a 4 month gain according to the EEF. Previous years where we have used this process have shown good gains for children involved emotionally and academically. Relationships with parents have also been improved	1,2,3,5,6,7

Wider strategies

Budgeted cost: ½ FLO salary, clubs and residential/ trips, any OPAL costs not covered by the PE strategy

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This involves support from our FLO to develop and implement our procedures for improving attendance. It will also include support from Buckinghamshire County Council's Attendance Team.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4,5
Implement the OPAL strategy to provide a strong playground offer	Play will often be enjoyable for its own sake. Play-based activities might be solitary or social, and	8

which supports the schools approach to positive behavior management	involve a combination of cognitive and physical elements. While play is a core part of the experience of children in early years settings and has potential benefits around physical development, relationship building and expressive arts. According to the EEF play-based learning approaches have a moderate positive impact + 4 months on learning outcomes.	
Implement Junior D of E.	<p>Junior D of E will provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, D of E can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p>	5,6,9
Whole class mental health and wellbeing- through Outstandingly Happy Schools - ensuring that they are learning ready and supported so that they are happy and feel safe which will in turn have impact on their engagement, motivation and progress. Social and emotional learning will be a priority. Metacognitive approaches used will support self-regulation	Social and Emotional Learning has a 4 month gain according to the EEF. Previous years where we have used this process have shown good gains for children involved emotionally and academically.	3,5,6,9
Ongoing deployment of a family support worker to work with families in crisis. The role will be an intermediary between the school's leadership team and families in need with the objective of providing the best possible support to all families.	Research shows how those who had a negative experience of school themselves find engaging with their child's school and learning difficult. This strategy is used to build positive relationship and lead to improved lines of communication and honesty between home and school.	3,5,6,9
Year 3 to participate in the school linking network	Exposure to different opportunities and environments increases children's cultural capital and understanding of how different people live and learn. This widens children's lived experience and widens their horizons.	3,9
Attendance to be monitored multiple times per term, with communication home regularly explaining the consequences and expectations to those below average. In previous years, children's attendance has increased with communication from Headteacher and involvement of EWO where necessary. Staff have	<p>Improving attendance has a major impact on progress. EEF have completed a review of strategies and approaches which have positive impact on attendance</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1699356341</p>	4

visited children's houses and persuaded them to come in too, building relationships with parents and children.		
Work to build further relationships within our school, local (Chesham) and wider communities. We will offer Parent event days to encourage parents to come into school to learn about the schools approach to teaching and learning, celebrate success and see the school at work.	EEF research shows that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	5,6
Tilting opportunities to Pupil Premium children in order to give them greater exposure to different activities and clubs.	Evidence from the EEF shows that although there is little support for increasing exposure to the arts/ clubs having positive impact on academic progress it is recognised that other outcomes such as self-efficacy, motivation and teamwork are positively impacted and these in turn improve outcomes for the children.	9
Residential visits and other trips funded for Pupil Premium children to allow them to increase their	Evidence from the EEF shows that although there is little support for residential and trips having positive impact on academic progress it is recognised that other culture capital and engage in their learning. outcomes such as self-efficacy, motivation and teamwork are positively impacted and these in turn improve outcomes for the children. Trips are consistently things that pupils enjoy and being able to experience these opportunities with their peers allows pupils to more fully enjoy their education.	9

Total budgeted cost: £ £110,146

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 2022-23 academic year.

Intended outcome 1 - To ensure that Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers.

EYFS GLD – national 2022 = 65%. July 2023 – 16/23 = 70% GLD. PP = 9/11 82%

Phonics – national 2022 75% June 2023 – 11/18 = 66% PP = 5/9 – 55%

Year 6 outcomes –Reading (National 73%)– whole school 62.5%. PP31%. Writing (National 71% – whole school 56.3% PP 38%. Maths (National 73%) – whole school 56.3% PP13%

Intended outcome 2 - PP attendance increases – Sep 21- July 22 – Whole school attendance 89% PP attendance = 89.4%. Sep 22- July 23 whole school – 88% PP = 88.6%. Attendance for PP in line with non-PP children. Attendance remains a focus for current academic year. Post of Family Liaison Officer vacant since May 2023 – role of attendance taken up by DHT in the interim. Attendance courses run by Bucks CC attended – school have better systems in place for reporting poor attendance and fining for leave of absences. Half-termly rewards for those with 'good' attendance in place from Sep 23. FLO role will have a focus on improving attendance across the school.

Intended outcome 3 -To increase parental engagement across the school. September 2022 a full yearly calendar of events set. Letters sent/ text reminders sent with more notice time. New events such as Christmas Café and Craft, Keeping Safe Week (sharing learning) and lunch with parents introduced. Class assemblies reintroduced from Sep 22. Informal feedback from parents at events is positive – they like the opportunity to be in school. As a school we have tried hard to avoid any changes to the agreed dates of events to avoid any upset or confusion for our parents/ carers. Plans for 23-24 continue with old favourite events such as sports day, but also the introduction of new events such as art exhibitions and music performances. Registers of parents attending is kept for each event. Parental engagement for parents' evening also monitored carefully. Where meeting not made, or not kept, teachers will offer alternative appointments either face-to-face or by telephone.

Intended outcome 4 - Pupils to access a range of enrichment experiences both in and out of school. Enrichment opportunities for 2022-2023 included: charity days, panto trip, theatre to school, residential for Year 6, science museum, Tower of London, Roald Dahl museum, local soft play, Whipnade Zoo, town carnival and PTA events (discos, film nights and fairs). Through our English curriculum, there are often times for experiences such as role play / local visits / guest speakers.

From Sep 23 – a termly plan for experiences for each year group planned. With consideration of money, we plan at least one experience each term for every class. As the curriculum has

changed, some trips/experiences will remain in year groups and create excitement of that year's learning.

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
Read. Write Inc.	Ruth Miskin
White Rose Maths	Renaissance
Jigsaw PSHE	Jan Lever Group
The Write Stuff	Jane Considine