

Ivy Lane Pupil premium strategy statement

This statement details our school's use of pupil premium 2022 to 2023 academic year 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 Lane Primary School
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	FSM/6 14.1% (57 children) Services 1.4% (6 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Helen Lammin
Pupil premium lead	Katie Burton
Governor / Trustee lead	Kara McAveety

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,840
Recovery premium funding allocation this academic year (based on October 2022 census)	£8,301
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31,191
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107,031

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make at least good progress from their starting points.
- To support our children's mental health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed
- When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be deemed as having a disadvantage
- We also recognise that children who are not eligible for the Pupil Premium funding could still be disadvantaged. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	<p>To increase parental engagement with home learning and opportunities to interact with their child's class teacher</p> <p>2021-22 53% of children who read with parents/carers at least 3 times a week 58% of parents/carers who attended virtual Parents' Evening Nov 2021</p>
2	<p>Narrowing the attainment gap across Reading, Writing and Maths</p> <p>EYFS 2021-22 57% of disadvantaged cohort achieved GLoD 88% of non-disadvantaged learners who achieved GLoD</p> <p>Year 1 Phonics 2021-22 25% of disadvantaged cohort achieved expected standard in phonic screening check 72% of non-disadvantaged cohort achieved expected standard in phonic screening check</p> <p>Year 2 Phonics re-sit 2021-22 50% of disadvantaged cohort achieved expected standard in phonics screening check 77% of non-disadvantaged cohort achieved expected standard in phonics screening check</p> <p>KS1 Reading 2021-22 33.3% of disadvantaged cohort achieved expected standard in reading 0% of disadvantaged cohort achieved higher standard in reading 64% of non-disadvantaged cohort achieved expected standard in reading 13% of non-disadvantaged cohort achieved higher standard in reading</p> <p>KS1 Writing 2021-22 33.3% of disadvantaged cohort achieved expected standard in writing 0% of disadvantaged cohort achieved higher standard in writing 63% of non-disadvantaged cohort achieved expected standard in writing 0% of non-disadvantaged cohort achieved higher standard in writing</p> <p>KS1 Maths 2021-22 50% of disadvantaged cohort achieved expected standard in maths 0% of disadvantaged cohort achieved higher standard in maths 76% of non-disadvantaged cohort achieved expected standard in maths</p>

	<p>9% of non-disadvantaged cohort achieved higher standard in maths</p> <p>KS2 Reading 2021 – 22 27.27% of disadvantaged cohort achieved expected standard in reading 9% of disadvantaged cohort achieved higher standard in reading 78% of non-disadvantaged cohort achieved expected standard in reading 35% of non-disadvantaged cohort achieved higher standard in reading</p> <p>KS2 Writing 2021-22 27.27% of Disadvantaged cohort achieved expected standard in writing 0% of Disadvantaged cohort achieved higher standard in writing 81% of non-disadvantaged cohort achieved expected standard in writing 14% of non-disadvantaged cohort achieved higher standard in writing</p> <p>KS2 Maths 2021-22 45% of Disadvantaged cohort achieved expected standard in maths 0% of Disadvantaged cohort achieved higher standard in maths 74% of non-disadvantaged cohort achieved expected standard in maths 25% of non-disadvantaged cohort achieved higher standard in maths</p>
3	<p>For all disadvantaged learners in school to make at least good progress from their starting points.</p> <p>Disadvantaged learners progress 2021 – 22</p> <p>Reading 10% below expected progress 64% expected progress 26% above expected progress</p> <p>Writing 3% below expected progress 85% expected progress 11% above expected progress</p> <p>Maths 7% below expected progress 75% expected progress 16% above expected progress</p>
4	<p>Less developed oral language skills/vocabulary gap which can also affect reading fluency / speech and language needs</p> <p>On Entry EYFS 2021-22</p> <p>Listening, attention and understanding BLW 29% WTS 57% EXP 14%</p> <p>Speaking</p>

