Pupil Premium Strategy Statement

An **ambitious** and **inclusive** Trust of schools **strengthening** our **communities** through **excellent education.**

Our Mission

To transform lives and strengthen our communities to make the world a better place.

Our Values

Demonstrating our love through...

Ambition

Selflessness

Collaboration

Selflessness
- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

Ambition
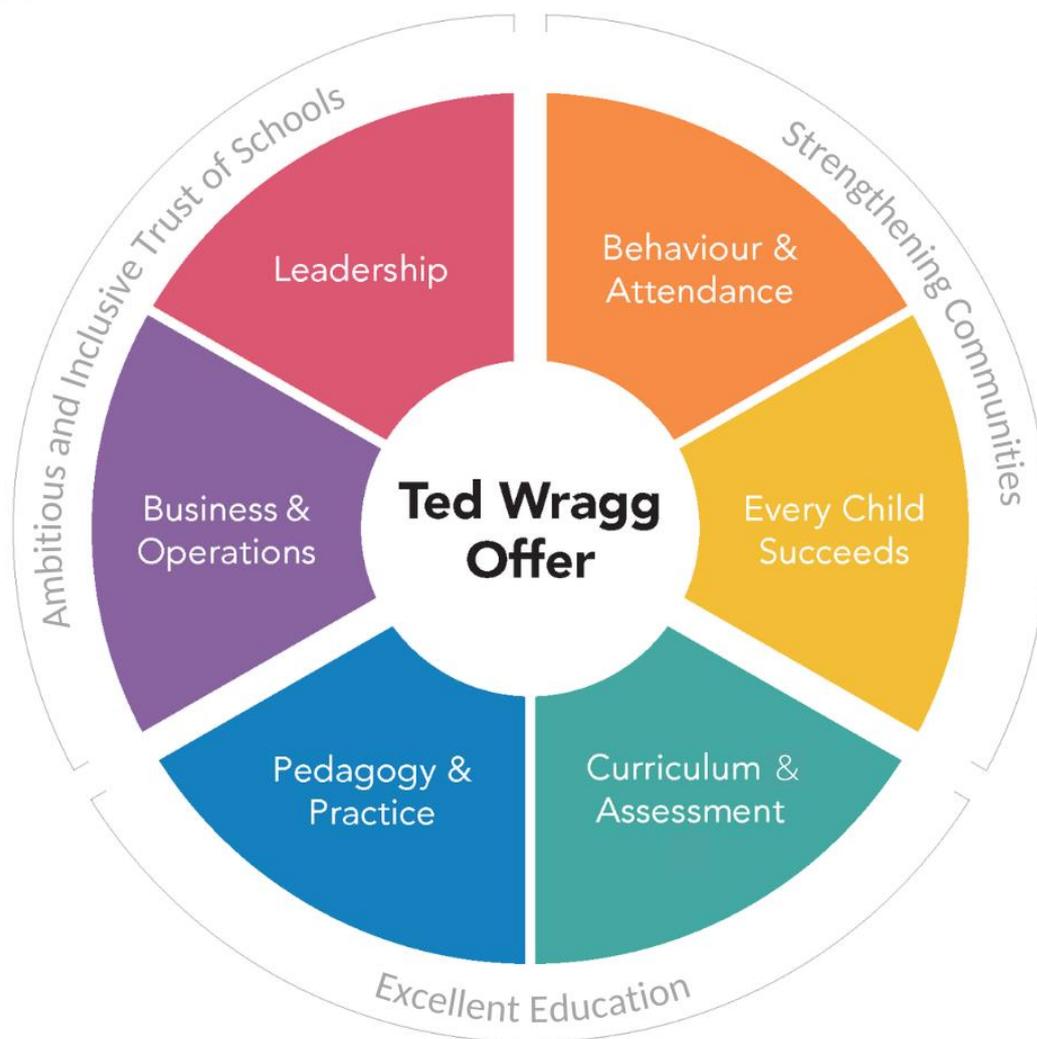- **work hard**
- **strive** to be even better
- be the **best** we can

Collaboration
- build trust
- build strong relationships
- be stronger together

How will we succeed?

