

## Pupil Premium Strategy Statement



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



### Our Values



#### Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

#### Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

#### Collaboration

- **build trust**
- **build strong relationships**
- **be stronger together**

### How will we succeed?



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	981
Proportion (%) of pupil premium eligible pupils	30.58%
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	Joe Bispham
Governor / Trustee lead	Mark Llewellyn

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£290,835
Recovery premium funding allocation this academic year	£77,556
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£368,391</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Isca, we are relentlessly committed to providing the best educational experience for disadvantaged scholars 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 scholars 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 scholars.

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 scholars they teach, tutor or mentor: we consciously build strong relationships with these scholars, 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 scholar is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them.
- We develop disadvantaged scholars 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 scholars.
- 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 scholars.
- We offer opportunities for independent practice: we explicitly teach scholars 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 scholars to explore opportunities they may not have considered. Scholars are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all scholars to broaden their horizons.
- We understand that excellent attendance is fundamental to scholar success: we intervene early and positively when scholars 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><b>Outcomes</b></p> <p>Validated national data showed that disadvantaged scholars at Isca continue to perform significantly below their non-disadvantaged peers. In 2022/23, disadvantaged outcomes was over a grade lower than non-disadvantaged scholars.</p>
2	<p><b>Attendance</b></p> <p>The attendance of disadvantaged scholars is 10% lower than the school's attendance figures revealing that non-attendance to school disproportionately affects disadvantaged scholars.</p> <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.</p>
3	<p><b>Teaching and Learning</b></p> <p>Through observations, coaching and assessments, disadvantaged scholars 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 scholars is not consistent in all classrooms.</p>
4	<p><b>Lesson removals and suspensions</b></p> <p>Disadvantaged scholars are disproportionately more likely to miss learning time due to behavioural sanctions. In 2022/23 DS scholars were over represented in both lesson removals and suspensions.</p> <p>Removal from lessons disproportionately impacted disadvantaged scholars 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 scholars who accounted for 59.4% of all suspensions in the 2022/23 academic year.</p>
5	<p><b>Enrichment Opportunities and scholar leadership</b></p> <p>Disadvantaged scholars are less likely to benefit from life skills offered by scholar leadership opportunities. Disadvantaged scholars are disproportionately less likely to apply for scholar 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><b>Literacy Skills</b></p> <p>Assessments and observation of KS3 scholars indicate that disadvantaged scholars 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</p>

	some slight narrowing of the gap in Y8 in percentage of scholars slightly behind in Y8; the gap widens significantly in Y9 for those significantly behind.
<b>7</b>	<b>Scholar Leadership</b> Disadvantaged scholars are less likely to benefit from life skills offered by scholar leadership opportunities. Disadvantaged scholars are disproportionately less likely to apply for scholar 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
<b>8</b>	<b>Post 16 Opportunities and destinations</b> Disadvantaged scholars 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 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.
<b>9</b>	<b>Numeracy Skills</b> 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 scholars.

### 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 scholars' outcomes are in line with their non-disadvantaged peers	<ul style="list-style-type: none"> <li>• Set targets for all staff that disadvantaged scholars to make academic outcomes in Year 11 in line with national average.</li> <li>• To have robust Department tracking of assessment to ensure disadvantaged scholars not making progress in line with peers are identified early</li> </ul>
To ensure disadvantaged scholars have good attendance	<ul style="list-style-type: none"> <li>• To implement a programme of weekly attendance phone calls to disadvantaged scholars who have low attendance</li> <li>• To ensure attendance interventions specifically target disadvantaged scholars</li> <li>• To ensure disadvantaged families feel supported in knowing what excellent attendance is</li> <li>• To provide therapeutic and innovative activities to ensure scholars with significant attendance concerns are encouraged back into school.</li> </ul>
To ensure that Teacher CPD relentlessly focuses on improving disadvantaged outcomes	<ul style="list-style-type: none"> <li>• To ensure all training emphasises the positive impact of strategies on our disadvantaged scholars. This empowers staff to keep focused on our moral purpose</li> </ul>

