

Ivy Lane Pupil premium strategy statement

This statement details our school's use of pupil premium 2023 to 2024 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	411
Proportion (%) of pupil premium eligible pupils	FSM/6 12.4% (51 children) Services 1.2% (5 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 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Helen Lammin
Pupil premium lead	Ben Butterfield
Governor / Trustee lead	Chloe Surowiec-Allison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,034
Recovery premium funding allocation this academic year (based on October 2023 census)	£8,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£86,154

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.
- To ensure disadvantaged learners have wider curriculum experiences and enrichment opportunities.

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.

- We aim to do this through the Curious City curriculum (foundation subjects) and our Ivy Lane 50 experiences.

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 school life by attending Spring and Summer discos and the school Summer fete.</p> <p>Autumn disco showed this was attended by 0% children</p>
2	<p>Narrowing the attainment gap across Reading, Writing and Maths between PP and non-PP (teacher assessment).</p> <p>EYFS 2023-24 50% of disadvantaged cohort achieved GLoD 72% of non-disadvantaged learners who achieved GLoD</p> <p>Year 1 Phonics 2023-24 40% of disadvantaged cohort achieved expected standard in phonic screening check 84% of non-disadvantaged cohort achieved expected standard in phonic screening check</p> <p>Year 2 Phonics re-sit 2023-24 80% of disadvantaged cohort achieved expected standard in phonics screening check 86% of non-disadvantaged cohort achieved expected standard in phonics screening check</p> <p>KS1 Reading 2023-24 50% of disadvantaged cohort achieved expected standard in reading 0% of disadvantaged cohort achieved higher standard in reading 44% of non-disadvantaged cohort achieved expected standard in reading 22% of non-disadvantaged cohort achieved higher standard in reading</p> <p>KS1 Writing 2023-24 40% of disadvantaged cohort achieved expected standard in writing 0% of disadvantaged cohort achieved higher standard in writing 56% of non-disadvantaged cohort achieved expected standard in writing</p>

	<p>2% of non-disadvantaged cohort achieved higher standard in writing</p> <p>KS1 Maths 2023-24 30% of disadvantaged cohort achieved expected standard in maths 0% of disadvantaged cohort achieved higher standard in maths 62% of non-disadvantaged cohort achieved expected standard in maths 10% of non-disadvantaged cohort achieved higher standard in maths</p> <p>KS2 Reading 2023 – 24 28% of disadvantaged cohort achieved expected standard in reading 11% of disadvantaged cohort achieved higher standard in reading 46% of non-disadvantaged cohort achieved expected standard in reading 32% of non-disadvantaged cohort achieved higher standard in reading</p> <p>KS2 Writing 2023-24 33% of Disadvantaged cohort achieved expected standard in writing 0% of Disadvantaged cohort achieved higher standard in writing 56% of non-disadvantaged cohort achieved expected standard in writing 20% of non-disadvantaged cohort achieved higher standard in writing</p> <p>KS2 Maths 2023-24 33% of Disadvantaged cohort achieved expected standard in maths 6% of Disadvantaged cohort achieved higher standard in maths 46% of non-disadvantaged cohort achieved expected standard in maths 32% of non-disadvantaged cohort achieved higher standard in maths</p> <p>KS2 Core 2023-24 0% of disadvantaged cohort achieved expected core 0% of disadvantaged cohort achieved higher standard core 71% of non-disadvantaged cohort achieved expected core 17% of non-disadvantaged cohort achieved higher standard core</p>
3	<p>For all disadvantaged learners in school to make at least good progress from their starting points (Y1 – Y6).</p> <p>Disadvantaged learners progress 2023 – 24</p> <p>Reading 3% below expected progress 60% expected progress 9% above expected progress</p> <p>Writing 5% below expected progress 59% expected progress 9% above expected progress</p> <p>Maths 16% below expected progress</p>

	<p>48% expected progress 9% 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 (PP children) Listening, attention and understanding BLW 29% WTS 57% EXP 14%</p> <p>Speaking BLW 43% WTS 29% EXP 29%</p> <p>On Entry EYFS 2021-22 (non-PP children) Listening, attention and understanding BLW 13% WTS 25% EXP 54%</p> <p>Speaking BLW 13% WTS 20% EXP 59%</p> <p>On Entry EYFS 2022-23 (PP children) Listening, attention and understanding BLW 67% WTS 33% EXP 0%</p> <p>Speaking BLW 33% WTS 67% EXP 0%</p> <p>On Entry EYFS 2022-23 (non-PP children) Listening, attention and understanding BLW 11% WTS 53% EXP 36%</p> <p>Speaking BLW 13%</p>

