# Pupil premium strategy statement 2019-2022 (Updated Feb 2020)

## School overview

|  |  |
| --- | --- |
| **Metric** | **Data** |
|  School name | Isca Academy |
| Pupils in school | 893 |
| Proportion of disadvantaged pupils | 263 (29%) |
| Pupil premium allocation this academic year | £260,160 |
| Academic year or years covered by statement | 2019/20 – 2021/22 |
| Publish date | December 2019 |
| Review date | October 2020 |
| Statement authorised by | Aimee Mitchell - Headteacher |
| Pupil premium lead | Sue Fielder - Assistant Headteacher |
| Governor lead | Victoria Hatfield |

## Disadvantaged pupil performance overview for last academic year, 2018-19

|  |  |
| --- | --- |
| Progress 8 | -0.78 |
| Ebacc entry  | -0.74 |
| Attainment 8 | 35.32 |
| Percentage of Grade 5+ in English and Maths | 16.7% |

## Strategy aims for disadvantaged pupils

|  |  |  |
| --- | --- | --- |
| **Aim** | **Target** | **Target date**  |
| Progress 8 | Disadvantaged Students to make progress in line with or better than other students nationally. | Sept 2022 |
| Attainment 8 | Achieve national benchmarks for Attainment 8 for Disadvantaged Students.  | Sept 2022 |
| Percentage of Grade 5+ in English and Maths | Achieve English and Maths 5+ scores for similar schools.  | Sept 2022 |
| Other | Improve the attendance of Disadvantaged Students to National Average.  | Sept 2022 |
| Ebacc entry | Increase EBacc entry of Disadvantaged Students to at least 50%.  | Sept 2022 |

# Teaching priorities for current academic year

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | Embed precision/incremental coaching for all teaching staff to improve the quality of teaching & learning in the classroom. Cost – £40,000  |
| Priority 2 | Embed Knowledge Organisers across the school to improve knowledge retrieval techniques and increase engagement with home learning and independent study. Cost - £20,000 |
| Priority 3 | Educational technology packages to support English and Maths (Lexia £3519 and Sparx £5274). Improve student wellbeing and increase the outcomes of interventions (Edukit £2696). Cost - £16,500  |
| Priority 4  | The Isca 6: Six research informed strategies that will positively impact on student learning and outcomes. These create a consistent language and experience for all students in every lesson.Cost – none  |
| Priority 5  | Smaller class sizes. Cost - £90,000 |
| Barriers to learning these priorities address | 1. Improving quality first teaching and learning for all will support/help all students equally to access the curriculum.
2. Improved organisation skills, understanding how to use Knowledge Organisers, increased parental support.
3. Personalised learning tasks will ensure all students have access to support, stretch and challenge based on individual need.
4. Within school variation will be reduced due to inconsistent teaching and varied classroom experience.
5. More personalised learning in a smaller group setting will help to improve progress.
 |
| Projected spending  | £166,500 |

## Targeted academic support for current academic year

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | English/ Literacy. Literacy Interventions Co-ordinator in post: in-class as well as out of class intervention offered to those students whose reading and/or spelling age puts them into urgent intervention. Impact reports are produced termly to ensure progress is being made. Cost - £25,000 |
| Priority 2 | Maths Intervention.Small group and individual intervention for underperforming Year 11 students. Cost - £10,000 |
| Priority 3 | Mental Health and Wellbeing support and provision for targeted students who become dysregulated. Small group Art Therapy for targeted pupils. Breakfast club and exam study sessions. Cost - £3,000  |
| Priority 4  | CoachBright academic mentoring for 27 x Year 9 students. Cost - £6,060 |
| Barriers to learning these priorities address | 1. Below target English projections at KS4.
2. Below target in Maths projections at KS4.
3. SEMH issues.
4. Academic (and pastoral) support required to improve English/Maths/Science projections in KS4.
 |
| Projected spending | £44,060 |

## Wider strategies for current academic year

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | Create Pupil Passports for disadvantaged students across all year groups to enable teaching staff to meet the needs of students in the classroom.Educational Psychologist to support more vulnerable students. Cost – £5,250 |
| Priority 2 | Develop the Buddy Programme so that Year 10/11 Student Leaders support all Year 7 disadvantaged students via tutor time interventions. Student Leadership Training to develop Year 10 leaders. Cost - £650  |
| Priority 3  | Improve attendance to extra-curricular clubs and trips. Remove barriers to participation (tech contributions, DofE, Uniform, Secrets to Success, CCF). Cost – £26,000 |
| Priority 4  | Increase attendance of disadvantaged students. Educational Welfare Officer (proportion of annual costs £10,000).Inclusion and Integration Support Officer (£7,700).Cost – £17,700 |
| Barriers to learning these priorities address | 1. Lack of information on the barriers to learning and effective strategies that support individual disadvantaged students.
2. SEMH issues, lack of confidence and aspiration.
3. Lack of cultural capital and aspiration.
4. Students must be in school in order to maximise learning time.
 |
| Projected spending | £49,600 |

