

# Pupil Premium Strategy Statement

## *Ivingswood Academy*

*Autumn 2024*

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	150 (132 Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	43% (R-Y6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Local Advisory Committee & Jo Garlick Executive Headteacher
Pupil premium lead	Rebecca Dunning Deputy Head
Local Advisory Committee lead	Pupil Premium Local Advisory Committee Member

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year 2023-2024</b>	<b>£105,865</b>

## 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 framework, 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. Fundamentally, building a good working relationship between home and school is key to children succeeding.

The key principles of our strategy plan are:

- To support our disadvantaged pupils academically and pastorally 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. Underdeveloped 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 2024 except for the Year 1 Phonics Screening Check (96% of children reached the expected standard), 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. 38% of disadvantaged children also have special educational needs (with a significant percentage of children with speech and language need), 23% have social/emotional difficulties and 26% 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 (89% in 2023 - 2024) and was the same for disadvantaged pupils (89%). 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.

## 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"> <li>The school provides a good quality of education over time. This will include observing engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>Targets for disadvantaged children are ambitious and in line with age related expectations</li> <li>Children will have access to high quality teaching, language and social skills.</li> <li>Outcomes in EYFS will be in line with or above national average.</li> <li>Outcomes in Year one phonics will be in line with or above national average.</li> <li>Outcomes in Key Stage One will be in line with or above national average.</li> <li>Outcomes in the Multiplication test will be in line with or above national average.</li> <li>Outcomes in Key Stage Two will be in line with or above national average.</li> </ul>
To further develop high quality reading provision across the school.	<ul style="list-style-type: none"> <li>Outcomes in statutory reading assessments across the school are in line with or above national average.</li> <li>Key Stage One reading outcomes in 2024-25 will show that at least 75% of disadvantaged pupils met the expected standard.</li> <li>Key Stage Two reading outcomes in 2024-25 will show that at least 70% of disadvantaged pupils met the expected standard.</li> <li>New reading approach (VIPERS) will be embedded and children will have access to high quality teaching.</li> <li>Children will have access to high quality reading materials, both in class and via the school library.</li> </ul>
To further develop high quality writing provision across the school	<ul style="list-style-type: none"> <li>Outcomes in writing assessments across the school are in line with or above national average.</li> <li>Key Stage One writing outcomes in 2024-25 will show that at least 75% of disadvantaged pupils met the expected standard.</li> <li>Key Stage Two writing outcomes in 2024-25 show that at least 70% of disadvantaged pupils met the expected standard.</li> <li>New writing scheme to be embedded and teachers to be supported to ensure that children are accessing high quality teaching.</li> </ul>

<p>To ensure that provision in EYFS is effective, addressing low starting points and meets the needs of all pupils.</p>	<ul style="list-style-type: none"> <li>• New EYFS lead to ensure that planning is adjusted to meet the needs of our current cohort and teaching is targeting the gaps and areas for development.</li> <li>• School improvement lead and County Improvement Team to continue to support EYFS team</li> <li>• A language rich environment and skilled staff will contribute towards children being confident communicators</li> <li>• The environment will encourage mark making so all children are confident to express their ideas on paper</li> <li>• Outcomes in EYFS will be in line with or above national average in 2024-25.</li> <li>• Outcomes in EYFS show that 80% of disadvantaged pupils will be assessed as achieving a good level of development (GLD).</li> </ul>
<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"> <li>• Teachers and support staff use inclusive teaching practices to ensure all pupils can access the curriculum</li> <li>• Classroom strategies 'scaffold up', supporting pupils to access challenging tasks rather than 'differentiate down'</li> <li>• In class support is observed to be effective in removing barriers for disadvantaged pupils.</li> <li>• Monitoring of interventions show that children are making good progress related to the support received (academic &amp; pastoral).</li> </ul>
<p>To close the cultural capital gap.</p>	<ul style="list-style-type: none"> <li>• Records of levels of disadvantaged children attending extra-curricular clubs, music lessons and events are maintained and improved where possible.</li> <li>• A wide range of enriching experiences through trips, visitors and enrichment time are planned and attended.</li> </ul>
<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"> <li>• Attendance of all children at Ivingswood is 95% plus.</li> <li>• Attendance of pupil premium children has significantly improved and is in line with national.</li> <li>• Children to respond positively to termly discussion with PP lead about their happiness levels, confidence at school and attitude to learning.</li> <li>• Pupil survey shows that children feel happy and secure.</li> </ul>
<p>To increase parental engagement, especially for parents of PP pupils.</p>	<ul style="list-style-type: none"> <li>• There is increased uptake in extracurricular activities by pupil premium children.</li> <li>• The school survey will show improved feedback from pupil premium families.</li> <li>• There is an increased engagement in school life by pupil premium children and families.</li> <li>• The whole school community is engaged with the school's mission on disadvantage</li> </ul>
<p>Attendance of PP children increases</p>	<ul style="list-style-type: none"> <li>• Attendance of PP increases – monitored half termly by our FamilySupport Worker.</li> <li>• Family Support Worker to follow Bucks and School attendance protocols including home visits, additional meetings and fining as required.</li> </ul>

