

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Ipswich Academy
Number of pupils in school	1037
Proportion (%) of pupil premium eligible pupils	38.9
Academic year that our current pupil premium strategy plan covers	23/24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Bill Holledge (CEO)
Pupil premium lead	Samuel Fox/Abbie Thorrington
Governor / Trustee lead	Val Hiscock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£429,784
Recovery premium funding allocation this academic year	£118,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£548,464
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Research conducted by the EEF indicates that common barriers to learning for disadvantaged students include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. The challenges are varied and there is no “one size fits all”.

Knowledge of these barriers, along with the analysis of internal data underpins our key principles to ensuring support for disadvantaged students is maximised. Ipswich Academy needs to ensure that teaching and learning opportunities meet the needs of all students.

Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged students in national examinations and within internal school data.
- For all disadvantaged students in school to exceed nationally expected progress rates when sitting their GCSE examinations.
- To ensure that the prevalence of barriers relating to social, emotional and mental health needs are not increased for disadvantaged students compared to non disadvantaged.

Achieving objectives:

Below are a range of provisions that Ipswich Academy will be implementing. It is important to note that provision is not only limited to the below in striving for a person centred approach.

- Provide additional staffing in key stage 3 and key stage 4 inclusion teams so that any pastoral issues can be addressed immediately.
- 1-1 support both academically and pastorally.
- Additional teaching and learning opportunities provided through experts within Paradigm Trust or external agencies.
- Additional work with feeder primary schools to aid the primary to secondary transition.
- Providing independent careers advice and guidance leader for 5 days a week so that pupils have regular access to support through 1 to 1 meetings and drop-in sessions.
- Provide breakfast revision/after school revision for years 10 and 11 students so that all pupils have a safe and calm environment to study.
- Provide funding for Saturday morning and holiday additional learning sessions for year 11 students.

- Ensuring funding is in place so that no student is prevented from participating in educational visits due to economic barriers.
- To extend the extra-curricular provision to develop social skills through participation and enjoyment of the experiences so they are keen to come before/stay later to participate and develop self confidence.
- Provide revision guides, equipment and online learning materials
- Provide full-time careers advice and guidance so that pupils have regular access to support through 1 to 1 meetings and drop-in sessions across all year groups

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to school from key stage 2 in comparison to their peers
2	Limited access to extra-curricular activities and educational experiences which impact students' ability to develop social and cultural capital
3	More frequent behaviour difficulties
4	Attendance and punctuality issues
5	Specific social and emotional needs which may affect student learning
6	Disengagement and lack of parental support in relation to students' academic process in school

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
Disadvantaged students in year 11 are performing better than national average in their GCSE examinations	Results in GCSE examinations when comparing with national data.
Disadvantaged students in year 7, 8, 9 and 10 are making sufficient academic progress to ensure they are at least in line with national average when they sit their GCSE examinations	Internal assessment data
Teacher subject specific pedagogy is strong - through subject knowledge enhancement, practice, coaching, reflection and time for implementation	Feedback from external and internal quality assurance processes - including subject-specific audits - recognises the strength of subject specific pedagogy demonstrated by teachers

Hardest to reach families are engaged and have trust in the school	Parental general daily enquiries are dealt with in a timely manner. Parental/carer evenings and Academy Council meetings are well supported by all families.
Attendance for disadvantaged students is above national average	In comparison with national data, overall attendance is above and persistent absence below for disadvantaged students. Attendance including persistent absence is in line with Trust targets.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching through: -Subject Knowledge Enhancement -Teach like a Champion -Rosenshine Principles £50,000 including staff release to observe and share best practice and cost of programme, as well as expert consultants coming in to school to develop and improve CPD.	<p>Research suggests that focussing on the high quality of wave one teaching, through CPD, is the best way to try to address the gap between the advantaged and disadvantaged students.</p> <p>The best CPC programmes have shown to make a positive impact on student achievement and teacher behaviours. The Education Endowment Foundation found that schools which implemented these programmes found:</p> <ul style="list-style-type: none">- learners made the equivalent of two months' additional progress in their Attainment 8 GCSE score- learners in the lowest third for prior attainment made more progress than their classmates in the top third- teachers felt the Teacher Learning Communities (TLCs) improved their practice by allowing valuable dialogue between teachers and encouraged experimentation with formative assessment strategies.	1

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

Budgeted cost: £216,728

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition within maths, English and science within lowest set of each ks4 group.	EEF tier 1- high quality teaching EEF tier 2- targeted academic support	1
Targeted numeracy intervention for students in year 11	EEF tier 2- targeted academic support	1
Targeted reading, writing and comprehension for students in KS3 and KS4 through direct teaching strategies lead by an assistant principal. The focus will be around allocating teaching staff to intervention groups and giving TAs specific training and responsibilities to support learners beyond our current provision. Also enhancing resource banks to ensure that learners have the most effective, efficient and appropriate resources available.	EEF tier 2- targeted academic support Reading is required to access knowledge. It is a fundamental element to become a successful learner and becomes increasingly important as students get older. Students who find reading difficult find it increasingly hard to keep up and are more likely to develop unhelpful behaviour patterns.	1

Structured small group interventions around resilience, anger management and developing self confidence	EEF tier 3- wider strategies Focussed support is crucial in getting the best out of students who may not have had consistent adult support at home.	5
EAL - support for students that have English as an additional language. Includes additional release time, online subscriptions and technology support	EAL students must learn a new language while learning through the medium of a new language. This presents two main tasks in the school: they need to learn English and they need to learn the content of the curriculum. To ensure that they reach their potential, learning and teaching approaches must be deployed that ensure both access to the curriculum at a cognitively appropriate level and the best opportunities for maximum language development. (NALDIC)	1
Targeted academic mentoring for year 11 students in all subjects outside of school hours-before school, afterschool, holidays and weekends	EEF tier 2- targeted academic support	1
Purchase of online resources to enhance learning online.	Online programmes will aid student learning from home and well as when in school.	1

