

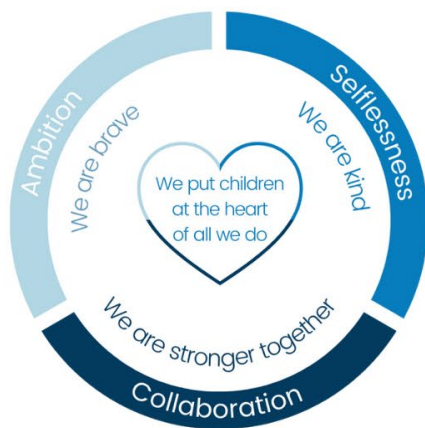
Pupil Premium Strategy Statement



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



We demonstrate our love through our values



How we will succeed



Our Ted Wragg Standard



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	Isca Academy
Number of pupils in school	976
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	January 2024
Date on which it will be reviewed	January 2027
Statement authorised by	Vicki Joyce
Pupil premium lead	Lucy Welzel
Governor / Trustee lead	Diane Browne

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£287,175
Recovery premium funding allocation this academic year	£0
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	£287,175

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Isca, we are relentlessly committed to providing the best educational experience for disadvantaged students in our school community. They are at the very core of our mission of 'excellence through habit'. We believe that by realising this mission every day we will transform the lives of these students allowing them to thrive at school and beyond.

Isca Academy sits next to the council ward with the highest levels of deprivation in Exeter. As such, the need to provide the very best experience educational experience is even more urgent for the school. Our Pupil Premium funding is directed to realise this ambition for our disadvantaged students. Our context, along with EEF research suggest that some disadvantaged students receive less support at home, difficulties in language and communication skills, low confidence and difficulties with behaviour and attendance. Our approach to each student is bespoke as we know that there are a complex and varied set of challenges faced by different families. We ensure that our staff are involved in the identification of need and analysis of data so that key strategies and information about the strengths and weaknesses of our disadvantaged pupils can be shared across the school. These additional complexities experienced by families can also disproportionately include students with SEND. At Isca, 28% of our disadvantaged students are also identified as having SEND. In addition, 11% of our disadvantaged students have English as an additional language.

Isca Academy will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to a termly review of impact and sharing of best practice.
- Have a named governor for Disadvantaged pupils.
- Have a costed pupil premium strategy consistent with the key areas of need identified through the EEF disadvantaged framework. This will be reviewed termly by senior leaders and governors.
- Undertake an external review of our strategy every three years and contribute to peer reviews
- Provide funding for disadvantaged students to access extra curricular activities
- Ensured the school's KPIs all have a mechanism for reporting the impact on disadvantaged pupils
- Ensure parent and student voice includes opportunities for disadvantaged families to provide feedback which senior leaders will consider when making operational and strategic decisions.

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	<p>Outcomes</p> <p>Validated national data showed that disadvantaged students at Isca continue to perform significantly below their non-disadvantaged peers. In 2022/23, disadvantaged outcomes was over a grade lower than non-disadvantaged students.</p>
2	<p>Attendance</p> <p>The attendance of disadvantaged students is 10% lower than the school's attendance figures revealing that non-attendance to school disproportionately affects disadvantaged students.</p>

	Lower attendance not only depresses academic attainment but also reduces opportunity to engage and feel part of the school community and is potentially a safeguarding concern.
3	<p>Teaching and Learning</p> <p>Through observations, coaching and assessments, disadvantaged students still require targeted intervention and support in class to ensure an equitable education experience with non-disadvantaged peers. The identification and targeting of support to disadvantaged students is not consistent in all classrooms.</p>
4	<p>Lesson removals and suspensions</p> <p>Disadvantaged students are disproportionately more likely to miss learning time due to behavioural sanctions. In 2022/23 DS students were over represented in both lesson removals and suspensions.</p> <p>Removal from lessons disproportionately impacted disadvantaged students who accounted for 58.2% of referrals to the Reflection room in the 2022/23 academic year.</p> <p>Fixed term suspensions disproportionately impacted disadvantaged students who accounted for 59.4% of all suspensions in the 2022/23 academic year.</p>
5	<p>Enrichment Opportunities and student leadership</p> <p>Disadvantaged students are less likely to benefit from life skills offered by student leadership opportunities. Disadvantaged students are disproportionately less likely to apply for student leadership roles, attend enrichment activities and go on trips and visits.</p> <p>The Sutton Trust states that giving young people from all backgrounds a greater opportunity to develop these skills can be an engine for opportunity and social mobility. As a school, we also need to improve the understanding of which families need support for taking part in trips and visits.</p>
6	<p>Literacy Skills</p> <p>Assessments and observation of KS3 students indicate that disadvantaged students 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.</p>
7	<p>Student Leadership</p> <p>Disadvantaged students are less likely to benefit from life skills offered by student leadership opportunities. Disadvantaged students are disproportionately less likely to apply for student leadership roles, attend enrichment activities and go on trips and visits. The Sutton Trust states that giving young people from all backgrounds a greater opportunity to develop these skills can be an engine for opportunity and social mobility</p>
8	<p>Post 16 Opportunities and destinations</p> <p>Disadvantaged students are less likely to progress onto appropriate post-16 courses and more likely to be NEET. The Sutton Trust claims that highly able pupils who receive Pupil Premium</p>

