



Isca Academy

Pupil Premium Statement

Approved: November 2019

Due for Review: November 2020

The Pupil Premium (PP) was introduced by the government in April 2011. It is additional funding to help schools to close the attainment gap between children from low-income families, other disadvantaged families and their peers.

The Pupil Premium is primarily aimed at pupils who are eligible for Free School Meals. It does also include any child who has been registered for free school meals (or has been at any time in the last six years FSM+6), looked after children (CIC) and those children with parents in the armed forces.

Nationally, research has shown that these specific groups of students achieve at a level significantly below those not entitled to the premium on all key indicators. Isca Academy aims to provide eligible students with quality first teaching as well as additional support (as required) in order for them to make progress in line with or better than national standards for all students as well as having the best possible life chances.

	2016/17	2017/18	2018/19
No. on school roll	682	765	831
% pupils eligible for FSM+6	31%	31%	31%
Children in Care	4	3	5
Number of Service children	11	12	7
Total received for Pupil Premium	£205,700	£219,780	£233,348

National PPG Funding Rates for 2017-18

The level of funding for pupil premium in 17 –18 is as follows:

- ❖ Pupils in Year Groups 7 to 11 who have been eligible for Free School Meals (FSM) at any point in the last 6 years **£935**
- ❖ Looked After Children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by an English local authority **£2,300**
- ❖ Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order **£2,300**

- ❖ Service children - Pupils in year groups 7 to 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence **£300**

How the Academy uses the Pupil Premium Grant (PPG) to Maximise Progress:

- ✓ Monitoring of the use of the PPG to ensure maximum progress is made by the students in the target group (including appropriate tracking of funding).
- ✓ Drawing on research evidence (such as the Sutton Trust toolkit) and our own analysis to inform practice both in the classroom and as part of our additional interventions.
- ✓ Focusing on ensuring that all day-to-day teaching meets the needs of each student, rather than relying on interventions.
- ✓ Deploying highly trained staff who understand their role in helping students.
- ✓ Providing access to a range of extra-curricular activities for students, including sports, music, drama, personal development as well as academic support.
- ✓ Provide cultural and life-enriching opportunities beyond the classroom
- ✓ Ensuring a Designated Senior Leader has a clear overview of spending, student progress and associated interventions.
- ✓ Careers advice and guidance – providing a range of impartial advisors to give advice to students, both as groups and individually, to reduce the risk of any student from making progress into further education, employment or training.

Our approach to supporting the progress of disadvantaged students has five key elements, with high quality teaching and learning being the core element and all elements being interlinked:





Isca Academy

Impact of Pupil Premium 2019

NB. 2019 data is unvalidated but will be published once this is validated.

Total number of all outgoing pupils (Year 11) = 150

Number of outgoing FSM+6 pupils = 50

Number of outgoing non FSM+6 = 150

Performance Indicator	All pupils		Non pupil Premium		Pupil Premium		Within school gap	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
% of students achieving the Basics 4+ in English and Maths	57%	60%	65%	71%	42%	38%	23%	33%
Progress Score in English	-0.41	-0.26	-0.15	+0.03	-0.85	-0.78	-0.7	-0.81
Progress Score in Maths	-0.06	-0.13	0.09	+0.06	-0.31	-0.48	-0.4	-0.54
Overall Progress 8 Score	-0.14	-0.26	0.07	0	-0.49	-0.75	-0.56	-0.75
Attendance – all year groups	94.9%	93.73%	95.64%	95.09%	91.93% (FSM + 6)	91.51% (FSM + 6)	3.71%	3.58%

Isca Academy Pupil Premium strategy

1. Summary information					
School	Isca Academy				
Academic Year	2018-19	Total PP budget	£233,348	Date of most recent PP Review	10.01.19
Total number of pupils	831	Number of pupils eligible for PP	260	Date for next internal review of this strategy	Sept/Oct 2019

