

Pupil Premium Strategy Statement

Ivingswood Academy

Autumn 2024-2025 Review and 2025-2026

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	(Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	(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 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Local Advisory Committee & Jo Garlick - CEO Kings Education Trust
Pupil premium lead	Rebecca Dunning/Becki Twyman - Deputy Head of School
Local Advisory Committee lead	Emily Skidmore and Charlotte Newnes - Pupil Premium Local Academy Committee Member

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,169.88
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2025-2026	£94,169.88

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 2025 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. 41% of disadvantaged children also have special educational needs (with a significant percentage of children with speech and language need) and 29% 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 (91% in 2024 - 2025) and was the same for disadvantaged pupils (91%). 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. • Targets for disadvantaged children are ambitious and in line with age related expectations • Children will have access to high quality teaching, language and social skills. • 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 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 2024-25 will show that at least 75% of disadvantaged pupils met the expected standard. • Key Stage Two reading outcomes in 2024-25 will show that at least 70% of disadvantaged pupils met the expected standard. • New reading approach (VIPERS) will be embedded and children will have access to high quality teaching. • Children will have access to high quality reading materials, both in class and via the school library.
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 2024-25 will show that at least 75% of disadvantaged pupils met the expected standard. • Key Stage Two writing outcomes in 2024-25 show that at least 70% of disadvantaged pupils met the expected standard. • New writing scheme to be embedded and teachers to be supported to ensure that children are accessing high quality teaching.

<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"> • 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. • School improvement lead and County Improvement Team to continue to support EYFS team • 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 2024-25. • 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"> • Teachers and support staff use inclusive teaching practices to ensure all pupils can access the curriculum • Classroom strategies 'scaffold up', supporting pupils to access challenging tasks rather than 'differentiate down' • 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>Attendance of PP children increases and for their families to support them with attendance.</p>	<ul style="list-style-type: none"> • Attendance of all children at Ivingswood is 91%. • 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. • Attendance of PP increases – monitored half termly by our Family Support Worker. • Family Support Worker to follow Bucks and School attendance protocols including home visits, additional meetings and fining as required. • Family Support Worker to build up positive relationships with hard to reach parents to establish root cause behind poor attendance •
<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.

	<ul style="list-style-type: none"> • There is an increased engagement in school life by pupil premium children and families. • The whole school community is engaged with the school's mission on disadvantage
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"> • 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.
Where pupils are both Pupil Premium and SEN there are improvements in their speech and language development.	<ul style="list-style-type: none"> • Intervention plans are created and successfully implemented. • Seen through participation in intervention groups. • Intervention groups are robustly reviewed and monitored. • 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: Speech and Language therapist cost, VIPERS cost, RWInc and meeting time with Phonics lead, STEPS training cost, spelling and handwriting schemes £14,169.

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>Embed implementation of 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>Further develop the Ivingswood way of writing. 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 DfE validated Systematic Synthetic</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>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 staff based on identified issues arising.</p>	<p>comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</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	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
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: Phonics Toolkit Strand Education Endowment Foundation EEF	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 £20,000

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
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>https://d2tic4wvo1iusb.cloudfront.net/production/documents/Attendance-and-Persistent-Absence-ESC-Submission.pdf?v=1699356341</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: £ 94, 169.88.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Intended outcome 1 – Leaders have continued their professional development of Teaching and Learning and how our learners can be well supported to achieve their best. Ongoing observations of lessons, book and planning scrutinies and ongoing formative and summative assessments have guided leaders to focus on areas of development throughout the school.

Targets set across the school for all pupil groups to be in line with national figures.

Focus for 25-26 will ensure that our targets across all subjects will be in line with national. We expect to see an increase in our school data in formally assessed years.

Intended outcome 2 - 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. Pupil numbers in Year 1 in 2024-2025 were low and therefore the overall grade was 60% - 4 pupils did not achieve the expected standard. Some of these pupils were new to the school and country during the summer term. These pupils receive targeted intervention in 2025-2026.

Intended outcome 3 - Reading – introduction of VIPERS to ensure reading skills were explicitly taught across each year group and genre. Our outcomes are reflective of the continual improvement journey that the school is on. Pupils are able to discuss various key skills in their lessons and demonstrate more confidence in attempting to use these in different ways. School library was enhanced with new decorations and books funded by our PTA and Trust.

Intended outcome 4 – September 2024 saw the introduction of new 'Ivingswood' writing strategy. This was to ensure that genre, curriculum and skills progression were clear and embedded throughout the school. Children report that they enjoy their writing units and are more confident in their writing skills. Teachers have had two book-based units throughout the academic year. These units provided teachers with the opportunity to develop writing skills whilst exposing the children to high-quality texts.

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 new Early Years Lead. Poor staff attendance, low pupil numbers and high needs of SEND pupils all contributed to the low levels of GLD. Only 25% of pupils achieved GLD in 24-25. During Ofsted visit Jan 2025, EYFs provision was graded, requires improvement. In 2025-2026, Ivingswood Academy are engaged with local council and their PIP project to work alongside EYFS staff to ensure that disadvantaged pupils make good progress and meet their intended outcomes.

Intended outcome 6 – SENDCo introduced clear Interventions across the school and had an impact on both the pastoral and academic progress of the children. Staff received training on delivering these interventions Interventions are monitored half termly and reviewed to ensure maximum impact. In class support and adaptations continues to be an area of development.

Intended outcome 7 – Disadvantaged children attend a wide range of clubs (68% of disadvantaged children accessed a club across the year). Children accessed a range of enrichment experiences both in and out of school. Enrichment opportunities for 2024-2025 included: charity days, panto trip, residential for Year 6, Science Museum, Tower of London, 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.

Ofsted – Jan 2025

The school's extra-curricular clubs contribute well to pupils' enjoyment and experience of school. From yoga to sporting clubs, pupils say that there is something for everyone. Older pupils enjoy having extra responsibilities, including being peer mentors to some younger pupils. Visits to London and the pantomime hold lasting memories for many pupils. Personal Development Graded – Good.

Intended outcome 8 – Overall attendance for 24-25 was 91.7% (160) which was higher than the previous year. Disadvantaged pupils for 24-25 was 90% This is equal to the previous year. This shows that there is not a difference between disadvantaged pupils. Ivingwood continue to work alongside Buckinghamshire Council team to implement attendance policy including fining for all leave of absence. Family Support Worker has worked with several families to improve their attendance and attitude towards attending school. Internal incentives have been updated to encourage children to take control of their own attendance.

Intended outcome 9 – Parental engagement continues to increase each 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. Parental questionnaire from November 2024 shows which events were most popular and allowed parents to give school feedback to reflect on for 25-26. 49/65 (75%) parents surveyed had attended one or more events throughout the year.

Intended outcome 10 – Children have had increased opportunities to develop their oracy skills through: the writing curriculum including poetry recital, role play, class assemblies, school council, and meeting with subject leaders for pupil voice. This is a continued focus for our pupils in 25-26.

Intended outcome 11 – 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
VIPERS	Literacy Shed