

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	IKB Academy
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	1 <sup>st</sup> November 2022
Date on which it will be reviewed	1 <sup>st</sup> November 2023
Statement authorised by	D Gibbs
Pupil premium lead	D Gibbs
Governor / Trustee lead	B Ranganathan
Funding overviewDetail	Amount
Pupil premium funding allocation this academic year	£32,505
Recovery premium funding allocation this academic year	£6,000
Covid Catch up funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,505

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in the STEM curriculum

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Current Yr 11 PP students are 61% lower prior attainment, 34% middle and 4% higher. This was fairly similar across reading, writing and maths
2	Current Year 10 PP students profile tbc
3	Current Yr 11 PP students who are underachieving are underachieving across all subject areas with no significant subject underachieving when compared to the others except engineering
4	Current PP students in year 11 have a high level of persistent absence (52%) and low attendance (83.8%)

	Current PP students in Year 10 have a high level of persistent absence (50%) and low attendance (84.9%)
5	4 Year 10 PP students and 2 Year 11 PP students have specific SEND need, 3 SEMH
6	National data and the progress in end of 2020/2021 assessments show that PP students suffered disproportionately from partial school closures
8	Disadvantaged students do not always have access to technology at home, can have limited access to learning materials and cannot afford extra-curricular and curricular trips and enrichment

## 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
Improved attainment for disadvantaged students across the curriculum at the end of KS4	KS4 outcomes demonstrate that disadvantaged pupils achieve an average Attainment 8 score of 38 (midpoint FFT20 and FFT50)
Improved literacy skills for disadvantaged students across Yr 10 and 11	<ul style="list-style-type: none"> <li>• Scrutiny of PP students work demonstrates improving levels of literacy e.g. reduction in literacy errors, improved use of tier 3 vocabulary</li> <li>• Lesson Observations show PP students developing their oracy skills in line with the oracy rules, becoming confident speakers</li> <li>• Reading tests show PP students rapidly close the gap between chronological and reading ages</li> </ul>
Sustained and improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Attendance rates for PP students match national non PP. PA for PP students matches non PP national</li> </ul>
Disadvantaged students access extracurricular and enrichment activities and have the resources they need to support learning	<ul style="list-style-type: none"> <li>• Attendance of extra-curricular events and activities matches that of non-disadvantaged peers.</li> <li>• All students have access to the internet and a suitable device for independent learning at home</li> <li>• All students have the materials and text books needed for effective independent study in all subject area</li> <li>• All students attend curricular and enrichment trips and visits</li> </ul>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by:

	<ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>
--	---

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ **5,000**

Activity	Evidence that supports this approach and impact to date (HML)	Challenge number(s) addressed
Relaunch monitor and reinforce common lesson start and end routines to maximise effective learning time in lessons	EEF Teaching and Learning Toolkit behaviour intervention (+4) H	3,6
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance. We will relaunch, monitor and reinforce classroom literacy expectations in line with our whole school literacy strategy – SPAG marking, oracy rules, PEE, literacy mats, teaching vocab.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  EEF Improving Literacy in Secondary Schools recommendation 1,2,4,6 EEF Teaching and Learning Toolkit Oral language interventions (+6) H	1,2
Employ a teaching assistant for bespoke student support and in class interventions – Term 3 to 6	EEF Teaching and Learning Toolkit Teaching Assistant Interventions (+4) £5,000 M	5

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

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tuition	EEF Teaching and Learning Toolkit One to one tuition (+5) £3,000 M/L	3
Small group reading DI tuition during tutor time  Extend to a pilot DI maths group in Yr 11	EEF Teaching and Learning Toolkit Reading comprehension strategies (+6) £8,000 H	1,2
Homework club	EEF Teaching and Learning Toolkit Homework (+5) £500 M/H	3,6
One to one support with the learning mentor	EEF Teaching and Learning Toolkit Behaviour interventions (+4) £1,000 H	7

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Apply attendance strategies to disadvantaged students at a lower threshold	DfE research 2016  The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4  Pupils with <b>no absence</b> are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions  Pupils with <b>no absence</b> are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons  £8,000  H	4

Support for curriculum visits and activities such as performances, field trips and study visits and extra-curricular activities	Examination board specifications – mandatory participation in study visits in some subject areas  Hattie 2018 Enrichment programmes +0.53 £1000 M/L	8
Purchase of equipment to support learning in the home or at school, for example laptops, website subscriptions and study guides.	Students need the resources for learning and revision eg text books, materials internet access and hardware to access independent learning resources eg insight access to homework tasks  £2000 H	8
One to one support with the learning mentor, behaviour manager and and Ed Psych counselling – external agencies	EEF Teaching and Learning Toolkit Behaviour interventions (+4) £4000 H	7
Whole school literacy strategies for reading – buying more engaging books for morning reading	Alex Quigley – closing the vocabulary gap £1,000 M	
Alternative Provision as required	£5,000 M	

**Total budgeted cost: £ 38,500**

## 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 2021 to 2022 academic year.

Attainment 8 outcomes in 2022 for disadvantaged students were lower than their non-PP peers. When we look at the basics, the % of students achieving 4+ and 5+ is below that of the non-disadvantaged cohort. The attainment score for PP students was 39.2 with a score of 3.78 in English and 4.17 in maths

Our internal assessments for Yr 10 at the end of 2021/22 suggested that the performance of PP pupils is slightly better than non-PP students (3.94 compared to 3.89).

Overall attendance in 2021/22 was lower than in the pre-covid with PP attendance for terms 1 – 5 at 86.4% with 54.8% PA. Over the year the gap between the attendance of PP students and non-PP students closed from 7.2% to 5.1%, however the level of PA remained high for PP students and increased slightly over the year. The gap between the PA % for PP and non PP students closed from 26% to 21%

We accessed the National Tutoring programme and disadvantaged students received tutoring, this contributed to good results in English

We implemented the Direct Instruction programme and this had a measurable positive impact on the literacy outcomes for students on the programme. Evidence of improved confidence was observed in students' increased willingness to read aloud in lessons – this was noted by external observers during a review early in the academic year where students were volunteering to read 'Romeo and Juliet' parts aloud and during the OFSDET inspection. Improvements were also seen in English mock exam grades gained in Year 10 compared to Year 11

Mentoring and counselling for individual students impacted upon their achievement and wellbeing

All PP students benefited from resources eg revision guides and materials

### 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
Direct Instruction – reading programme	NIFDI

## Service pupil premium funding (optional)

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




## Further information (optional)

The 2020/21 PP support programme and COVID-19 Catch-Up Premium was used extremely successfully. Internal tracking systems show that PP students made very good progress in comparison to their peers in every year group.

Standardised teacher assessments showed that PP students made comparable progress between KS2 and the end of Year 11 to their non-disadvantaged peers.

The basics measures for the Year 11 cohort were: 53% basics 4+ and 36% basics 5+