2. Current attainment: 2017-18		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.49	0.07
Attainment 8 score average	36.17	44.93
% achieving a standard pass in EM (9-4)	41.3%	65%
% achieving a strong pass in EM (9-5)%	9.3%	34%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school Academic barriers	
A.	<p>P8 measures are lower for students eligible for PP.</p> <ul style="list-style-type: none"> High ability PP students are currently making less progress than other high ability students (PP = -0.57, non PP = ++0.5).
B.	<p>Behavioural, emotional and social wellbeing of students eligible for PP.</p> <ul style="list-style-type: none"> More PP students are sent to Isolation or excluded than their non PP counterparts for behaviour issues (Isolations – 53% against 32% whole school PP population; Exclusions - 59%).
C.	<p>Literacy skills for children entering Year 7 are lower for PP than other students, presenting a significant barrier to future attainment.</p> <ul style="list-style-type: none"> Students need vocabulary, expression and organisational control to cope with the cognitive demands of all subjects. Better literacy leads to improved self-esteem, motivation and behaviour. It allows students to learn independently. Better literacy raises students' attainment in all subjects.
External barriers	
D.	<p>Attendance and Punctuality issues.</p> <ul style="list-style-type: none"> Attendance figures (91.46% - end of Term 4) for our PP students currently sit just below the national average (92.7%) for PP students. This causes school hours to be reduced, effecting a fall in overall attainment. Lates are 1% for non PP, 2% for PP.

E.	Mental Health and Wellbeing issues for PP students – complex cases are present across all year groups, often leading to poor attendance, resulting in an impact on progress.	
F.	Low aspirations, with cultural capital lacking for many PP students (the skills, know-how and positive mindset to succeed in life).	
G.	Parental engagement: Parents Evening Attendance is always lower for parents of PP students than non PP students, which does not support progress.	
4. Intended outcomes		Success criteria
A.	Levels of progress for PP students increase and the gap closes with students not eligible for PP funding within school and nationally.	GCSE results 2019. Progress tracker data. High ability PP students will make the same (if not better) progress than non PP HA students.
B.	Improvement in levels of student engagement for students eligible for PP funding. Behavioural issues of PP students addressed, support offered, interventions take place. All avenues are exhausted before exclusion as a last resort.	Fewer behaviour incidents and exclusions recorded for PP students on the school system without changing recording practices or standards. Reduced time spent in isolation. Improved behaviour grades on Progress Reports.
C.	Improve vocabulary across the curriculum alongside implicit pre-teaching to plug the Tier 2 gap in order to narrow the literacy gap between PP and non PP students. This will allow them to connect ideas and explain what is happening coherently.	Whole school CPD for teachers. Visible vocabulary around school. Literacy based starter activities. PP students of all abilities can access GCSE style questions.
D.	Increased attendance rates for students eligible for PP.	Overall PP attendance improves in line with non-PP students. Reduce PA of PP.
E.	More work to be carried out on profiling/identifying student worries and concerns in order to support and address them (use EduKit, student voice, Student Leaders, Wellbeing room etc.) Investigate ClassCharts Wellbeing.	More PP students will access in-school help or interventions to support mental health and wellbeing concerns.
F.	PP students will be provided with numerous aspirational opportunities (within curriculum time and extra-curricular)	Cultural capital will increase. Increased numbers of PP students will consider more aspirational careers and aim for university.

G.	Improved attendance of PP parents at Parents Evenings	Increased % of attendance at Parents Evenings. Parental surveys showing positive experience.
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5. Planned expenditure

Academic year	2018-2019
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers</p> <p>B. Improvements in levels of student engagement of PP students</p>	<p>Quality First Teaching</p> <ul style="list-style-type: none"> • Know your students – build relationships • High quality feedback and marking • Differentiation • Classroom and subject intervention • High levels of challenge for all • Max av. class size of 25 • Precision Cocaching 	<p>Sutton Trust</p> <p>The effects of high quality teaching are significant for PP students: over one school year, they gain 1.5 years' worth of learning from very effective teaching.</p>	<p>Departmental QA</p> <p>Learning Walks</p> <p>Work Scrutiny</p> <p>Progress Tracker data</p> <p>Progress Reports</p> <p>Atkinson reports</p> <p>Student Voice</p>	<p>GK/HG</p>	<p>Every half term</p>
<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers</p> <p>B. Improvements in levels of student engagement of PP students</p>	<p>Share current research and teaching strategies about how to support and challenge PP students academically.</p> <p>To include inset on 'The Power of Positive Language/ The principles of effective pupil premium teaching</p>	<p>Sutton Trust</p> <p>Relentless focus on T&L</p> <p>Consistency throughout departments/across school</p> <p>Focus on PP to increase outcomes and progress</p>	<p>Staff CPD programme via morning briefings, Team Leader meetings and Academy Priority Seminars.</p> <p>Learning walks/work. scrutiny/student voice.</p>	<p>GK/HG/SF</p>	<p>July</p>