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

Budgeted cost: £281,736

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Broaden the mental health and wellbeing support on offer to students through:</p> <ul style="list-style-type: none"> - designated mental health lead - whole staff CPD - 6x staff Mental Health First Aid trained - external professional support 	<p>EEF tier 3- wider strategies</p> <p>Rates of probable mental disorders have increased since 2017; in 6 to 16 year olds there has been an increase from 11.6% to 17.4%. 39.2% of 6- to 16-year-olds had experienced deterioration in mental health since 2017.</p>	<p>3, 4, 5</p>
<p>Additional staffing within attendance and involvement with the county EWO service</p>	<p>EEF tier 3- wider strategies</p> <p>The pandemic has resulted in a higher number of students refusing school due to anxiety related issues. Additional staffing has allowed for first day absence procedures to be implemented as well as targeted support for a core group of families. A student that achieves 80% attendance over the 5 years would miss an entire school year.</p> <p>Good attendance leads to;</p> <ul style="list-style-type: none"> • Better grades • Stronger relationships with peers and adults • More confidence socially and emotionally • Greater potential wage in the workplace • More choices available to them regards their future careers <p>10.6% of 6 to 16 year olds missed more than 15 days of school during the 2020 Autumn term. Children with a probable mental disorder were twice as likely to have missed this much school (18.2%) as those unlikely to have a mental disorder (8.8%).</p>	<p>4</p>

Provide additional staffing in KS3 and KS4 inclusion teams so that any pastoral issues can be addressed immediately	EEF tier 3- wider strategies More frequent behaviour difficulties meaning disadvantaged students are more likely to be removed from lessons which impacts on their academic progress. However existing interventions have had an impact on behaviour incidents, reducing the number of lesson removals for disadvantaged students.	3, 4, 5
Extra curricular clubs being available across the curriculum	EEF tier 3- wider strategies Extra curricular clubs help develop social skills through participation and enjoyment of the experiences. As a result students are more inclined to come before/stay later to participate and develop self confidence.	2
Individualised student planners	EEF tier 3- wider strategies	6
Hardship fund to support families in financial difficulty.	We have set aside this money to support families to ensure their children can continue to attend school.	6
Improve parental attendance at parent/carer evenings and other key events in school.	EEF tier 3- wider strategies Parental engagement can improve the home learning environment, leading to increased parental confidence in supporting children's literacy at home and a major impact on achievement (NFER)	6
Careers advice for students across all year groups	In line with the UK Government Careers Strategy (2017) and GATSBY benchmarks, good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.	2
Covering the cost of all educational visits to ensure that economic	Educational visits help to: 1. Reinforce classroom material 2. Encourage students to learn	2

status is not a barrier to attendance	3. Provide a cultural experience 4. Allow for lifelong memories to be made	
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Total budgeted cost: £548,464

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

1- Disadvantaged students in year 11 are performing better than national average in their GCSE examinations

- Summer 2023 results show a negative progress score for disadvantaged students, however from forecast grades and data analysis earlier in the year, this dramatically improved by Summer '23 as a result of targeted interventions using funding from PP money. The progress scores of non PP students were also negative, however the PP score was 0.3 lower than non PP.

2- Disadvantaged students in year 7, 8, 9 and 10 are making sufficient academic progress to ensure they are at least in line with national average when they sit their GCSE examinations

- Internal assessments, learning walks, pupil discussions and book scrutinies indicate that the vast majority of students are making expected progress.
- For those where progress is not so clear, targeted support is in place.

3- Teacher subject specific pedagogy is strong - through subject knowledge enhancement, practice, coaching, reflection and time for implementation

- Subject specific pedagogy has developed further, especially within the subjects of English and maths and science.
- Middle leaders are supported with coaching from external coaches. Through our quality assurance process, all staff have been coached within the specific areas of Rosenshine and TLaC to further develop their teacher practice.
- The impact of each of the approaches has been evident on daily learning walks and book scrutinies. Daily quality first teaching has had a positive impact on student progress.

4- Hardest to reach families are engaged and have trust in the school

- There have been gains within this area, however we have faced significant challenges as a result of covid, especially through persistent absence.
- The House System and year group celebration evenings have proved successful in engaging the community further.

- Additional staffing within the inclusion team has allowed for pupil centred support to be offered to more students with a clear pathway of support. In turn, this reduced workload for teaching staff as any pastoral concerns were addressed centrally and not by individual teachers or departments.

5- Attendance for disadvantaged students is above national average

- This is another area where we have faced challenges as a result of Covid. The additional capacity has enabled greater support to be offered to support families, as a result relationships improved between home and school having a positive impact on attendance.
- We still do have a core group of harder to reach families where attendance is not their priority, for these cases we are following our attendance policy to ensure support is in place, however parents/carers are being held accountable for non attendance.

The outcomes set out on pages 2 and 3 are in the process of being implemented. Increased capacity to the inclusion team is allowing for greater support of students and targeted interventions to enable success for students in lessons. The careers advice, staffing and links to the curriculum are continuing to improve with added capacity to the careers team.

The increase in staffing and intervention support is on target to show an improvement for Summer '24 GCSE results. Staff training and use of external courses allow for staff to improve the quality of the provision for the students, the PP funding allows for this. The EBacc cohort was 18 pupils (11%), and there is a clear strategy in place to increase this over the coming years.

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
Sparx Maths	Sparx Maths
Pearsons Active Learn	Active Learn
GCSE POD	Education on Demand
Doddle	Doddle Learn
Reading Plus	Reading Plus
Learning Village	Learning Village (EAL provision)