	<ul style="list-style-type: none"> <li>• To prioritise routines, interventions and strategies that will best support our disadvantaged scholars in CPD.</li> <li>• To ensure teachers have annotated lesson keys in 100% of lessons.</li> </ul>
To ensure disadvantaged scholars have equitable access to enrichment activities compared to non-disadvantaged peers	<ul style="list-style-type: none"> <li>• To ensure 30% of all trip places go to disadvantaged scholars</li> <li>• To ensure 30% of all outdoor education opportunities are accessed by disadvantaged scholars</li> <li>• To ensure 30% of all places on in school enrichment activities are accessed by disadvantaged scholars.</li> </ul>
To proportionate amount of scholar leadership positions are filled with DS scholars.	<ul style="list-style-type: none"> <li>• To ensure 30% of all scholar leadership positions are filled by DS scholars</li> <li>• To ensure a programme of advocacy and targeted support is provided so DS scholars are encouraged into applying for leadership positions</li> </ul>
All pupil premium scholars are provided with experiences, guidance, advocacy to ensure they move to an appropriate post 16 course. No DS scholars are NEETs	<ul style="list-style-type: none"> <li>• To ensure all DS scholars are provided with 1-2-1 careers support.</li> <li>• To ensure the Empowering Girls Programme supports DS scholars in making informed and appropriate decisions.</li> <li>• At least 30% of all work place visits are attended by disadvantaged scholars.</li> <li>• At least 50% of scholars accessing the 1-2-1 careers mentoring programme are eligible for Pupil Premium.</li> </ul>
Rapid and sustained improvement in DS reading ages	<ul style="list-style-type: none"> <li>• To ensure DS scholars complete the Sparx reader programme</li> <li>• To ensure Lexia support is in place to rapidly improve DS reading ages.</li> </ul>
Fewer hours of lesson time are lost for DS scholars whilst maintaining Isca's high expectations for them	<ul style="list-style-type: none"> <li>• A reduction in time disadvantaged scholars spend in reflection</li> <li>• A reduction in the number of days of suspensions for disadvantaged scholars</li> </ul>
Pupils eligible for Pupil Premium make rapid progress in Maths in both progress and attainment.	<ul style="list-style-type: none"> <li>• Disadvantaged scholars progress in Maths continues to be above national average.</li> <li>• Reduce progress gap between disadvantaged and non-disadvantaged to 0.</li> </ul>

### 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: £184,648

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 scholars.</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 scholars.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	1,3,4,6,9
Deliberate Practice	<p>Provides consistent and regular opportunities to highlight priorities for PP scholars and to address the needs of PP scholars 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 scholar achievement. It included deliberate practice as a factor with a high effect size.</p>	1,3,4,6,9

## Targeted academic support

Budgeted cost: £85,000

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</p>	12,6,9

	and focused on the areas where pupils would most benefit from additional practice or feedback. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/small-group-tuition</a>	
Attendance Phone Calls and support	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. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a>	1,2
Empowering Girls Programme	The EEF suggests that certain types of Aspiration Interventions i.e. those that ensure scholars 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, scholars often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment	1,2,5,8
Sparx Maths	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 scholars.	1,9
Sparx Reader	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 scholars' comprehension. Research by the EEF states that reading comprehension strategies can have 6+ months of impact. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,6
Lexia Power Up	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 scholars' comprehension. Research by the EEF states that reading comprehension strategies can have 6+ months of impact. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,6
Provision of revision materials to DS scholars	The provision of quality revision materials can help improve outcomes but financial barriers can prevent the families of disadvantaged scholars accessing this material.	1

## Wider strategies

**Budgeted cost: £100,000**



Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips	By ensuring that disadvantaged scholars are proportionately represented on trips, staff are incentivised to advocate for disadvantaged scholars 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 scholars benefit from the academic, social and cultural benefits of these trips.	5
Outdoor Education	By ensuring that disadvantaged scholars are proportionately represented on outdoor education opportunities, staff are incentivised to advocate for disadvantaged scholars and to encourage them to take part in more and more activities.	5
School Activities outside the classroom	By ensuring that disadvantaged scholars are proportionately represented on school-based activities, staff are incentivised to advocate for disadvantaged scholars and to encourage them to take part in more and more activities.	5
Studio 71	This therapeutic intervention can help to re-establish the connection between home and school and ensure that scholars 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

#### Outcomes for disadvantaged pupils

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.

The data demonstrated that disadvantaged scholars' benefited from high quality teaching and routines as prioritised in coaching and developing deliberate practice. These strategies need to be further emphasised and embedded across the school. This is now more central to our Pupil Premium strategy.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are

to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that the outcomes for disadvantaged scholars at Isca is significantly below the outcomes of their non-disadvantaged peers both nationally and locally. Our strategies detailed above are designed to address this and rapidly close the gap. By focusing on attendance and on classroom performance we hope to radically improve these outcomes in the future.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that intervention by all levels of school leadership to support attendance and scholars being part of the school community is required and that enrichment activities have to be proportionately accessed by disadvantaged scholars. This requires even stronger advocacy and support at all levels of school leadership.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that we need to re-write our Pupil Premium Strategy to ensure it focuses relentlessly on improving the experience and outcomes of disadvantaged scholars.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

### 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
Sparx	Sparx

### Service Pupil Premium Funding

Measure	Details

### Further Information (optional)

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