WTS 43%

EXP 43%

On Entry EYFS 2023-24 (PP children)

Listening, attention and understanding

BLW 33%

WTS 50%

EXP 17%

Speaking

BLW 33%

WTS 50%

EXP 17%

On Entry EYFS 2023-24 (non-PP children)

Listening, attention and understanding

BLW 11%

WTS 51%

EXP 36%

Speaking

BLW 13%

WTS 42%

EXP 43%

On Entry EYFS 2024-25 (PP children)

Listening, attention and understanding

BLW 75%

WTS 25%

EXP 0%

Speaking

BLW 75%

WTS 25%

EXP 0%

On Entry EYFS 2024-25 (non-PP children)

Listening, attention and understanding

BLW 7%

WTS 48%




EXP 44%

Speaking

BLW 7%

WTS 43%

EXP 50%

5	<p>45% of our disadvantaged learners have SEND needs compared to 55% non-disadvantaged (2024-2025)</p> <p>Communication and interaction 34% Cognition and Learning 30% Social, Emotional and Mental Health 36% Sensory and/or physical needs 0%</p>						
6	<p>Mental Health concerns within our school community.</p> <p>Sep 2023 – July 24 Mental Health concerns All children – 54 pupils Pupil Premium – 20 pupils</p> <p>Physical and verbal abuse concerns All children Physical – 34 pupils Verbal – 28 pupils</p> <p>Pupil Premium Physical – 10 pupils Verbal – 10 pupils</p> <p>Continue to develop Well Being opportunities to support social, emotional and mental health needs.</p>						
7	<p>High percentage of persistent absence.</p> <p>2021-22</p> <hr/> <p>Persistent Absence</p> <hr/> <div style="display: flex; justify-content: space-between;"> <div data-bbox="360 1451 746 1843" style="width: 45%;"> <p>19.6% of your school's Disadvantaged cohort are persistently absent, 10 pupils out of 51.</p> <p>This is 2.7% higher than the national Non-Disadvantaged cohort at 16.9%.</p> <p>Your school's gap to Non-Disadvantaged pupils nationally has increased by 0.4% from +2.3% in 2020/21, to +2.7% in 2021/22.</p> <p>Your Disadvantaged cohort's persistent absence has increased by 9.4% from 10.2% in 2020/21, to 19.6% in 2021/22.</p> <p>The Disadvantaged pupil(s) in your school are in percentile 25 for persistent absence when compared to other schools.</p> </div> <div data-bbox="794 1451 1141 1742" style="width: 45%;"> <p>GAP TO:</p> <table border="0"> <tr> <td>National: Non-Disadvantaged</td> <td>+2.7%</td> </tr> <tr> <td>National: Disadvantaged</td> <td>-7.8%</td> </tr> <tr> <td>School: Non-Disadvantaged</td> <td>+0.7%</td> </tr> </table> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  +9.4% <small>TREND</small> </div> <div style="text-align: center;">  25th <small>PERCENTILE RANK</small> </div> </div> </div> <div data-bbox="1173 1451 1380 1668" style="width: 45%; text-align: center;"> <p>School: Value</p>  <p>19.6%</p> </div> </div> <p>2022-23</p>	National: Non-Disadvantaged	+2.7%	National: Disadvantaged	-7.8%	School: Non-Disadvantaged	+0.7%
National: Non-Disadvantaged	+2.7%						
National: Disadvantaged	-7.8%						
School: Non-Disadvantaged	+0.7%						