<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers</p> <p>B. Improvements in levels of student engagement of PP students</p> <p>D Improve attendance for students eligible for PP funding</p> <p>E. Improved parental engagement</p>	<p>Tutor Mentoring</p> <ul style="list-style-type: none"> To know, notice and praise PP students To monitor and support academic progress To monitor and intervene on attendance, behaviour and other issues First point of contact with home via phone, meetings and parents' evenings 	<p>Sutton Trust</p>	<p>Learning walks.</p> <p>HOY Line management.</p> <p>Records of parental conversations – CPOMS.</p> <p>Tutor reports</p>	<p>Tutors</p> <p>HOY</p> <p>SF</p>	<p>Ongoing</p>
<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers</p>	<p>Year 11 Tutor Intervention Groups – Maths, English, Science</p>	<p>Underperformance is identified with students being placed into subject specific tutor groups to allow PP students to continue to make progress through Year 11.</p>	<p>Data analysis is reviewed termly</p>	<p>GK</p>	<p>July</p>
<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers</p> <p>B. Improvements in levels of student engagement of PP students</p>	<p>ClassCharts used by all teaching staff across the school.</p> <p>Provision Map registers all intervention and provision, as well as Pupil passports, for PP students.</p>	<p>Teachers (and students) are able to have dialogues about learning.</p> <p>Teachers are fully informed about the specific needs of PP students and how to address them to unlock success.</p>	<p>Shared information about PP students at staff briefings. Awareness raising.</p> <p>PP student info added to Pupil Passports for all to access.</p>	<p>MHY</p> <p>CP</p> <p>SF</p>	<p>July</p>
<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers</p>	<p>Atkinson Reports used to track PP students</p>	<p>Underperformance is identified at departmental level between teachers and Head of Department.</p> <p>Interventions discussed and implemented – “we are all leaders of PP”.</p>	<p>Discussed at whole staff briefings, Team Leader and ELT meetings, HOY Line Management.</p> <p>Report used to list interventions.</p>	<p>GK</p> <p>HOD</p>	<p>July</p>

<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers</p>	<p>Pupil Premium focus on ALT</p> <ul style="list-style-type: none"> • Pupil Premium Strategy Lead, monitoring and measuring, analysis of interventions and provision mapping • PP lead to attend MAT training • Tracking support • Administration support • Maintain a termly focus on PP patterns and trends • Identify and evaluate current interventions for effectiveness and impact 	<p>Sutton Trust recommends</p> <ul style="list-style-type: none"> • sharing of good practice • efficient spending of PP budget through close monitoring and evaluation • achievement and attainment gaps narrowed • all staff are informed about the progress of PP students, so that appropriate action can be taken • accurate records for all PP 	<p>Performance Management Meeting minutes and actions Strategy document and evaluation Student records 4Matrix</p>	<p>SF</p>	<p>Termly</p>
<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers</p>	<p>Precision teaching for KS3 PP students</p>	<p>Sutton Trust</p> <ul style="list-style-type: none"> • To support lower attaining PP learners or those who are falling behind, 	<p>Data analysis</p>	<p>HGO</p>	<p>Termly</p>
<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers B. Improvements in levels of student engagement of PP students</p>	<p>Disadvantaged Students Work Scrutiny</p>	<p>Consult PP students termly in all year groups about what works best for them in the classroom alongside a discussion of their work, in order to prevent underperformance in the classroom.</p>	<p>Student voice in small groups</p>	<p>GK SF</p>	<p>Termly</p>

<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers</p> <p>B. Improvements in levels of student engagement of PP students</p>	<p>Inclusion focus week (PP)</p> <p>Focusing on:</p> <ul style="list-style-type: none"> • What does Universal Provision look like for PP students? • How do students feel about their provision at Isca? • What impact does TA support have on progress? 	<p>Sutton Trust – effectiveness of TAs in classroom can vary. Scrutinise carefully to ensure our PP students (both with or without an SEN) are receiving effective support in the classroom, depending on the presence of a TA. If no TA, are needs being met by the teacher?</p>	<p>Classroom observations</p> <p>Work scrutiny</p> <p>Student voice</p> <p>Feedback to teachers</p>	<p>GI</p>	<p>Dec/April</p>
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Total budgeted cost £190,000

ii. Targeted support

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers</p> <p>B. Improvements in levels of student engagement of PP students</p>	<p>Coachbright Mentoring Programme</p> <ul style="list-style-type: none"> • Mentoring for 30 Year 9 PP students by Exeter University students in Maths, English and Science 	<p>Programme ran successfully for several years previously and had an impact on student progress.</p>	<p>Registers</p> <p>Student voice</p> <p>Observations by LC/SF</p> <p>Data analysis</p>	<p>LC</p> <p>SF</p>	<p>May</p>