	funding are at high risk of underperforming at age 16. Schools should be encouraged to use the Pupil Premium funding for these pupils to improve the support they are able to give them.
9	<p>Numeracy Skills</p> <p>The EEF states that leaving school with a good GCSE in Maths is a prerequisite for progressing into quality jobs, apprenticeships, and further education. At ASAP, we recognise that high levels of numeracy are important to improving outcomes for DS students.</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
To ensure disadvantaged students' outcomes are in line with their non-disadvantaged peers	<ul style="list-style-type: none"> • Set targets for all staff that disadvantaged students to make academic outcomes in Year 11 in line with national average. • To have robust Department tracking of assessment to ensure disadvantaged students not making progress in line with peers are identified early
To ensure disadvantaged students have good attendance	<ul style="list-style-type: none"> • To implement a programme of weekly attendance phone calls to disadvantaged students who have low attendance • To ensure attendance interventions specifically target disadvantaged students • To ensure disadvantaged families feel supported in knowing what excellent attendance is • To provide therapeutic and innovative activities to ensure students with significant attendance concerns are encouraged back into school.
To ensure that Teacher CPD relentlessly focuses on improving disadvantaged outcomes	<ul style="list-style-type: none"> • To ensure all training emphasises the positive impact of strategies on our disadvantaged students. This empowers staff to keep focused on our moral purpose • To prioritise routines, interventions and strategies that will best support our disadvantaged students in CPD. • To ensure teachers have annotated lesson keys in 100% of lessons.
To ensure disadvantaged students have equitable access to enrichment activities compared to non-disadvantaged peers	<ul style="list-style-type: none"> • To ensure 30% of all trip places go to disadvantaged students • To ensure 30% of all outdoor education opportunities are accessed by disadvantaged students • To ensure 30% of all places on in school enrichment activities are accessed by disadvantaged students.
To proportionate amount of student leadership positions are filled with DS students.	<ul style="list-style-type: none"> • To ensure 30% of all student leadership positions are filled by DS students • To ensure a programme of advocacy and targeted support is provided so DS students are encouraged into applying for leadership positions

<p>All pupil premium students are provided with experiences, guidance, advocacy to ensure they move to an appropriate post 16 course. No DS students are NEETs</p>	<ul style="list-style-type: none"> • To ensure all DS students are provided with 1-2-1 careers support. • To ensure the Empowering Girls Programme supports DS students in making informed and appropriate decisions. • At least 30% of all work place visits are attended by disadvantaged students. • At least 50% of students accessing the 1-2-1 careers mentoring programme are eligible for Pupil Premium.
<p>Rapid and sustained improvement in DS reading ages</p>	<ul style="list-style-type: none"> • To ensure DS students complete the Sparx reader programme • To ensure Lexia support is in place to rapidly improve DS reading ages.
<p>Fewer hours of lesson time are lost for DS students whilst maintaining Isca's high expectations for them</p>	<ul style="list-style-type: none"> • A reduction in time disadvantaged students spend in reflection • A reduction in the number of days of suspensions for disadvantaged students
<p>Pupils eligible for Pupil Premium make rapid progress in Maths in both progress and attainment.</p>	<ul style="list-style-type: none"> • Disadvantaged students progress in Maths continues to be above national average. • Reduce progress gap between disadvantaged and non-disadvantaged to 0.

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: £143,587.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching Programme	<p>Coaching of teachers helps rapidly improve quality of teaching which improves outcomes for all- particularly disadvantaged students.</p> <p>“Ensuring that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.” EEF, 2019</p>	1,3,4,6,9
Lead Practitioners	<p>Lead Practitioners improve the standard of teaching in core departments and the wider staff body. They model excellence and ensure the promotion of quality first teaching as the single most important driver in raising the attainment and aspiration of disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1,3,4,6,9
Deliberate Practice	<p>Provides consistent and regular opportunities to highlight priorities for PP students and to address the needs of PP students in the classroom.</p> <p>Coaching is highly effective because it combines, in one intervention, the method of improvement- deliberate practice with the necessary inducements to improve autonomy and committing to change in front of others, Rebecca Allen and Sam Sims, The Teaching Gap. John Hattie (2017) released his updated list of 250+ factors that influence student achievement. It included deliberate practice as a factor with a high effect size.</p>	1,3,4,6,9