	<p>Persistent Absence</p> <p>20.0% of your school's Disadvantaged cohort are persistently absent, 11 pupils out of 55.</p> <p>This is 2.9% higher than the national Non-Disadvantaged cohort at 17.1%.</p> <p>Your school's gap to Non-Disadvantaged pupils nationally has increased by 0.2% from +2.7% in 2021/22, to +2.9% in 2022/23.</p> <p>Your Disadvantaged cohort's persistent absence has increased by 0.4% from 19.6% in 2021/22, to 20.0% in 2022/23.</p> <p>The Disadvantaged pupil(s) in your school are in percentile 17 for persistent absence when compared to other schools.</p> <p>2023-24</p>
<p>Persistent Absence</p> <p>47.9% of your school's Disadvantaged cohort are persistently absent, 23 pupils out of 48.</p> <p>This is 36.4% higher than the national Non-Disadvantaged cohort at 11.5%.</p> <p>Your school's gap to Non-Disadvantaged pupils nationally has increased by 33.5% from +2.9% in 2022/23, to +36.4% in 2023/24.</p> <p>Your Disadvantaged cohort's persistent absence has increased by 27.9% from 20.0% in 2022/23, to 47.9% in 2023/24.</p> <p>The Disadvantaged pupil(s) in your school are in percentile 97 for persistent absence when compared to other schools.</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 school life by attending Spring and Summer discos and the school Summer fete.</p>	<p>Review the number of PP children that attended the Autumn disco</p> <p>Pupil voice around non-attenders of the Autumn disco/Summer fete 2023</p> <p>FOILS link to discuss with FOILS PP children having free tickets and snack shop token</p>

	<p>Provide PP children with 'have-a-go' coupons for the Summer fete</p> <p>Complete a register of children who attend the school discos</p> <p>Pupil voice of some PP children in term 6 (if they have attended discos/Summer fete)</p>
<p>To diminish the difference between PP and non-PP by 10% in Key Stage One in Reading</p> <p>To diminish the difference between PP and non-PP by at least 10% in Key Stage Two in Reading</p> <p>For all DLs to make expected progress from their starting points in Reading</p>	<p>High aspirational KPIs set in Term 1 2023</p> <p>Identify groups of / individual PP children that are not making expected progress and to provide targeted support.</p> <p>Progress 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>Staff are trained in early reading and phonics.</p> <p>Children have access to high quality whole class texts.</p> <p>Reading skills are taught across all year groups.</p> <p>All PP children own their own set of books, promoting reading for pleasure</p> <p>All children have access to weekly library sessions to borrow texts from school.</p> <p>Children have access to high quality, fully decodable books across EYFS, KS1 and into Year 3.</p> <p>Phonics Tracker is fully implemented to monitor progress of all PP children in Early Years and KS1.</p> <p>All TAs and all Teachers take part in a training session so that they are efficient at delivering phonics.</p>

	<p>KS2 classrooms have an accessible spelling display that reflects the Unlocking Letters and Sounds journey. Bespoke interventions in Year and Year 2 for phonics catch up delivered by TAs</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 10% 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 2023</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>Writing lead being supported by TfW advisor and how to push children to achieve GDS</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 2023</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 targeted children in Reception using Wellcomm in Term 1 2023 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>Orcacy is a PAT focus and is an ongoing agenda item for Pickwick Learning Committees and this is implemented in their subject</p> <p>Children complete wider curriculum quizzes at the end of each Enquiry</p> <p>New knowledge organisers have self-assessment based on key vocabulary for the Enquiry</p>
<p>45% of our disadvantaged learners have SEND needs compared to 55% non-disadvantaged (2023-2024)</p> <p>Communication and interaction 34%</p> <p>Cognition and Learning 30%</p> <p>Social, Emotional and Mental Health 36%</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>Staff to use concern form and share with SENCO/Pastoral Manager</p> <p>Class teachers to use Wiltshire OPAL to identify strategies to support children</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>Zones of Regulation/emotional boards will be evident in all classrooms</p> <p>Soft start activities at the beginning of the school day will include Thrive based activities for identified children.</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>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 'Responding to Challenging Behaviours' training November 2023</p> <p>SLT will explore restorative relational policy to replace current behavioural policy</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>PAT attendance policy in place for consistency.</p> <p>Daily phone calls to target persistent absentee families by Pastoral Manager.</p>

	<p>Early meetings with parents and pupils when concerns first emerge to 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>
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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: £39,981

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>	2, 3, 4, 5
<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>	2, 3, 4, 5
<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>EEF – Oral language interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2, 3, 4, 5

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

Budgeted cost: £26,668

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: £17,495

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>	<p>1, 6, 7</p>
<p>SEMH interventions Forest school, sand tray, Thrive, ELSA, Mentor Me, Mental Health Support Team, 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>	<p>1, 5, 6, 7</p>
<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> <p>EEF – Wider Strategies https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p>	<p>1, 5, 6, 7</p>
<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> <p>EEF – Wider Strategies https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p>	<p>1, 5, 6, 7</p>

Total budgeted cost: £86,154

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 2023 to 2023 academic year.

To increase parental engagement with school life by attending Spring and Summer discos and the school Summer fete.

