



# Isca Academy

## Pupil Premium Impact Statement

**November 2020**

**Due for Review: November 2021**

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.

	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
No. on school roll	682	765	831	932
% pupils eligible for FSM+6	31%	31%	31%	33%
Children in Care	4	3	5	4
Number of Service children	11	12	7	4
Total received for Pupil Premium	£205,700	£219,780	£233,348	£260,160

### National PPG Funding Rates for 2018-19

The level of funding for pupil premium in 18 –19 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 2019-20

Total number of all outgoing pupils (Year 11) = 172

Number of outgoing FSM+6 pupils = 43

Number of outgoing non FSM+6 = 129

Performance Indicator	All pupils		Non pupil Premium		Pupil Premium		Within school gap	
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
% of students achieving the Basics 4+ in English and Maths	60%	64%	71%	72%	38%	51%	33%	21%
Progress Score in English	-0.26	-0.08	+0.02	+0.27	-0.79	-0.19	-0.81	-0.46
Progress Score in Maths	-0.14	+0.48	+0.05	+0.26	-0.49	+0.22	-0.54	-0.04
Overall Progress 8 Score	-0.27	+0.31	-0.01	+0.55	-0.76	-0.03	-0.75	-0.56
Attendance – all year groups	93.73%	93.85%*	95.09%	94.91%*	91.51%	91.98%*	3.58%	2.93%

\*Attendance as at end of Term 3, due to Covid-19

# Isca Academy Pupil Premium strategy

## Disadvantaged pupil performance overview for last academic year, 2019-20 (CAG due to Covid-19)

Progress 8	-0.03
Ebacc entry	-0.06
Attainment 8	39.74
Percentage of Grade 5+ in English and Maths	26%

## 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%. (This is achieved but will be 100% of the school by Sept 2022. Year 9 in 2020 100%).	Sept 2022

## Teaching priorities for academic year 2019-20

Measure	Activity	RAG
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	<ol style="list-style-type: none"> <li>1. Improving quality first teaching and learning for all will support/help all students equally to access the curriculum.</li> <li>2. Improved organisation skills, understanding how to use Knowledge Organisers, increased parental support.</li> <li>3. Personalised learning tasks will ensure all students have access to support, stretch and challenge based on individual need.</li> <li>4. Within school variation will be reduced due to inconsistent teaching and varied classroom experience.</li> <li>5. More personalised learning in a smaller group setting will help to improve progress.</li> </ol>	
Projected spending	£166,500	

## Targeted academic support for academic year 2019-20

Measure	Activity	RAG
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	<ol style="list-style-type: none"> <li>1. Below target English projections at KS4.</li> <li>2. Below target in Maths projections at KS4.</li> <li>3. SEMH issues.</li> <li>4. Academic (and pastoral) support required to improve English/Maths/Science projections in KS4.</li> </ol>	
Projected spending	£44,060	

### Wider strategies for academic year 2019-20

Measure	Activity	RAG
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	<ol style="list-style-type: none"> <li>1. Lack of information on the barriers to learning and effective strategies that support individual disadvantaged students.</li> <li>2. SEMH issues, lack of confidence and aspiration.</li> <li>3. Lack of cultural capital and aspiration.</li> <li>4. Students must be in school in order to maximise learning time.</li> </ol>	
Projected spending	£49,600	