	<p>BLW 43% WTS 29% EXP 29%</p> <p>On Entry EYFS 2022-23</p> <p>Listening, attention and understanding</p> <p>BLW 50% WTS 25% EXP 25%</p> <p>Speaking</p> <p>BLW 25% WTS 50% EXP 25%</p>
5	<p>36% of our disadvantaged learners have SEND needs compared to 57% non-disadvantaged.</p> <p>Increased to 42% SEND and DL compared to 57% non-disadvantaged April 2023</p> <p>Communication and interaction 34% Cognition and Learning 26% Social, Emotional and Mental Health 40% Sensory and/or physical needs 0%</p>
6	<p>Mental Health concerns within our school community.</p> <p>Sept 2022 – Nov 2022</p> <p>Mental Health concerns All children - 56 Pupil Premium – 36</p> <p>Hurting Others concerns All children – 36 Pupil Premium – 9</p> <p>Continue to develop Well Being opportunities to support social, emotional and mental health needs.</p>
7	<p>Children having limited access to experiences and wider opportunities over the last 2 years due to COVID-19. Knowing the children’s gaps in knowledge and experience will have an impact on their learning within the curriculum.</p>
8	<p>High percentage of persistent absence.</p> <p>2021-22 FSM6 school attendance for academic year 91.66% Non-FSM attendance for academic year 94.26%</p>

	<p>2022-23</p> <p>FSM6 school attendance (Oct 2022) 93.4%</p> <p>FSM6 National attendance (Oct 2022) 92.7%</p> <p>Difference +0.7%</p> <p>Non FSM6 school attendance (Oct 2022) 96.5%</p> <p>Non FSM6 National attendance (Oct 2022) 95.5%</p> <p>Difference +1.0%</p> <p>Reduce persistent absence and emotionally based school avoidance.</p>
--	---

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
<p>To increase parental engagement with home learning by 80% and opportunities to interact with their child's class teacher with at least 80% attending Parents' Evening by July 2024</p>	<p>Class teacher or TA available every morning on the classroom door to greet families and develop relationships.</p> <p>Member of SLT on the gate every morning to welcome families</p> <p>Staff to identify which children do not complete home learning and to discuss this with families to see if any support is required. Signpost to Pastoral Manager if necessary.</p> <p>Opportunities for parent/carers to visit classrooms 3 times a year (Open classrooms)</p> <p>Parental workshops offered throughout the year. Sleep Clinic, Online Safety workshop, Behaviour management approaches, Anxiety in children and ways to engage children (PACE) Pastoral team to target some families who may require this additional support.</p> <p>Home/school agreement to be sent to families.</p>

To diminish the difference between PP and non-PP by 10% in Key Stage One in Reading

To diminish the difference between PP and non-PP by at least 20% in Key Stage Two in Reading

For all DLs to make expected progress from their starting points in Reading

High aspirational KPIs set in Term 1 2022

Identify groups of / individual PP children that are not making expected progress and to provide targeted support.

Progress meetings and data analysis used to monitor progress and identify areas of concern: Whole staff responsibility to accelerating progress across the school.

Use of Pedagogical Postcards to support QFT and post teach.

Identified CPD opportunities for staff through monitoring and appraisal process.

Staff are trained in early reading and phonics.

Children have access to high quality whole class texts.

Reading skills are taught across all year groups.

All PP children own their own set of books, promoting reading for pleasure

All children have access to weekly library sessions to borrow texts from school.

Children have access to high quality, fully decodable books across EYFS, KS1 and into Year 3.

Phonics Tracker is fully implemented to monitor progress of all PP children in Early Years and KS1.

All TAs and all Teachers take part in a training session so that they are efficient at delivering phonics.

KS2 classrooms have an accessible spelling display that reflects the Letters and Sounds journey.