Grow great people

Relentlessly positive collaboration

Have the highest standards

Every Child Succeeds

No	Area	Ref	Consistent Core - Our Trust of Schools must.....
3.a	Disadvantaged	3.a1	Have a designated SLT member that attends the DS Network and contributes to termly review of impact and the sharing of best practice.
		3.a2	Have DfE costed and compliant plan, which is provided for review by TWT and feedback acted upon.
		3.a3	Update and review DS plan termly
		3.a4	Monitor that Disadvantaged Children are represented in every aspect of school life and at least proportional numbers of DS involved in all activities
		3.a5	Undertake an external review every 3 years and contribute to the system
		3.a6	Have a named Governor for DS

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	Isca Academy
Number of pupils in school	1006
Proportion (%) of pupil premium eligible pupils	28.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Vicki Joyce
Pupil premium lead	Sue Fielder
Governor / Trustee lead	Victoria Hatfield

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	345,284
Recovery premium funding allocation this academic year	Nil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	nil
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	345,284

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Isca Academy we are passionate about providing high quality education, through both support and challenge, for the children of our community that is tailored to meet the needs of each and every child. We are committed to providing a highly inclusive creative and engaging education with an equality of opportunity for all children. We have the highest expectations of all of the staff and students, and it is our intention, by working together, to continue to raise standards, helping all students to reach their full potential and achieve their future aspirations.

The ultimate aim is to ensure that every child has a clear, accessible progression route to be able to succeed both at the Academy and beyond in a rapidly changing society. When making decisions about using Pupil Premium funding, we consider the context of the school and the subsequent challenges faced by our students. We do this alongside research conducted by the EEF to support our actions. Common challenges 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". We will ensure that all teaching staff are involved in the analysis of data and identification of individual pupils, so that they are fully aware of strengths and weaknesses across our school.

Our school will:
- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged Students (Every Child Succeeds).
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged Student peer reviews and will also undertake an external review every 3 years.
- Provide funding for our disadvantaged students to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school's KPI's have a reporting mechanism for Disadvantaged Students.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique challenges that they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra-curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage

them to take on leadership roles and ensure they develop the skills in order for them to be successful.

- We know that excellent teaching is at the heart of ensuring disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical challenges to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for our disadvantaged students.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge Number	Detail of Challenge
1	**Progress and Attainment Gap with their non-DS Peers** Year 11 assessments and data show that disadvantaged students perform less well than their non-disadvantaged peers, particularly in terminal examinations. Following the impact of Covid, actual exam results in 2022 showed an identified gap of 0.81 between disadvantaged and non-disadvantaged students in terms of progress. The gap based on exam results in 2019 was 0.46.
2	**Not making expected progress** Progress data suggest that disadvantaged students do not progress in their learning as much as their non-DS peers. This can be seen in Cycle 3 Progress data in the summer term 2022: KS3 PP: approx. 67% of PP students made expected progress compared to 76% of non-PP students. KS4 PP: students' P8 scores are significantly lower than their non-PP peers. Year 9 PP = 0.17, Non-PP = 0.76; Year 10 PP = -0.22, Non-PP = 0.77
3	**Lack of Parental Support** Lack of parental support from home can be evidenced in engagement of disadvantaged students. For example, during the lockdown period Jan-March 2020, disadvantaged student engagement with the live online learning was between 1% and 10% less than their non-disadvantaged peers from years 7-11. Historically, evidence shows that parents of disadvantaged students do not attend parents evening in large numbers compared to their non-DS counterparts, despite receiving reminders and targeted phone calls before the event.