Targeted academic support

Budgeted cost: £71,793.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP Tuition	<p>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 pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</p>	12,6,9
Attendance Phone Calls and support	<p>2022 guidance from the DfE states that 'As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them...Schools should then devise specific strategies to address areas of poor attendance identified through data.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	1,2
Empowering Girls Programme	<p>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</p>	1,2,5,8
Sparx Maths	<p>The EEF states that leaving school with a good GCSE in Maths is a prerequisite for progressing into quality jobs, apprenticeships, and further education. At ASAP, we recognise that high levels of numeracy are important to improving outcomes for disadvantaged students.</p>	1,9
Sparx Reader	<p>Reading capability is vital for young people to be able to access and engage with the curriculum by the end of primary school and even more so at secondary school. Steve Higgins, Professor of Education at Durham University. The EEF states that reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Research by the EEF states that reading comprehension strategies can have 6+ months of impact.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1,6
Lexia Power Up	<p>Reading capability is vital for young people to be able to access and engage with the curriculum by the end of primary school and even more so at secondary school. Steve Higgins, Professor of Education at Durham University. The EEF states that reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Research by the EEF states that reading comprehension strategies can have 6+ months of impact.</p>	1,6

	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies	
Provision of revision materials to DS students	The provision of quality revision materials can help improve outcomes but financial barriers can prevent the families of disadvantaged students accessing this material.	1

Wider strategies

Budgeted cost: £71,793.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips	By ensuring that disadvantaged students are proportionately represented on trips, staff are incentivised to advocate for disadvantaged students and to encourage them to take part in more and more activities.	5
Funding for enrichment	Financial barriers are one of the main reasons for disadvantaged not accessing these brilliant opportunities. By helping to remove or lower these barriers, we can ensure that disadvantaged students benefit from the academic, social and cultural benefits of these trips.	5
Outdoor Education	By ensuring that disadvantaged students are proportionately represented on outdoor education opportunities, staff are incentivised to advocate for disadvantaged students and to encourage them to take part in more and more activities.	5
School Activities outside the classroom	By ensuring that disadvantaged students are proportionately represented on school-based activities, staff are incentivised to advocate for disadvantaged students and to encourage them to take part in more and more activities.	5
Serenity Studio	This therapeutic intervention can help to re-establish the connection between home and school and ensure that students are able to return to full attendance	2,5
Music Tuition	EEF research shows a direct link between household income and participation for almost all extra-curricular activities which were included in the survey. Children from the poorest households were much less likely to take part in any extracurricular activity, but particularly music and sport.	5

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Our overall performance data shows an increase in progress over the last three years with P8 0.24 higher than 2022. This is particularly evident in our EBacc subjects where P8 has improved by 0.4 (from -0.16 in 2022 to 0.24 2024). This improvement in P8 is seen across all prior attainment bands with HPA student progress improving by 0.28, MPA by 0.37 and LPA by 0.26. Progress of males improved by 0.42 between 2022 and 2024, however we saw a slight decrease in progress for females over the same period with P8 0.17 lower than in 2022. Our percentage of students obtaining grade 4 or above in English and Maths is 66.5% and grade 5+ is 44.2%. These results are in line with national averages.

For our disadvantaged pupils the progress gap has closed significantly. P8 is 0.49 higher for disadvantaged pupils in 2024 compared to 2022 (increase from -0.98 to -0.49). This halving of the gap for disadvantages students is a significant step forward, and a trajectory we are aiming to continue to close this further in order to bring the outcomes for disadvantaged students more in line with their peers. As stated earlier, there is a significant overlap between our disadvantaged and SEND students. We were pleased to see that our outcomes for SEND students also improved significantly in 2024. For those with SEND the progress score has increased by 0.75 (from -1.33 in 2022 to -0.58 in 2024). This 56% reduction in our progress gap is significant and our strategies going forward aim to continue this rapid change in outcomes for our most vulnerable, until their results are in line with their peers.

We have rigorously analysed our internal data to identify areas which are impacting on the outcomes for our disadvantaged pupils. A key area we identified was attendance. Through the addition of new roles within our attendance team and increased support for students with poor attendance we have started to see significant improvements in our overall attendance figures. This year attendance is 3.8% higher than the same time period last academic year. This has included an increase in attendance for our most disadvantaged students, but this increase is not yet as rapid as we had aimed for. To address this, we have further strengthened our team through the addition of an Early Help worker who will support our most vulnerable families.

Analysis of previous data had also identified suspensions as an area which disproportionately impacted on our disadvantaged students. Significant staff training on relational approaches and developing a sense of belonging has had a crucial impact in this area. Suspensions are down 56% on the previous academic year. This has helped us to foster a sense of belonging amongst our disadvantaged students.