An agreed validated phonics scheme is purchased, in place and whole school training has taken place by June 2023

	<p>School led tutoring in place to support children who did not pass PSC in Yr 1 and Yr 2</p> <p>CPD on reciprocal reading strategies to support with developing comprehension skills</p> <p>After school club to listen to PP children read and feedback to staff.</p>
<p>To diminish the difference between PP and non-PP by 10% in Key Stage One in Writing</p> <p>To diminish the difference between PP and non-PP by at least 20% in Key Stage Two in Writing</p> <p>For all DLs to make expected progress from their starting points in Writing</p>	<p>High aspirational KPIs set in Term 1 2022</p> <p>Identify groups of / individual PP children that are not making expected progress and have fallen behind their peers in order to catch them up through targeted support.</p> <p>Progress review meetings and data analysis used to monitor progress and identify areas of concern: Whole staff responsibility to accelerating progress across the school.</p> <p>Use of Pedagogical Postcards to support QFT and post teach.</p> <p>Identified CPD opportunities for staff through monitoring and appraisal process.</p> <p>Talk 4 Writing is embedded across the school from EYFS – Y6.</p> <p>All children are active participants in story telling through learning model texts with actions</p> <p>Children are able to include vocabulary and key sentence stems to structure their writing</p>
<p>To diminish the difference between PP and non-PP by 10% in Key Stage One in Maths</p> <p>To diminish the difference between PP and non-PP by 10% in Key Stage Two in Maths</p> <p>For all DLs to make expected progress from their starting points in Maths</p>	<p>High aspirational KPIs set in Term 1 2022</p> <p>Identify groups of / individual PP children that are not making expected progress and have fallen behind their peers in order to catch them up through targeted support.</p> <p>Tracking meetings and data analysis used to monitor progress and identify areas of concern: Whole staff responsibility to accelerating progress across the school.</p>

	<p>Use of Pedagogical Postcards to support QFT and post teach.</p> <p>Identified CPD opportunities for staff through monitoring and appraisal process.</p> <p>Consistent approach of teaching in Maths across the school is evident, coverage and progression are effective.</p>
<p>Less developed oral language skills/vocabulary gap which can also affect reading fluency / speech and language needs</p>	<p>Assess children in Reception using Wellcomm in Term 1 2022 to identify less developed oral language skills.</p> <p>Adults to model and prompt language in Early Years classes.</p> <p>Classroom environments will demonstrate a focus of language and talk</p> <p>Talk 4 Writing to continue to provide opportunities for children to learn and recite stories to support with their writing abilities.</p> <p>Children to be exposed to high quality texts.</p> <p>Guided reading sessions provide opportunities to discuss vocabulary and language across the school</p>
<p>36% of our disadvantaged learners have SEND needs</p> <p>Communication and interaction 34%</p> <p>Cognition and Learning 26%</p> <p>Social, Emotional and Mental Health 40%</p> <p>Sensory and/or physical needs 0%</p>	<p>Staff to develop cohort action plans and amend from data analysis after each data drop</p> <p>Early identification to support children is key using the Assess, Plan, Do, Review cycle.</p> <p>Children to be referred to external agency professionals where appropriate.</p>
<p>Continue to develop Well Being opportunities to support social, emotional and mental health needs.</p>	<p>The Thrive Approach will become embedded across the school</p> <p>A wealth of interventions that support the social, emotional and mental health needs of all children are available.</p> <p>Thrive/mental health and well-being page to be added to our school website by January 2023</p>