Review the number of PP children that attended the Autumn disco

Pupil voice around non-attenders of the Autumn disco/Summer fete 2023

FOILS link to discuss with FOILS PP children having free tickets and snack shop token

Provide PP children with 'have-a-go' coupons for the Summer fete

Complete a register of children who attend the school discos

Pupil voice of same PP children in term 6 (if they have attended discos/Summer fete)

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+

23/24 Y2 PP 50% EXP+
Y2 Non PP 66% EXP+

To diminish the difference between PP and non-PP by at least 10% 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+

23/24 Y6 PP 39% EXP +
Y6 Non PP 78%

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

58 pupils · Average: +0.1

High aspirational KPIs set in Term 1 2023

Key Stage Two KPI 2023

- 39% of PP EXP + (7/18 children)
Met: 39% achieved EXS +
- 78% of non-PP EXP + (33/41 children)
Achieved Sum '24

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 24/25.

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.

Drop in sessions completed throughout the Year by reading lead.

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.

Reading skills are taught across all year groups.

Teachers use the '10 Active Strategies' to plan and deliver reading skills across each year group.

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 24.

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. These books match the new phonics scheme.

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

Training was in June 2023.

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

Visible during learning walks and referred to during lesson observations.

Bespoke interventions in Year 1 and Year 2 for phonics catch up delivered by TAs

This is happening and is managed by the class teacher and delivered by TAs.

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+

23/24 Y2 PP 40% EXP +
Y2 Non PP 57% EXP +

To diminish the difference between PP and non-PP by at least 10% 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+

23/24 Y6 PP 33% EXP +
Y6 Non PP EXP + 78%

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

58 pupils · Average: 0

High aspirational KPIs set in Term 1 2023

Key Stage Two KPI 2023

- 33% of PP EXP + (6/18 children)
Met: 33% achieved EXS + Sum 24
- 76% of non-PP EXP + (30/41 children)
Achieved Sum '24

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.

Writing lead being supported by TfW advisor and how to push children to achieve GDS

Writing lead completed a visit and advised on GDS writers. This was feedback to staff through PDMs and monitored through planning, observations and book looks.

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 +

23/24 Y2 PP 30% EXP +
Y2 Non PP 72% 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 +

23/24 Y6 PP 39%
Y6 Non PP 78%

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

58 pupils · Average: -0.1

High aspirational KPIs set in Term 1 2023

Key Stage Two KPI 2022

- 39% of PP EXP+ (7/18 children)

Met 39% Sum 24 EXP +

- 76% of non-PP EXP + (31/41 children)

Achieved 28% EXP + 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.

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

Assess targeted children in Reception using Wellcomm in Term 1 2023 to identify less developed oral language skills.

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.

Children to be exposed to high quality texts.

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

Oracy is a PAT focus and is an ongoing agenda item for Pickwick Learning Committees and this is implemented in their subject

PLC meetings throughout the year focussed on Oracy for subject leaders and what that looks like for their subject

Children complete wider curriculum quizzes at the end of each Enquiry

New knowledge organisers have self-assessment based on key vocabulary for the Enquiry

45% of our disadvantaged learners have SEND needs compared to 55% non-disadvantaged (2023-2024)

SEN BREAKDOWN

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

Staff to use concern form and share with SENCO/Pastoral Manager

Class teachers to use Wiltshire OPAL to identify strategies to support children

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

This is an increase from 36% in 2022/2023

Children to be referred to external agency professionals where appropriate.

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 staff capacity, was not fully embedded. Remains a focus.

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 23/24.

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

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

Nurture club will have Thrive activities for children to access.

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

Ivy Lane to take part in World Mental Health Day

Staff will use WIN language when dealing with dysregulated children.

Staff will complete 'Responding to Challenging Behaviours' training November 2023

This was an ongoing PDM agenda item and was revisited as part of the school rewriting the relational policy.

SLT will explore restorative relational policy to replace current behavioural policy

New relational policy was written and shared with staff ready to be rolled out September '24.

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
Student counselling	RELATE - Time to Talk
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?	Service children had the opportunity to attend a drumming workshop and have a day of Forest School.
What was the impact of that spending on service pupil premium eligible pupils?	Drumming allowed the children to experience a new instrument and work together to perform African Drumming. Forest school provision offers children the chance to build on their confidence, self-esteem and resilience.

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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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

Service pupil premium funding (optional)

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

Measure	Details