## Monitoring and implementation

|  |  |  |
| --- | --- | --- |
| **Area** | **Challenge** | **Mitigating action** |
| Teaching | 1. Coaching sessions may not take place due to time pressures or illness. 2. Subject teachers may not monitor for effective use of Knowledge Organisers.  | 1. Regular review of Coaching Programme via PASpro online system, physical meetings with coaches and teaching staff. 2. Regular review of use of Knowledge Organisers via QA process.  |
| Targeted support | 1. Targeted support may not have the intended impact and outcomes.  | 1. All provisions to be recorded on ProvisionMap or similar and reviewed regularly as part of QA process for impact.  |
| Wider strategies | 1. Teachers may not use the information/strategies provided on Pupil Passports to improve the experience of students in the classroom.2. Engaging with the students who are most in need of extra-curricular opportunities.  | 1. Teacher voice, learning walks and discussions with Team Leaders to ensure use of Pupil Passports. 2. Review of extra-curricular attendance and utilise family support officer effectively to target students/families. |

## Review: last year’s aims and outcomes

|  |  |
| --- | --- |
| **Aim** | **Outcome** |
| 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 showed the gap for progress for PP students against non-PP students had widened rather than decreased. HPA and MPA students in particular were not performing as well as their non PP counterparts. Lessons learned: Staffing stability in English is now in place, individual student progress is being analysed at all levels, interventions are in place and discussions regarding progress/ interventions are now taking place on a weekly basis regarding the current Year 11 cohort. A Precision Coaching programme is being implemented in order to improve quality first teaching and Pupil Passports with effective strategies for use in the classroom are being created for every PP student. |
| 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 have been recorded for PP students on the school system without changing recording practices or standards. The number of PP students in Reset has improved as follows: 2017-18 3342018-19 224 Reduced time spent in Reset. Improved behaviour grades on Progress Reports. Staff training on relational development was beneficial, however more students were excluded than the previous academic year. 2017-18 1222018-19 139 Lessons learned: More work is being done with the aim of reducing exclusions. The Timpson Project on Relational development will feed into this.  |
| 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. | Much work has been done regarding Tier 2 vocabulary with Middle Leaders alongside whole school CPD for teachers. There is visible vocabulary around school and reading is becoming embedded across the school in tutor periods. Literacy based starter activities are common, and work has been done at curriculum level to enable PP students of all abilities to access GCSE style questions from Year 7 upwards. Lessons learned: Work is continuing in order to embed vocabulary. Isca Academy is a reading school with Accelerated Reader introduced in Years 7 and 8, tutor reading in Year 9 and more reading opportunities across the curriculum in all subjects planned for the Spring term.  |
| Increased attendance rates for students eligible for PP.  | Overall PP attendance did not improve in line with non-PP students.Lessons learned: True student attendance is regularly compared to attendance with complex cases removed. Case studies for complex cases are in place, as is a family support worker for the next academic year who will carry out home visits where required. Additional admin support for attendance has been provided. Monday attendance focus has been tightened with more accountability, Attendance Concerns checklists will be carried out by tutors with students whose attendance has dropped since the previous week.  |
| 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 have been able to access in-school help or interventions to support mental health and wellbeing concerns. Wellbeing Coordinator has been appointed. Figures record access to Wellbeing Room. Students complete three Edukit Wellbeing Surveys per year, with responses being analysed and interventions introduced where necessary, with impact tracked, in order to increase student confidence and resilience in a range of areas. Lessons learned: More work to be done to embed. Whole-school Mental Health and Wellbeing strategy will be launched in January 2020.  |
| PP students will be provided with numerous aspirational opportunities (within curriculum time and extra-curricular)  | The aim during the year has been to increase Cultural Capital. Disadvantaged Students have attended aspirational careers workshops run by Next Steps South West (NSSW), HPA Disadvantaged Students attended the Aspire Conference, exposing them to prestigious career pathways, and 30 students took part in Coachbright Mentoring with Exeter University Students, Isca Programme Review document available which measures impact. Motivational assemblies have been delivered and PP students have been supported throughout the curriculum with trips and activities and revision materials, for example 21% of students attending Performing Arts trips were PP students. Lessons learned: Difficult to accurately review and monitor, however more formal student voice will be planned in for next academic year. |
| Improved attendance of PP parents at Parents Evenings  | Unfortunately, due to GDPR, the list of names attending Parents Evenings for 2018-19 has been destroyed so attendance of these parents is difficult to measure. However Heads of Year and Tutors regularly phoned PP parents to invite them to events. Lessons learned: More accurate monitoring of parental attendance required in order to compare year on year attendance. |

N.B. Colours linked to the three main priorities of the AIP 2019-20:

Planning

Pedagogy

Inclusion