	<p>Zones of Regulation/emotional boards will be evident in all classrooms</p> <p>All classrooms will take part in 5-10 minutes of Thrive Time activities on a daily basis.</p> <p>Soft start activities at the beginning of the school day will include Thrive based activities.</p> <p>Nurture club will have Thrive activities for children to access.</p> <p>Regular Thrive/Mental Health notices in the school newsletter and weekly briefing notes.</p> <p>TD day with a focus on Thrive activities for staff to use in class.</p> <p>Thrive assembly once every big term to be shared with children.</p> <p>Ivy Lane to take part in World Mental Health Day</p> <p>Staff will use WIN language when dealing with dysregulated children.</p> <p>Staff will complete de-escalation training January 2023</p>
<p>Children having limited access to experiences and wider opportunities over the last 2 years due to COVID-19.</p>	<p>Teachers to elicit children's prior knowledge at the start of each new enquiry</p> <p>50 ILS experiences to be driven across our Enquiry curriculum</p> <p>Children in Y5/6 to take part in a Careers Day</p>
<p>Reduce persistent absence and emotionally based school avoidance by 10%</p>	<p>Monthly attendance meetings with Head and Pastoral Manager.</p> <p>Low attendance tracked on Excel spreadsheet, with actions.</p> <p>New PAT attendance policy for consistency.</p> <p>Daily phone calls to target persistent absentee families by Pastoral Manager.</p> <p>Return to class attendance awards and highlighted in newsletter.</p> <p>Early meetings with parents and pupils when concerns first emerge to</p>

	<p>discuss these and agree on actions in order to improve attendance.</p> <p>EWO involvement with cases</p> <p>Identify barriers to children attending.</p> <p>Thrive approach to support school avoider children.</p> <p>TA development on school emotionally based school avoidance.</p> <p>No authorised holidays unless compassionate circumstances.</p>
--	--

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ [£53,293]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for all teachers and support staff. QFT Supporting Disadvantaged Learners in the classroom</p>	<p>EEF – Collaborative learning approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>EEF – Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF – Mastery https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>2, 3, 4, 5</p>
<p>Appoint additional adults to work in key year groups, based on a needs analysis Accelerate progress in R, W, M for PP children.</p>	<p>EEF – Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF – Mastery https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>EEF – Small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 3, 4, 5,</p>
<p>Vocabulary and language enhancements</p>	<p>EEF – Reading and comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2, 3, 4, 5</p>

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

Budgeted cost: £ [£28,305]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions led by TAs (Phonics, Reading, Maths)</p>	<p>EEF – One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF – Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF – Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2, 3, 4, 5
<p>Pre and post teaching opportunities led by class teacher Pre-teach same day to focus on specific skill.</p>	<p>EEF – One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF – Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF – Teaching Assistant interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2, 3, 4, 5

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

Budgeted cost: £ [£25,433]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time Pastoral Manager Parental engagement and monitoring attendance</p>	<p>EEF -Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 6, 8
<p>SEMH interventions Forest school, sand tray, Thrive, ELSA, Time to Talk, Mentor Me, Mental Health Support Team, Music Therapy, Behaviour Support</p>	<p>EEF – Behaviour interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>EEF - Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 5, 6, 7
<p>Providing wider opportunities Music/swimming/trips including residential subsidised. Invite speakers into school to raise aspirations</p>	<p>EEF – Physical activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1, 5, 6, 7
<p>Wrap around care Breakfast, after school club, extracurricular activities</p>	<p>EEF – Physical activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	6, 8

Total budgeted cost: £ [£107,031]

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

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

To increase parental engagement with home learning by 80% and opportunities to interact with their child's class teacher with at least 80% attending Parents' Evening by July 2024

Success Criteria

Class teacher or TA available every morning on the classroom door to greet families and develop relationships.

Member of SLT on the gate every morning to welcome families

Staff to identify which children do not complete home learning and to discuss this with families to see if any support is required. Signpost to Pastoral Manager if necessary.

Staff will discuss home learning with parents at parents' evening and encourage the importance of children completing their weekly tasks.

Opportunities for parent/carers to visit classrooms 3 times a year (Open classrooms)

Parental workshops offered throughout the year. Sleep Clinic, Online Safety workshop, Behaviour management approaches, Anxiety in children and ways to engage children (PACE) Pastoral team to target some families who may require this additional support.

The above workshops were offered either in person or online in 22/23. Staff directed parents to all workshops. Those that were unable to attend, were given a pre-recorded copy of the online events. This made it difficult to measure impact as school staff were not able to monitor if families watched the workshops.

72% of PP parents attended Parents' Evening in April 2023. All parents that didn't attend were telephoned at another time by teachers.