4	**Low Literacy Levels**
	Our assessments have identified that a high proportion of our Disadvantaged Students have low literacy levels on entry. On entry to year 7 in the last two years alone, our disadvantaged pupils arrived on average 18 months below expected reading age.
5	**Attendance Concerns**
	Attendance data over the 4-year period 2016/17 to 2019/20 indicates that attendance among disadvantaged pupils has been around 3.45% lower than for non-disadvantaged pupils. Following the second national lockdown period, this gap grew to 8.07% in 2020/21 and has remained similar into 2021-22, which saw a gap of 12.2%. Our assessments and observations indicate that persistent absenteeism is negatively impacting disadvantaged pupils' progress.
6	**Student engagement**
	Our disadvantaged students demonstrate lower levels of engagement when compared to their peers. This is evidenced through work scrutiny and quality assurance where we can see that the rate of completion and quality of work produced is inconsistent and not of a high enough standard when compared to their peers.
7	**Targeted support in lessons**
	Student voice suggests that disadvantaged students often perceive a lack of support from teachers in the classroom. They would prefer teachers to check in quickly with them once a task has been set up, and do not like being cold called.
8	**Behaviour Challenges**
	Our disadvantaged students demonstrate more frequent behaviour difficulties. In the last year, disadvantaged students accounted for 70% of suspensions and therefore are disproportionately represented. It is a similar picture for Reset with disadvantaged students responsible for 64% of all visits to Reset in the first half term of this academic year.
9	**Lower levels of reading comprehension**
	Assessments and observation of KS3 students indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. On entry to year 7 in the last two years alone, our disadvantaged pupils arrive on average 18 months below expected reading age. This gap remains steady during pupils' time at our school. There is some slight narrowing of the gap in Y8 in percentage of students slightly behind in Y8; the gap widens significantly in Y9 for those significantly behind.
10	***Access and uptake of enrichment and personal development opportunities***
	DS students need more support in accessing the opportunities and thus the accumulation of wider skills and experiences in order to improve their social capital and aspirations in life.

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
Higher rates of attainment for Year 11 students in their final examinations.	- Outcomes for Disadvantaged Students improve and are at least in line with national - PP students achieve as well as their non-disadvantaged peers. - As a consequence of RAP meetings, disadvantaged students are targeted for specific interventions

	• Teachers give feedback first to disadvantaged students and cold call first (Classroom counts)
Higher rates of progress across KS3 and KS4 for all PP students.	• 100% of all pupils eligible for Pupil Premium are able to access their learning and make progress across the curriculum that is at least in line with NA • Evidence of specific strategies identified in Pupil Passports are evident in classroom practice • Annotated seating plans demonstrate an awareness and understanding of students' individual learning needs • Planning is pitched "to the top" and appropriately scaffolded ensuring all students can confidently access the learning content. • Disadvantaged students' work shows increasing complexity of response over the course of the year and is contributing to accelerating progress
DS students are supported to learn at home.	• Student voice indicates an understanding of the support received for completion of homework • Chrome books are supplied to Disadvantaged Students where a need is identified
A programme of literacy screening and intervention improves PP literacy.	• Disadvantaged students' reading ages improve and as a result so do their outcomes in all subjects • Tracking of NGRT shows progress between test 1 (Sept) and test 2 (July) • The speed and fluency of students' reading improves over time • Disadvantaged students willingly volunteer to read as their confidence grows
Increased attendance rates and punctuality for students eligible for pupil premium.	• The number of persistent absentees among students eligible for PP reduces in line with national figures • Overall PP attendance rates are at least in line with national and demonstrate an improving trend each term • The PA figure will reduce over time and be below national by January 2023 • The number of students late to school and lessons will reduce over time and remain low
Teachers challenge low levels of engagement and Improve classroom learning behaviours.	• 3-2-1 Track me to gain student attention and reset behavioural expectations • Cold calling is used instead of 'hands up' to ensure all students are fully engaged in their learning • Students make progress in lessons relative to their starting point
Disadvantaged students can articulate the support they receive in the classroom.	• Students meet expectations in terms of book etiquette • Students can clearly articulate how they are supported in class
Behavioural issues addressed.	• Building on Disruption Free Classrooms ensures fewer Reset logs and exclusions are recorded for students in receipt of Pupil Premium than in 2021-22

	• Reasonable adjustments are identified for students who are re-peat visitors to Reset. Students will have access to the RISE room, as part of their time spent in Reset, with the aim of providing a proactive intervention to support a successful completion of re-flection and academic reintegration.
Reading ages improve rapidly for Pupil Premium students.	• NGRT analysis shows progress between test 1 (Sept) and test 2 (July) with year on year improvement • Lexia data shows ALL students making progress in at least one of the strands, with disadvantaged students recording the most pro-gress • Accelerated Reader data shows that disadvantaged students in-crease their reading age by 6+ months in line with non disadvan-taged students • The Isca Anthology Plus shows that the top 5% of readers in each year are stretched and challenged
All disadvantaged students have access to the Personal Development curriculum and extra-curricular activity.	• 100% participation in the personal development curriculum and outdoor education experiences increases enjoyment and builds life skills for disadvantaged students