<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers</p> <p>B. Improvements in levels of student engagement of PP students</p> <p>G. Improved parental engagement</p>	<p>Secrets to Success evening</p> <ul style="list-style-type: none"> GCSE exams information evening including advice on core subject topics, how to approach typical exam questions and revision techniques to fully prepare Yr11 for forthcoming exams. PP students targeted personally for attendance. 	<p>Student voice - many Year 11 PP students were unsure as to what they should revise, and how.</p>	<p>PP parents have priority booking for S2S evening. Promoted extensively within school and on school social media. 19% of students attending in Feb 2019 were PP.</p>	<p>HG</p>	<p>Oct – for next year</p>
<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers</p>	<p>Secrets to Success</p> <ul style="list-style-type: none"> Targeted Year 11 after school revision sessions (Feb-May) to support GCSE revision. 	<p>Programme ran successfully for several years previously.</p>	<p>Year 11 PP students are specifically targeted and spoken to by HOY11 and SF. Registers taken.</p>	<p>SF</p>	<p>June – for next year</p>
<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers</p> <p>B. Improvements in levels of student engagement of PP students</p>	<p>Enrichment fund targeted at PP students when needs arise, and to promote participation, for example:</p> <ul style="list-style-type: none"> Extra-curricular trips Revision guides Food Tech Art and Textiles books Outdoor Education events Duke of Edinburgh awards Theatre trips 	<p>To support PP students throughout the curriculum with trips and activities and revision materials. Making sure finance is not a barrier to progress or has a detrimental effect on students’ attitude to learning.</p>	<p>Provision map</p>	<p>CP</p>	<p>Ongoing</p>

<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers</p> <p>B. Improvements in levels of student engagement of PP students</p> <p>F. Raising aspirations</p>	<p>NSSW (Next Steps South West) programme of events:</p> <ul style="list-style-type: none"> Workshops for DS with a focus on Motivation, Target setting and action planning, Articulacy and Careers. University campus tours. 	<p>To raise PP aspirations, leading to improved levels of engagement at school and improved levels of progress.</p> <p>Reduce the numbers of students at risk of being NEET.</p>	<p>Registers of attendees</p> <p>Assemblies</p> <p>Student Voice</p> <p>NEET figures</p>	<p>AHo</p>	<p>July</p>
<p>B. Improvements in levels of student engagement of PP students</p> <p>F. Raising aspirations</p>	<p>Isca Progression Event</p> <ul style="list-style-type: none"> Exhibition style event for students to talk to Exeter College, Bicton College and Exeter University about life after Isca. Parents attend with children after school 	<p>Sutton Trust - Evidence suggests that most young people already have high aspirations, suggesting that much underachievement results from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them. This event was designed to address this gap.</p>	<p>Priority given to PP students in Years 8-11 - off timetable period 5 to attend event.</p> <p>Student voice</p> <p>Parent voice</p>	<p>SF</p>	<p>Sept</p>
<p>B. Improvements in levels of student engagement of PP students</p> <p>F. Raising aspirations</p>	<p>Future First alumni</p>	<p>Embed an alumni engagement across the school to increase students' knowledge about career/education pathways and improve ability to make informed decisions about their futures.</p>	<p>Alumni at events such as Isca Progression, and Academic Awards. Alumni host career workshops. Posters around school.</p>	<p>SF</p>	<p>May</p>
<p>B. Improvements in levels of student engagement of PP students</p> <p>D. Improve attendance for students eligible for PP funding</p> <p>E. Improved wellbeing</p>	<p>Student Leaders / Buddies</p> <ul style="list-style-type: none"> Pairing Yr 9/10 student leaders with all Yr7 PP students & more vulnerable Yr8 PP students for extra support with transition, attendance, behaviour, and achievement 	<p>Sutton Trust - Mentoring in education involves pairing young people with an older peer or volunteer, who acts as a positive role model. In general, mentoring aims to build confidence, develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p>	<p>Student Leadership training given for Year 9/10 leaders.</p> <p>Tutors monitor Yera7 buddies</p> <p>SF to monitor programme – include regular student voice</p>	<p>SF</p>	<p>May</p>