To diminish the difference between PP and non-PP by 10% in Key Stage One in Reading

21/22 Y2 PP 33% EXP+
Y2 Non PP 72% EXP +

22/23 Y2 PP 33% EXP+
Y2 Non PP 70% EXP+

To diminish the difference between PP and non-PP by at least 20% in Key Stage Two in Reading

21/22 Y6 PP 22% EXP+
Y6 Non PP 77% EXP +

22/23 Y6 PP 67% EXP+
Y6 Non PP 80% EXP+

For DLs to make expected progress from their starting points in Reading

57 pupils · Average: +0.2

Success Criteria

High aspirational KPIs set in Term 1 2022

Key Stage One KPI 2022

- 34% of PP (2/6 children) Reading Expected+ Achieved Sum 23
- 71% of non-PP (38/54 children) Reading Expected+ Achieved Sum 23

Key Stage Two KPI 2022

- 50% of PP (6/12 children) Exceeded (67%) Sum 23
- 78% of non-PP (38/49 children) Achieved Sum 23

Identify groups of / individual PP children that are not making expected progress and to provide targeted support.

Children highlighted in progress reviews 3 times a year. PP lead analysed data and shared with Exec Heads 3 times a year. Interventions and targeted groups amended after each assessment cycle. TAs were made aware who the PP children were in their classes to target Summer progress review, identified children added to cohort action plans for 23/24.

Progress meetings and data analysis used to monitor progress and identify areas of concern: Whole staff responsibility to accelerating progress across the school.

Progress reviews and data analysis carried out 3 times a year. Successes and concerns highlighted

Use of Pedagogical Postcards to support QFT and post teach.

Staff had opportunities to observe good practice twice across the year with their colleagues.

Identified CPD opportunities for staff through monitoring and appraisal process.

Staff were asked to highlight CPD opportunities in their appraisal cycle at the start of the academic year. Mid reviews highlighted if staff were on track to achieve targets.

Staff are trained in early reading and phonics.

Training held in June 2023.

Children have access to high quality whole class texts.

Reading Lead continued to drive Reading as a priority across the school. Class texts are planned over the year so children are exposed to a range of high quality texts.

All PP children own their own set of books, promoting reading for pleasure

Reading Lead arranged for children in YR – Y5 to have their own set of books to keep. Y6 PP children were taken to Waterstones to choose and purchase their own book in Summer term 23.

All children have access to weekly library sessions to borrow texts from school.

There is a timetable where all classes, including nursery, visit the school library once a week. Children can borrow a book from the library.

Children have access to high quality, fully decodable books across EYFS, KS1 and into Year 3.

Reading Lead has made sure fully decodable books are available for children in EYFS – Year 3.

Phonics Tracker is fully implemented to monitor progress of all PP children in Early Years and KS1.

Phonics tracker is used frequently to assess individual children's phonic knowledge. Phonics tracker was also used to monitor progress of school led tutoring in Y1 and Y2

All FS2 and KS1 TAs and all Teachers take part in a training session so that they are efficient at delivering phonics.

Training delivered in June 2023

KS2 classrooms have an accessible spelling display that reflects the Letters and Sounds journey.

An agreed validated phonics scheme is purchased, in place and whole school training has taken place by June 2023

School will be following Unlocking Letters and Sounds scheme in Sept 2023.

School led tutoring in place to support children who did not pass PSC in Yr 1 and Yr 2

School led tutoring took place from Sept 2022 – Jan 2023 for Y2

$\frac{3}{4}$ (75%) of DL children passed the Y2 phonic re-sit test.

Children were identified from Spring mock assessment that needed intervention.

4/9 (44%) passed the phonic screening.

2 children were disapplied from the phonic screening

2 children scored 29/40.

CPD on reciprocal reading strategies to support with developing comprehension skills

Training was rolled out to key staff who were delivering targeted groups in Year 2.

After school club to listen to PP children read and feedback to staff.