### Monitoring and implementation

Area	Challenge	Mitigating action	RAG
Teaching	<ol style="list-style-type: none"> <li>1. Coaching sessions may not take place due to time pressures or illness.</li> <li>2. Subject teachers may not monitor for effective use of Knowledge Organisers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Regular review of Coaching Programme via PASpro online system, physical meetings with coaches and teaching staff.</li> <li>2. Regular review of use of Knowledge Organisers via QA process.</li> </ol>	
Targeted support	<ol style="list-style-type: none"> <li>1. Targeted support may not have the intended impact and outcomes.</li> </ol>	<ol style="list-style-type: none"> <li>1. All provisions to be recorded on ProvisionMap or similar and reviewed regularly as part of QA process for impact.</li> </ol>	
Wider strategies	<ol style="list-style-type: none"> <li>1. Teachers may not use the information/strategies provided on Pupil Passports to improve the experience of students in the classroom.</li> <li>2. Engaging with the students who are most in need of extra-curricular opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher voice, learning walks and discussions with Team Leaders to ensure use of Pupil Passports.</li> <li>2. Review of extra-curricular attendance and utilise family support officer effectively to target students/families.</li> </ol>	

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

Planning

Pedagogy

Inclusion

## Covid-19 Addendum to 3 year Strategic Plan

### Barriers to learning and future attainment of disadvantaged students

Disadvantaged students have had a varied learning experience during the Covid-19 closure, evidenced by inconsistent levels of engagement and access to the learning. This may result in the gap widening between disadvantaged students and their non-disadvantaged peers.

Disadvantaged students may require further support to access home learning should further closures or cause for self-isolation to occur.

Class of 2025 have had a disrupted and difficult transition period from primary to secondary and may experience further disruption to learning, requiring further support which may be ongoing in some cases.

Class of 2021 may require intense additional of support targeted to specific areas of need, in order to ensure confident preparation for forthcoming examinations and a smooth transition to Post 16 provision with no NEETS.

## Covid-19 Addendum

### Disadvantaged Students – Engagement with Home Learning June 2020

A snapshot of statistics for online learning engagement as of 05/05/20 showed that overall engagement of disadvantaged students had dropped. This could have been due to a return from the half –term break, with the momentum having been lost for a period of time. Tutors contacted students to ‘touch base’ after the holiday.

In addition, an increasing number of disadvantaged students did not engage at all in the online learning. The figures below show that there were 89 disadvantaged students (42%) not engaging with English or Maths, which was an increase of 11 students compared to those engaging before the holidays, compared with 24% of all students who were not engaging.

#### Steps taken to date to maximise engagement:

##### 1. Using Teaching Assistants (TAs) as Key Adults.

w/e					% fully engaged				% partially engaged (En or Ma)				% not engaged			
	7/5/20	15/5/20	22/5/20	5/6/20	7/5/20	15/5/20	22/05/20	5/6/20	7/5/20	15/5/20	22/05/20	5/6/20	7/5/20	15/5/20	22/05/20	5/6/20
<b>All</b>	<b>778</b>	<b>738</b>	<b>738</b>	<b>736</b>	30% (237)	33% (242)	33% (241)	<b>28% (203)</b>	53% (410)	47% (344)	46% (342)	<b>48% (351)</b>	17% (131)	20% (152)	21% (155)	<b>24% (182)</b>
<b>Boys</b>	323	341	342	342	27% (86)	26% (87)	25% (87)	<b>20% (69)</b>	47% (153)	46% (157)	46% (156)	<b>42% (143)</b>	26% (84)	28% (97)	29% (99)	<b>38% (112)</b>
<b>Girls</b>	385	397	396	394	39% (151)	39% (155)	39% (154)	<b>34% (134)</b>	48% (187)	47% (187)	47% (186)	<b>48% (190)</b>	13% (47)	14% (55)	14% (56)	<b>18% (70)</b>
<b>Disadvantaged</b>	193	201	211	211	20% (38)	19% (39)	18% (38)	<b>13% (27)</b>	49% (95)	41% (83)	45% (95)	<b>45% (95)</b>	31% (60)	40% (79)	37% (78)	<b>42% (89)</b>