Activity in this Academic Year

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

Teaching
Budgeted cost: £172,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching (Coaching for all)	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment, including the EEF publication 'Closing the Attainment Gap'. Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. Teachers will also benefit from Incremental Coaching; Kraft, Blazar and Hogan (2017) found 'large positive effects of coaching on teachers' instructional practice.' The EEF proves that providing feedback is a well-evidenced strategy and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies, providing specific information on how to improve.	1,2,6,7
Equipped to learn student packs	Teacher voice confirmed that disadvantaged students often lacked key items of equipment, which caused delays at the start of or during lessons, so we now provide packs for our students.	2,3,6,7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational technology packages to support online learning	Lexia Provision • EEF evidence suggests that teaching Reading comprehension strategies are high impact, leading toaverage gains of +6 months over the course of a year. Homework Provision • The EEF shows that Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Some pupils may not have a quiet space for home learning so careful consideration must be given to how home learning can be supported (e.g. through providing homework clubs for pupils). • (Sparx, Educake, Quizlet)	4,9 3

Targeted academic support
Budgeted cost: £86,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy	The EEF shows that communication and language approaches has high impact for low cost based on extensive research. The EEF document 'Preparing for Literacy' recommends that High quality adult-child interactions are important - adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised. In the last academic year, where speech and language needs have been identified through assessment for learning, EHCPs or through parental concerns, our specialist S&L Teaching Assistant carried out baseline assessments, prior to starting targeted intervention. Students who are not making progress against their baseline assessment are then referred to the Communication and Interaction Team or a SALT referral is made.	2
Reading Comprehension strategies	The EEF shows on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to students' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. TRUGS and a Phonics programme have positive impact on our students, who have made progress with their reading age and their memory of spelling rules and knowledge. Accelerated Reader supports and motivates our disadvantaged students, enabling them to feel early success.	4,9

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentors- English and Maths targeted intervention	The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment.	1,2,6
CoachBright Academic Mentoring: English/ Maths/Science (NTP - 2 cohorts of 30 pupils max. for 12 weeks)	In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and students is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where students would most benefit from additional practice or feedback.	2,6
Studio 71 small group Art therapy for targeted students requiring mental health and wellbeing support.	There is extensive literature which suggests that art therapy or art psychotherapy provide a non-invasive therapeutic space for young children to work through and process their fears, trauma and difficulties. Student voice during the pandemic demonstrated the value of this service and the need for more school based therapy post-pandemic to support more vulnerable students.	8,10

Wider strategies
Budgeted cost: £86,321

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase attendance of Disadvantaged Students: AWSC (Attendance Welfare Support Coordinator) Post Educational Welfare Service – Ted Wragg Trust	Evidence shows that students with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Recent evidence suggests that the wise and targeted use of the PP can help some pupils to overcome their habits of non-attendance. DfE guidance (Improving School Attendance) advises the use of attendance staff who are skilled in supporting students and their families to identify and overcome any challenges to attendance.	5
Support students' social, emotional and behavioural needs: provide reasonable adjustments such as access to Wellbeing and Rise room for more proactive intervention.	The EEF report 'Improving Behaviour in Schools' states a lack of evidence for the effectiveness of universal behaviour systems that are unlikely to work for all students. It suggests that for those who need more intensive support with their behaviour, a personalised approach is likely to be better.	8
Establish a Personal Development Curriculum and ILife offer	EEF evidence indicates that students make on average 3 additional months' progress per year from extended school time. Programmes that provide stimulating environments and activities or develop additional personal and social skills are also likely to have an impact on attainment than those that are solely academic in focus.	10

| Inspiring Girls programme | The EEF suggests that certain types of Aspiration Interventions i.e. those that ensure students have the knowledge and skills to progress towards their aspirations are likely to be more effective than intervening to change the aspirations themselves. However to meet their aspirations about careers, university, and further education, students often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. | 10 |
| Social and Emotional Intervention | Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When behaviour needs cannot be met on a universal or targeted level, the school has followed the Early Help Right for Children route, where specialist advice and services can be accessed. In school support includes a programme focusing on the development of Emotional Literacy. | 8 |

Total budgeted cost: *£345,284*

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.