To diminish the difference between PP and non-PP by 10% in Key Stage One in Writing

21/22 Y2 PP 33% EXP+
Y2 Non PP 63% EXP +

22/23 Y2 PP 33% EXP+
Y2 Non PP 57% EXP+

To diminish the difference between PP and non-PP by at least 20% in Key Stage Two in Writing

21/22 Y6 PP 22% EXP+
Y6 Non PP 80% EXP +

22/23 Y6 PP 50% EXP+
Y6 Non PP 75% EXP+

For DLs to make expected progress from their starting points in Writing

57 pupils · Average: +0.1

Success criteria

High aspirational KPIs set in Term 1 2022

Key Stage One KPI 2022

- 34% of PP (2/6 children) Expected+
Achieved Sum 23
- 66% of non-PP (36/54 children) Expected+
Not achieved (57%) Sum 23

Key Stage Two KPI 2022

- 50% of PP (6/12 children)
Achieved Sum 23
- 69% of non-PP (34/49 children)
Exceeded (75%) Sum 23

Identify groups of / individual PP children that are not making expected progress and to provide targeted support.

Progress review meetings and data analysis used to monitor progress and identify areas of concern: Whole staff responsibility to accelerating progress across the school.

Use of Pedagogical Postcards to support QFT and post teach.

Staff had opportunities to observe good practice twice across the year with their colleagues.

Identified CPD opportunities for staff through monitoring and appraisal process.

Staff discussed this with the appraiser at the start of the academic year.

Talk 4 Writing is embedded across the school from EYFS – Y6.

All children are active participants in story telling through learning model texts with actions

Monitoring of learning evident carried out by Writing lead.

Children are able to include vocabulary and key sentence stems to structure their writing

Monitoring of planning and learning evident children using sentence stems. Further work to develop Greater depth writers across all year groups was highlighted and will become a priority for 23/24 academic year.

To diminish the difference between PP and non-PP by 10% in Key Stage One in Maths

21/22 Y2 PP 50% EXP+
Y2 Non PP 74% EXP +

22/23 Y2 PP 50% EXP+
Y2 Non PP 71% EXP +

To diminish the difference between PP and non-PP by 10% in Key Stage Two in Maths

21/22 Y6 PP 33% EXP+
Y6 Non PP 74% EXP +

22/23 Y6 PP 50% EXP+
Y6 Non PP 77% EXP +

For DLs to make expected progress from their starting points in Maths

57 pupils · Average: +0.3

Success criteria

High aspirational KPIs set in Term 1 2022

Key Stage One KPI 2022

- 33% of PP (2/6 children) Maths Expected+

Achieved Sum 23

- 73% of non-PP (39/54 children) Maths Expected+ Achieved Sum 23

Key Stage Two KPI 2022

- 42% of PP (5/12 children) Exceeded (50%) Sum 23
- 79% of non-PP (39/49 children) Achieved Sum 23

Identify groups of / individual PP children that are not making expected progress and have fallen behind their peers in order to catch them up through targeted support.

Tracking meetings and data analysis used to monitor progress and identify areas of concern: Whole staff responsibility to accelerating progress across the school.

Use of Pedagogical Postcards to support QFT and post teach.

Identified CPD opportunities for staff through monitoring and appraisal process.

Consistent approach of teaching in Maths across the school is evident, coverage and progression are effective.

White Rose framework embedded across the school. Subject leader monitors planning and progression.

Less developed oral language skills/vocabulary gap which can also affect reading fluency / speech and language needs

Success criteria

Assess children in Reception using Wellcomm in Term 1 2022 to identify less developed oral language skills.

Wellcomm analysis shared with SENCO and Early Years Leads. Interventions put in place to close gaps.

Adults to model and prompt language in Early Years classes.

Classroom environments will demonstrate a focus of language and talk

Talk 4 Writing to continue to provide opportunities for children to learn and recite stories to support with their writing abilities.

This has been introduced in Nursery as well so children are exposed to this before entering main school

Children to be exposed to high quality texts.