	<ul style="list-style-type: none"> <li>• Family Support Worker to build up positive relationships with hard to reach parents to establish root cause behind poor attendance</li> </ul>
For PP children to have improved confidence with oracy skills and widened vocabulary is used to articulate ideas and thinking.	<ul style="list-style-type: none"> <li>• Seen through observation and small group work</li> <li>• Increased participation in lessons.</li> <li>• Planning is adjusted to include planned vocabulary</li> <li>• Wider and varied appropriate vocabulary is used.</li> </ul>
Where pupils are both Pupil Premium and SEN there are improvements in their speech and language development.	<ul style="list-style-type: none"> <li>• Intervention plans are created and successfully implemented.</li> <li>• Seen through participation in intervention groups.</li> <li>• Intervention groups are robustly reviewed and monitored.</li> <li>• Language and Speech Link data will show an improvement over time.</li> </ul>

## 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: Speech and Language therapist cost, VIPERS cost, RWInc and meeting time with Phonics lead, STEPS training cost, spelling and handwriting schemes £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In order to further develop speech and language development in the Early Years we will employ the services of a private Speech and Language Therapist to support the EYFS team with high quality questioning, encouraging talk and oracy within the classroom</p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	1,2,3,7
<p>Purchase and implementation of new Reading Scheme (VIPERS) CPD for staff to ensure that the approach is followed accurately</p>	<p>Vipers (created by Rob Smith, The Literacy Shed) is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents for KS1 and KS2. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum.</p> <p>The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.</p>	2, 7
<p>Creation and Implementation of new Writing scheme  CPD for staff to ensure that the approach is followed correctly and consistently</p>	<p>Previous writing scheme was putting a ceiling on the children's potential and now allowing for the teachers to tailor the teaching to the children's gaps and areas for development.</p> <p>New writing scheme is written by the school and specifically aimed and support the cohort of children that we have at Ivingswood.</p>	1,2,7
<p>Purchase of annual subscription and further staff training of <a href="#">DfE validated Systematic Synthetic</a></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	1,2,3

<p><a href="#">Phonics programme Read Write Inc.</a> to secure stronger phonics teaching for all pupils.</p> <p>Weekly RWI meeting with Phonics Lead to deliver further training to staff based on identified issues arising.</p>	<p>comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
STEPS Behaviour training	This is a Buckinghamshire County Council Initiative based on evidence of success of the approach in Norfolk (Norfolk Steps).	8
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	<a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/</a>	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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,6,7
CPD on SEND and supporting SEND children in school. AET Autism training delivered by Specialist Teacher service, support staff to access training from IFPT	Providing staff with additional training will ensure that they have access to the most up to date research and information available	1, 2, 3, 7

## Targeted academic support

Budgeted cost: Any additional hours beyond contract for LSAs, small group tuition, ½ FSW salary  
- £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSAs to provide specialist intervention during afternoons. This includes daily intervention for pre-	EEF research has found that using learning support assistant in the classrooms was not as effective as	1,2,3

teaching, 1:1 reading and booster sessions.	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.	
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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	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 FSW salary, clubs and residential/ trips, any OPAL costs not covered by the PE strategy £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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
Continue to implement and embed the OPAL strategy to provide a strong playground offer which supports the schools approach to positive behavior management	Play will often be enjoyable for its own sake. Play-based activities might be solitary or social, and 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.	8

<p>SEND and Family Support Coffee Mornings to support families of disadvantaged children in areas such as SEND, budgeting, parenting, managing challenging behaviour etc.</p>	<p>Well-designed communications with families can be effective for improving attendance and supports positive relationships through two-way communication. School communication with parents is likely to be more effective if it is personalised, linked to learning, framed positively, and promotes parent efficacy and partnership with the school. Effective communication considers frequency, timing, audience and potential barriers such as inaccessible language and professional jargon.</p>	<p>3, 4, 5,</p>
<p>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.</p>	<p>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.</p>	<p>3,5,6,9</p>
<p>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 visited children's houses and persuaded them to come in too, building relationships with parents and children.</p>	<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><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1699356341">https://d2tic4wvo1iusb.cloudfront.net/production/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1699356341</a></p>	<p>4</p>
<p>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.</p>	<p>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.</p>	<p>5,6</p>
<p>Tilting opportunities to Pupil Premium children in order to give them greater exposure to different activities and clubs.</p>	<p>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.</p>	<p>9</p>
<p>Residential visits and other trips funded for Pupil Premium children</p>	<p>Evidence from the EEF shows that although there is little support for residentials and trips having</p>	<p>9</p>