Intended Outcome	**Success Criteria**	**21-22**	**22-23**	**23-24**
Higher rates of attainment for Year 11 students in their final examinations.	Outcomes for Disadvantaged Students improve and are at least in line with national.	🟥		
	PP students achieve as well as their non-disadvantaged peers.	🟥		
	As a consequence of RAP meetings, disadvantaged students are targeted for specific interventions.	🟩		
	Teachers give feedback first to disadvantaged students and cold call first (Classroom counts).	🟩		
Higher rates of progress across KS3 and KS4 for all PP students.	100% of all pupils eligible for Pupil Premium are able to access their learning and make progress across the curriculum that is at least in line with NA.	🟧		
	Evidence of specific strategies identified in Pupil Passports are evident in classroom practice.	🟧		
	Annotated seating plans demonstrate an awareness and understanding of students' individual learning needs.	🟧		

	Planning is pitched "to the top" and appropriately scaffolded ensuring all students can confidently access the learning content.	🟧		
	Disadvantaged students' work shows increasing complexity of response over the course of the year and is contributing to accelerating progress.	🟧		
DS students are supported to learn at home.	Student voice indicates an understanding of the support received for completion of homework.	🟧		
	Chrome books are supplied to Disadvantaged Students where a need is identified.	🟩		
A programme of literacy screening and intervention improves PP literacy.	Disadvantaged students' reading ages improve and as a result, so do their outcomes in all subjects.	🟧		
	Tracking of NGRT shows progress between test 1 (Sept) and test 2 (July).	🟩		
	The speed and fluency of students' reading improves overtime.	🟧		
	Disadvantaged students willingly volunteer to read as their confidence grows.	🟧		
Increased attendance rates and punctuality for students eligible for pupil premium.	The number of persistent absentees among students eligible for PP reduces in line with national figures.	🟥		
	Overall PP attendance rates are at least in line with national and demonstrate an improving trend each term.	🟥		
	The PA figure will reduce over time and be below national by January 2022.	🟥		
	The number of students late to school and lessons will reduce over time and remain low.	🟧		
Teachers challenge low levels of engagement and Improve classroom learning behaviours.	STAR is used accurately and consistency to ensure students are fully engaged in their learning.	🟩		
	Cold calling is used instead of 'hands up' to ensure all students are fully engaged in their learning.	🟩		
	Students make progress in lessons relative to their starting point.	🟧		
Disadvantaged students can articulate the support they receive in the classroom.	Students meet expectations in terms of book etiquette.	🟩		
	Students can clearly articulate how they are supported in class.	🟧		
Behavioural issues addressed.	Building on Disruption Free Classrooms ensures fewer Reset logs logs and exclusions are recorded for students in receipt of Pupil Premium than in 2020-21.	🟧		
	High quality interventions will improve the number of repeat visits to the Reset Room and enable students to regulate their behaviour more effectively.	🟧		

Reading ages improve rapidly for PupilPremium students.	NGRT analysis shows progress between test 1 (Sept) and test2 (July) with year on year improvement.	
	Lexia data shows ALL students making progress in at least oneof the strands, with disadvantaged students recording the most progress.	
	Accelerated Reader data shows that disadvantaged students increase their reading age by 6+ months in line with non disadvantaged students.	
	The Isca Anthology Plus shows that the top 5% of readers ineach year are stretched and challenged.	
All disadvantaged students have access to the Personal Development curriculum and extra-curricular activity.	100% participation in the personal development curriculum and outdoor education experiences increases enjoyment and builds life skills for disadvantaged students	

Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started

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
Lexia Reading	Lexia Learning
CoachBright Academic Mentoring	CoachBright
PasPro for Coaching	PASpro
Sparx	Sparx Learning
Tassomai	Tassomai

Service Pupil Premium Funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Due to the small number (7) of students in receipt of service pupil premium, students were supported on an individual basis where necessary.
What was the impact of that spending on service pupil premium eligible pupils?	To follow as with other impact reports.

Further Information (optional)

We use school funds in addition to our pupil premium funding allocation and National Tutoring Programme funding allocation to resource the above strategies.