

Pupil premium strategy statement 2019-2022

(Updated May 2021)



School overview

Metric	Data
School name	Isca Academy
Pupils in school	976
Proportion of disadvantaged pupils	276 (28%)
Pupil premium allocation this academic year	£260,160
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	November 2020
Review date	October 2021
Statement authorised by	Aimee Mitchell - Headteacher
Pupil premium lead	Sue Fielder - Assistant Headteacher
Governor lead	Victoria Hatfield
Date for most recent PP Review – Bill Jerman	15 & 17 October 2019

Disadvantaged pupil performance overview for last two academic years 2018-19

	2018-19	2019-20 (Centre Assessed Grades)
Progress 8	-0.78	-0.04
Ebacc entry	-0.74	-0.12
Attainment 8	35.32	38.99
Percentage of Grade 5+ in English and Maths	16.7%	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	Ensure the % of Disadvantaged Students achieving a 5+ in English and Maths is in line with national.	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 the current academic year (2020/21)

Measure	Activity	RAG
Priority 1	Further embed precision/incremental coaching for all teaching staff to improve the quality of teaching & learning in the classroom and impact positively on student outcomes. Cost – £32,717	↑
Priority 2	Knowledge Organisers are reviewed / amended across the school to so that core knowledge is effectively 'synthesised' and broken into clear learning chunks for students, in order to improve knowledge retrieval techniques and increase engagement with home learning and independent study. Cost - £15,700	
Priority 3	Educational technology packages to support English and Maths (Lexia - £3,519 and Sparx - £5,274 AR - £3,406). Improve student wellbeing and increase the outcomes of interventions (Edukit - £2,696) Total cost - £14,895	
Priority 4	Evolve the Isca 6 so that each focuses explicitly on a 'principle' of teaching in order to positively impact on student learning and outcomes. These create a consistent language and experience for all students in every lesson. Cost – none	↑
Priority 5	Literacy and numeracy intervention groups. Cost – £9,443	
Barriers to learning that the priorities address	<ol style="list-style-type: none"> 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. All students will be able to access the learning equally. 	
Projected spending	£72,755	

Targeted academic support for current academic year (2020/21)

Measure	Activity	RAG
Priority 1	English/ Literacy. Literacy Intervention 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. £15,805	

	<p>Lead practioner support in English - £18,000</p> <p>Extra classes in English - £18,000</p> <p>Targeted academic support Literacy/MFL - £15,000</p> <p>Total cost - £66,805</p>	
Priority 2	<p>Maths Intervention.</p> <p>Small group and individual intervention for underperforming Year 11 students.</p> <p>Cost - £4,762</p> <p>Lead practitioner support in Maths - £10,000</p> <p>Extra intervention classes for Maths - £18,000</p> <p>Total cost - £32,762</p>	
Priority 3	<p>Mental Health and Wellbeing support and provision for targeted students who become dysregulated.</p> <p>2 x Attendance and well-being coordinators - £34,815</p> <p>Small group Art Therapy for targeted pupils, Breakfast club and exam study sessions - £3000.</p> <p>Total cost - £37,815</p>	
Priority 4	<p>CoachBright academic mentoring for 27 x Year 9 students.</p> <p>Cost - £10,000</p>	
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Below target English projections at KS4. 2. Below target Maths projections at KS4. 3. SEMH issues. 4. Academic (and pastoral) support required to improve English/Maths/Science projections in KS4. 	
Projected spending	£147,382	

Wider strategies for current academic year

Measure	Activity	RAG
Priority 1	<p>Increase attendance of disadvantaged students.</p> <p>Educational Welfare Officer (proportion of annual costs £10,000).</p> <p>Attendance and Welfare Support Coordinator (in place from Nov 2020 - £7,700</p> <p>Total cost - £17,700</p>	↑
Priority 2	<p>Improve Pupil Passports for disadvantaged students across all year groups to enable teaching staff to meet the needs of students in the classroom.</p>	↑
	<p>Educational Psychologist to support more vulnerable students.</p> <p>Cost £5,250</p>	
Priority 3	Improve attendance to extra-curricular clubs and	

	trips. (Limited access due to Covid 19). Remove barriers to participation (tech contributions, DofE, Uniform, CCF). Cost - £26,000	↑
Priority 4	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 (Paused for 2020-21 due to Covid 19 restrictions).	↔
Barriers to learning that the priorities address	<ol style="list-style-type: none"> 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 and Learning	<ol style="list-style-type: none"> 1. Coaching sessions may not take place due to time pressures or illness. 2. Subject teachers/tutors may not monitor for effective use of Knowledge Organisers. 3. Students may not engage with expectations in the classroom. 	<ol style="list-style-type: none"> 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. 3. Regular review of BfL data.
Targeted support	<ol style="list-style-type: none"> 1. Targeted support may not have the intended impact and outcomes. 	<ol style="list-style-type: none"> 1. All provision to be recorded on ProvisionMap or similar and reviewed regularly as part of the QA process for impact.
Wider strategies	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Teacher voice, learning walks and discussions with Team Leaders to ensure effective use of Pupil Passports. 2. Review of extra-curricular attendance and utilise the family support officer effectively to target students/families.

N.B. Colours linked to the three main priorities of the Academy Improvement Plan 2020-21:

Literacy: Everyone Reads

High Quality Curriculum Experiences for All

Inspirational & High Quality Leaders at All Levels