<p>A. Progress of students eligible for PP increases and falls in line with their non PP peers</p> <p>B. Improvements in levels of student engagement of PP students</p> <p>C. Improve vocabulary across the curriculum</p>	<p>New Literacy Policy:</p> <ul style="list-style-type: none"> • Support students to develop fluent reading capabilities, reading comprehension strategies are taught. • Students are exposed to texts beyond their current reading ability, and supported to master core skills. • Students are taught tier 2 and tier 3 vocabulary. 	<p>Literacy supports learning. Students need vocabulary, expression and organisational control to cope with the cognitive demands of all subjects. Better literacy leads to improved self-esteem, motivation and behaviour, allowing students to learn independently. Better literacy raises students' attainment in all subjects.</p> <p>Improving vocabulary across the curriculum alongside implicit pre-teaching to plug the Tier 2/3 gap will narrow the literacy gap between PP</p>	<p>Whole school CPD for teachers.</p> <p>Visible vocabulary around school.</p> <p>Silent reading</p> <p>Literacy based starter activities.</p> <p>PP students of all abilities can access GCSE style questions.</p> <p>High-quality structured interventions support students to accelerate their progress.</p> <p>Reading age tests.</p>	<p>CS/HG</p>	<p>Termly</p>
<p>A. Progress increases</p> <p>C. Improve vocabulary across the curriculum</p>	<p>Buddy Reading (tutor period)</p> <ul style="list-style-type: none"> • Paired reading Yr9-11 with Yr7/8 in library 	<p>Allow students to see the importance of reading & developing enjoyment.</p> <p>Sutton Trust.</p>	<p>Reading age will improve</p>	<p>AK</p>	

Total budgeted cost **£32,000**

iii. Other approaches

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>D. Improve attendance for students eligible for PP funding</p>	<p>Tracking attendance with particular focus on PP students so early intervention can be put in place</p>	<p>If students are not in school, we are not able to improve progress and attainment.</p>	<p>Attendance figures</p> <p>Attendance letters</p> <p>HOY meetings</p>	<p>DN</p> <p>SF</p> <p>HOY</p>	<p>May</p>
<p>D. Improve attendance for students eligible for PP funding</p>	<p>Tutor and HOY tracking and interventions including a named adult.</p>	<p>Early intervention so that attendance does not become an issue. Higher threshold for PP students – anyone who drops below 96%.</p>	<p>Attendance Officer MAT meeting to share good practice.</p> <p>Tutors complete Green checklists with PP students whose attendance has dropped below 96%.</p>	<p>DN</p> <p>SF</p> <p>HOY</p>	<p>tbc</p> <p>July</p>

D. Improve attendance for students eligible for PP funding	Attendance Officer, Education Welfare Officer and ALT Lead	To support regular school attendance by breaking down barriers for students and families and offering support plans as required.	All three work together to ensure processes are followed. Same day calls Meetings Letters Home visits Personalised support where needed, reduced timetable to full timetable. Case studies detailing complex cases. True versus complex cases removed figures. Attendance figures will improve.	DN JW SF	July
D. Improve attendance for students eligible for PP funding	Provide uniform and equipment as required	To remove potential barriers from attending school.	Attendance	AM	July
D. Improve attendance for students eligible for PP funding	Monday tutor focus on attendance	To raise the profile of attendance across the school.	Whole school policy led by ALT lead. Monitored by HOY	SF HOY	
A. Progress of students eligible for PP increases and falls in line with their non PP peers B. Improvements in levels of student engagement of PP students	Targeted vulnerable students receive additional transition support, such as Summer School.	To begin early relationships with PP students. To understand their starting points and secure accurate academic and pastoral information so that they feel confident and happy when starting Isca.	Student voice Student transitions Parental feedback	AM HGO	
G. Improved attendance of PP parents at Parents Evenings	Priority booking for Parents Evenings	Targeting of PP parents and in particular hard-to-engage parents via new online booking process to encourage attendance of Parents Evenings.	HOY/SF to check take-up. HOY/Tutor to make phone calls in order to increase numbers of PP parents' appointments.	SF HOY	

Total budgeted cost

£ 15,000