<p>to allow them to increase their access to these opportunities</p>	<p>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.</p>	
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**Total budgeted cost: £** £105,865

## 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** - Leaders have worked hard to develop the teaching across the school despite limited capacity and difficulties. Book scrutinies, learning walks and formative assessment have shown improvement in this area. Year 1 Phonics data was well above national average (96%). KS1 end of year Summative Data outcomes were improved with Reading above national average (74%), Maths just below (68%) and Writing below (42%). Moving forwards, the focus will be on continuing this success across all subjects and into KS2 SATS and the Year 4 Multiplication Check.

**Intended outcome 2** - Phonics results are a strength of the school (96% of children passed first time and 100% of disadvantaged pupils achieved the required standard). The Phonics Lead has worked tirelessly to ensure that the RWI programme is followed correctly and as a result, children make accelerated progress. This will stand the pupils in very good stead as they enter Year 2 and the demands of the reading curriculum and statutory testing.

**Intended outcome 3** - Outcomes in Reading are demonstrative of the improvement journey that the school is on. EYFS and KS1 outcomes reflect the improved teaching and learning that the children have been exposed to (Phonics 96%, KS1 74%). 67% of disadvantaged pupils achieved expected standard or above at the end of KS1.

KS2 outcomes are below national average at 34%. 15% of disadvantaged children reached the expected standard or above.

**Intended outcome 4** – Outcomes in Writing are below national average. In KS1 42% of children achieved at or above expected standards with 33% of disadvantaged children at or above the expected standard. In KS2 44% of children achieved at or above the expected standard with 23% of disadvantaged children working at or above the expected standard.

**Intended outcome 5** – Despite intensive input, EYFS provision continued to require improvement. Internal and external professionals provided significant levels of support and worked closely alongside the Early Years Lead. Supported by the SENDCo, EYFS Teaching Assistants established Speech and Language Link interventions for children requiring additional support. 50% of children achieved a good level of development (GLD) with 40% of disadvantaged children achieving GLD.

**Intended outcome 6** – SENDCo capacity impacted the rate of progress in this area. Interventions have been established across the school and had an impact on both the pastoral and academic progress of the children. Interventions are monitored half termly and reviewed to ensure maximum impact. In class support continues to be an area of development.

**Intended outcome 7** – Disadvantaged children attend a wide range of clubs (60% of disadvantage children accessed a club across the year). Children accessed a range of

enrichment experiences both in and out of school. Enrichment opportunities for 2023-2024 included: charity days, panto trip, residential for Year 6, Whole School trip to London, Science Museum, Tower of London, Roald Dahl museum, local soft play, 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.

**Intended outcome 8** – Attendance for disadvantaged children was equal to that of non-disadvantaged children (90%). During our Pupil Voice Survey, disadvantaged children reported that *‘children at Ivingswood Academy are kind’, ‘It (Ivingswood Academy) is very inclusive. The school values and rules are easy to follow and should be followed’*. Pupils reported that they enjoy being with their friends, playing games and going on the field at lunchtime. Children enjoy that multiple spaces available to them at lunchtime and breaktime and state that each area is calm and not too crowded.

**Intended outcome 9** – Parental engagement has increased this year and this has had a positive impact on all of our families, including disadvantaged. The uptake for extracurricular activities has increased. There has been improved engagement with disadvantaged parents attending a wide range of events including advice sessions, family support sessions, Phonics meetings, Art exhibitions, assemblies, Nativities, Christmas craft morning, school fayres and sports events.

**Intended outcome 10** – Attendance of disadvantaged children has increased from 88% to 91% from 2022-2023 to 2023-2024. This has, in part, been linked to the recruitment of a Family Support Worker (FSW) who has worked alongside disadvantaged families to support parents to get children into school. The FSW has worked with the Bucks County Attendance Team to ensure that the Bucks Leave of Absence Protocol is followed and this has led to fining for those families who have taken extended leave during term time (12 families).

**Intended outcome 11** – Lesson observations, learning walks and planning scrutinies have seen an improvement in the awareness of planning for oracy and talk, particularly in the EYFS, however this continues to be a focus for next year as capacity and staffing have impacted the trajectory of progress.

**Intended outcome 12** – Speech and Language Link has been established across the school however is yet to show impact. An intervention provision map for the school details all interventions and is reviewed and adjusted half termly. Observation and professional dialogue shows improved speech and language for all children including those who are disadvantaged.

## 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