- Sixty disadvantaged students across the four year groups were supported by TAs on a weekly basis, providing reassurance around the current situation, including schoolwork, returning to school and mental health.
- ##### 2. Phone calls from Tutors and Heads of Year.
- Heads of Year asked tutors to maintain the focus on the engagement of disadvantaged students, both in terms of the learning, but also in relation to mental health and wellbeing, as they are our most vulnerable students, and those most likely to suffer the most from not attending school.
  - Tutors called parents/guardians of all students in their tutor groups regularly, with disadvantaged students being contacted on a weekly basis. Tutors reported any concerns to the Head of Year who then followed up, either contacting the family themselves or involving the pastoral team.
  - A central Googledocs sheet, accessible to all staff, gave a clear overview of engagement and any obstacles to that, allowing for a follow-up with individual students who had no valid reason for engaging. All calls were also logged on CPOMS.
- ##### 3. CoachBright Online Mentoring
- The CoachBright Online Mentoring programme paired students with University students mentors following consent from a parent/guardian and sign-up from the student. Ten students

benefitted from a weekly coaching session focusing on Maths, English or Science via Google Meet.

**Further engagement of Year 10 disadvantaged students:**

Year 10 students returned to school w/c 15<sup>th</sup> June in 16 x groups of 10 students.

All year 10 students were invited into school to follow a timetable primarily focusing on the core subjects with time allocated to options subjects.

Tutors were asked to provide information regarding their tutees' experience during lockdown. A list was compiled of disadvantaged Year 10 students who

- a) did not engage at all
- b) engaged a little with the online learning or
- c) experienced mental health or wellbeing issues – or experienced anything considered as a problem to them re-engaging with school life and learning.

Students most at need of 1-2-1 interventions were prioritised.

A tutorial session was held at the start of the day with each group of students. Questionnaires were prepared for students to complete alongside information provided to staff regarding the most likely questions students would ask.

Tutors were also asked to collate a list of 'what lockdown has been like' for each of the year 10 students based on their phone calls, with disadvantaged students taking priority, so that staff on the rota could use this when meeting with the students during the tutorial period in the first week back.

Tutors made contact with tutees during the two weeks following half term, with a particular focus on disadvantaged students. Calls were logged and information recorded in the notes column of the shared Googledoc spreadsheet regarding any disadvantaged students who tutors had concerns about. These students were then prioritised for interventions to support them on return, or be visited at home.

Fridays were aside for 1-2-1 interventions with students, as teaching did not take place on this day. Disadvantaged students took priority here.

## Review: last year's aims and outcomes 2019-20

Aim	RAG	Outcome
<p>Embed precision/incremental coaching for all teaching staff to improve the quality of teaching &amp; learning in the classroom.</p>		<p>Incremental Coaching was in the early stages of implementation and needed time to have an impact with all teachers across the whole school. All teachers will be coached in September 2020.</p> <p><i>Lessons learned:</i> Time factors can be an issue for both Coach and Coachee. More work to be done for the new academic year to ensure all staff participate and coaches are fully prepared with the correct CPD. A Head Coach will be appointed to oversee.</p>
<p>Embed Knowledge Organisers across the school to improve knowledge retrieval techniques and increase engagement with home learning and independent study.</p>		<p>Knowledge organisers were introduced across the school to all year groups. Unfortunately Covid-19 and the Lockdown prevented the use of KOs being fully embedded.</p> <p><i>Lessons learned:</i> Further work to be carried out in the next academic year to fully embed, ensuring knowledge retrieval and revision techniques are properly introduced/adhered to.</p>
<p>Educational technology packages to support English and Maths.</p>		<p>Targeted Lexia and Sparx interventions have been introduced in order to improve progress in English and Maths where required so that all students can achieve at least in line with national progress.</p>
<p>Improve student wellbeing and increase the outcomes of interventions.</p>		<p>An audit of whole school mental health and wellbeing was carried out which focused on key areas: Leadership and strategy, Student wellbeing, Parents, carers and families and External services. The website was updated to signpost both students and parents to advice and/or links to other useful websites dependent on need. Booklets were produced and distributed to all students. These offered self-help techniques as well as promoting where further help could be obtained.</p> <p><i>Lessons learned:</i> Part of ongoing work to further improve mental health and wellbeing for students at Isca. Plan for the recruitment of Wellbeing Ambassadors to drive peer on peer support.</p>
<p>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.</p>		<p>Three of the Isca 6 strategies were introduced and were starting to become embedded before Lockdown. This created a quiet focused start to each lesson and gave every student the opportunity to answer questions and be stretched, as well as having work clearly scaffolded to ensure access for all.</p> <p><i>Lessons learned:</i> The new academic year will require a review of the Isca 6, which may need to be revised/ adapted to create a classroom environment where routine</p>