We are continuing to develop strategies for supporting our most disadvantaged students with low attendance. This is including use of the AV1 robot to help key students re-engage with school.

Analysis of our internal data, including parent and student survey feedback, as also indicated to us that we need to improve our monitoring of extra-curricular engagement so that we can be sure we are creating equity of opportunity. We also have plans to improve our student and parent feedback opportunities so that we are sure the voices of our most disadvantaged are also being included.

Finally, our coaching programme has had a significant focus on knowing our students. We have ensured that all staff have detailed lesson keys which remind them of the key students to support in their lessons. We continue to work on adaptive teaching strategies and the strength of our universal provision through weekly coaching of all teaching staff.

Intended Outcome	Success Criteria	RAG
To ensure disadvantaged students' outcomes are in line with their non-disadvantaged peers	<ul style="list-style-type: none"> Set targets for all staff that disadvantaged students to make academic outcomes in Year 11 in line with national average. To have robust Department tracking of assessment to ensure that those disadvantaged students not making progress in line with peers are identified early 	<div style="background-color: #00FF00; height: 15px; width: 100%;"></div> <div style="background-color: #FFA500; height: 15px; width: 100%;"></div>
To ensure disadvantaged students have good attendance	<ul style="list-style-type: none"> To implement a programme of weekly attendance phone calls to disadvantaged students who have low attendance To ensure attendance interventions specifically target disadvantaged students To ensure disadvantaged families feel supported in knowing what excellent attendance is To provide therapeutic and innovative activities to ensure students with significant attendance concerns are encouraged back into school. 	<div style="background-color: #00FF00; height: 15px; width: 100%;"></div> <div style="background-color: #FFA500; height: 15px; width: 100%;"></div> <div style="background-color: #FFA500; height: 15px; width: 100%;"></div> <div style="background-color: #00FF00; height: 15px; width: 100%;"></div>
To ensure that Teacher CPD relentlessly focuses on improving disadvantaged outcomes	<ul style="list-style-type: none"> To ensure all training emphasises the positive impact of strategies on our disadvantaged students. This empowers staff to keep focused on our moral purpose To prioritise routines, interventions and strategies that will best support our disadvantaged students in CPD. To ensure teachers have annotated lesson keys in 100% of lessons. 	<div style="background-color: #FFA500; height: 15px; width: 100%;"></div> <div style="background-color: #00FF00; height: 15px; width: 100%;"></div> <div style="background-color: #00FF00; height: 15px; width: 100%;"></div>
To ensure disadvantaged students have equitable access to enrichment activities compared	<ul style="list-style-type: none"> To ensure 30% of all trip places go to disadvantaged students To ensure 30% of all outdoor education opportunities are accessed by disadvantaged students To ensure 30% of all places on in school enrichment activities are accessed by disadvantaged students. 	<div style="background-color: #FFA500; height: 15px; width: 100%;"></div> <div style="background-color: #FFA500; height: 15px; width: 100%;"></div>

to non-disadvantaged peers		
To proportionate amount of student leadership positions are filled with DS students.	<ul style="list-style-type: none"> To ensure 30% of all student leadership positions are filled by DS students To ensure a programme of advocacy and targeted support is provided so DS students are encouraged into applying for leadership positions 	
All pupil premium students are provided with experiences, guidance, advocacy to ensure they move to an appropriate post 16 course. No DS students are NEETs	<ul style="list-style-type: none"> To ensure all DS students are provided with 1-2-1 careers support. To ensure the Empowering Girls Programme supports DS students in making informed and appropriate decisions. At least 30% of all work place visits are attended by disadvantaged students. At least 50% of students accessing the 1-2-1 careers mentoring programme are eligible for Pupil Premium. 	
Rapid and sustained improvement in DS reading ages	<ul style="list-style-type: none"> To ensure DS students complete the Sparx reader programme To ensure Lexia support is in place to rapidly improve DS reading ages. 	
Fewer hours of lesson time are lost for DS students whilst maintaining Isca's high expectations for them	<ul style="list-style-type: none"> A reduction in time disadvantaged students spend in reflection A reduction in the number of days of suspensions for disadvantaged students 	
Pupils eligible for Pupil Premium make rapid progress in Maths in both progress and attainment.	<ul style="list-style-type: none"> Disadvantaged students progress in Maths continues to be above national average. Reduce progress gap between disadvantaged and non-disadvantaged to 0. 	

Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started
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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
Lexia Core 5 Reading	Lexia
Unifrog	Unifrog
ClassCharts	TES
NGRT	GL Assessment
Seneca	Seneca
Sparx Maths, Reader and Sparx Science	Sparx

Service Pupil Premium Funding

Measure	Details
N/A	N/A

Further Information (optional)

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