Guided reading sessions provide opportunities to discuss vocabulary and language across the school

36% of our disadvantaged learners have SEND needs

Communication and interaction 34%

Cognition and Learning 26%
Social, Emotional and Mental Health 40%
Sensory and/or physical needs 0%

Staff to develop cohort action plans and amend from data analysis after each data drop

Early identification to support children is key using the Assess, Plan, Do, Review cycle.

Increase in numbers on SEND register, risen to 57% in April 2023.

Children to be referred to external agency professionals where appropriate.

SENCO continues to liaise with external agencies. Trust bought into private EP so that ILS can utilise EP's knowledge and expertise with solution surgeries and consultations.

Private speech therapist is bought into to support PP children in Early Years and Year 1.

Continue to develop Well Being opportunities to support social, emotional and mental health needs

The Thrive Approach will become embedded across the school

Due to one of our practitioners being ill, this was not embedded effectively.

Needs to be a focus for 23/24

A wealth of interventions that support the social, emotional and mental health needs of all children are available.

Sand tray, ELSA, Mentor Me, Mentoring coaching, Mental Health Support team, Music Therapy, Mindfulness and Forest school provision were all available at ILS throughout 22/23.

Thrive/mental health and well-being page to be added to our school website by January 2023

Zones of Regulation/emotional boards will be evident in all classrooms

PDM focus in Oct 2023. Learning walk carried out by SENCO and Thrive practitioner.

All classrooms will take part in 5-10 minutes of Thrive Time activities on a daily basis.

Due to capacity, this was not embedded across the school. Focus for 23/24

Soft start activities at the beginning of the school day will include Thrive based activities.

Nurture club will have Thrive activities for children to access.

Regular Thrive/Mental Health notices in the school newsletter and weekly briefing notes.

TD day with a focus on Thrive activities for staff to use in class.

Thrive assembly once every big term to be shared with children. Due to capacity, this was not embedded across the school. Focus for 23/24

Ivy Lane to take part in World Mental Health Day

Staff will use WIN language when dealing with dysregulated children. This is being used by senior leaders and Pastoral Manager. Further work to support teachers and support staff.

Staff will complete de-escalation training January 2023

Children having limited access to experiences and wider opportunities over the last 2 years due to COVID-19.

Teachers to elicit children's prior knowledge at the start of each new enquiry

Assessment Lead and Curriculum lead have worked closely with the PAT schools to develop quizzes and foundation assessments.

50 ILS experiences to be driven across our Enquiry curriculum

These have been mapped out in all Enquiries so that by the end of Year 6, all children will have met the 50 ILS experiences.

Children in Y5/6 to take part in a Careers Day

This took place in January 2023 and was a massive success. Y5 and 6 experienced the career day and this will be repeated every two years.

Reduce persistent absence and emotionally based school avoidance by 10%

Monthly attendance meetings with Head and Pastoral Manager.

Low attendance tracked on Excel spreadsheet, with actions.

New PAT attendance policy for consistency.

Daily phone calls to target persistent absentee families by Pastoral Manager.

Return to class attendance awards and highlighted in newsletter.

Early meetings with parents and pupils when concerns first emerge to discuss these and agree on actions in order to improve attendance.

EWO involvement with cases

Identify barriers to children attending.

Thrive approach to support school avoider children.

TA development on school emotionally based school avoidance.

No authorised holidays unless compassionate circumstances.

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
FRIENDS intervention	Oxford Health Mental Health Support Team
Music Therapy	Matthew Hemson
Student counselling	RELATE - Time to Talk
Sports Mentoring coaching	Up and Under Sports
Private speech therapy	So to speak
Katarina Newbury	Mindfulness intervention
Nessy Reading and Spelling	Nessy

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Forest School provision Nurture club
What was the impact of that spending on service pupil premium eligible pupils?	Nurture club gives children the opportunity to talk to a member of staff about any worries or concerns. Forest school provision offers children the chance to build on their confidence, self-esteem and resilience.