		is followed and expectations are made clear in the light of potential continuation of Covid-19 restrictions and disruption to learning.
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.		Literacy Interventions are now well established and occur weekly, so that the reading and/or spelling age of targeted students will improve. Impact reports are available.
Maths Intervention. Small group and individual intervention for underperforming Year 11 students.		1-2-1 interventions have taken place alongside small group interventions allowing students who are underperforming to stand the best possible chance of success in forthcoming examinations. Despite these being cancelled due to Covid, the improvement in student progress was taken into account in Centre Assessed Grades, with year 11 disadvantaged students achieving a P8 score of +0.22.
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.		This provision has increased with improved access to the Wellbeing Room and targeted Art Therapy in the form of Studio 71. Studio 71 continued online throughout Lockdown with over 100 students regularly using the service to support their mental health and wellbeing.
CoachBright academic mentoring for 27 x Year 9 students.		The programme began well with students attending a launch event at Exeter University and several mentoring sessions with University students. Unfortunately Covid-19/Lockdown occurred before the end of the programme. Several students continued to engage in mentoring on line during lockdown when the also offer was extended to Year 10 during this period, providing much needed support for many students during a particularly difficult period when education was disrupted.
Create Pupil Passports for disadvantaged students across all year groups to enable teaching staff to meet the needs of students in the classroom.		Teachers were consulted and passports created for all disadvantaged students across the year groups. <i>Lessons learned:</i> Work is ongoing to ensure effective use of pupil passports in lesson planning so that staff are aware of barriers to learning alongside effective strategies that can be used to support individuals. Passports will be updated at least once a year.
Develop the Buddy Programme so that Year 10/11 Student Leaders support all Year 7 disadvantaged students via tutor time interventions.		This programme ran successfully from September to March, engaging over 60 students from Year 10/11 in supporting similar numbers of Year 7 disadvantaged students. The older students took part in training to improve their leadership skills and student voice evidenced this as a valuable experience for nearly all

<p>Student Leadership Training to develop Year 10 leaders.</p>		<p>students involved, giving the younger students a more stable and confident transition period into Year 7 supported by older more experienced students.</p> <p><i>Lessons learned:</i> Plan for more structured activities for less confident older students to carry out with their buddy for the next academic year.</p>
<p>Improve attendance to extra-curricular clubs and trips. Remove barriers to participation (tech contributions, DofE, Uniform, Secrets to Success, CCF).</p>		<p>The work to increase attendance to extra-curricular clubs and trips was ongoing, however the full impact of this could not be seen due to Covid-19 restrictions.</p> <p><i>Lessons learned:</i> Aim to continue this post Covid. Plans to extend the school day in 2021 to increase participation to 100%.</p>
<p>Increase attendance of disadvantaged students. Educational Welfare Officer. Inclusion and Integration Support Officer.</p>		<p>Disadvantaged students' last recorded attendance at end of term 3 was 91.98%, compared to non-disadvantaged students' attendance of 94.91%. This was the period before Covid-19/Lockdown.</p> <p><i>Lessons learned:</i> Despite strong systems in place to improve attendance, there is still a gap. Aim to recruit Attendance &amp; Welfare Support Coordinator(s) in next academic year to ensure more early intervention, preventing poor attenders from becoming non-attenders, thus increasing their attendance. .</p>