

# Pupil premium strategy statement – Idsall School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1241
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Michelle King - Headteacher
Pupil premium lead	David Thomas - Deputy Headteacher
Governor / Trustee lead	Rebecca Carey – Community Trustee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,845
Recovery premium funding allocation this academic year	£48,024
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£220,869</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention and aim is that all disadvantaged pupils, like all other students, make good progress and achieve high attainment across the curriculum, particularly in EBacc and Open subjects, a particular area of underperformance over the last few years.

Our strategy is to support disadvantaged pupils to achieve that goal, not only those students' who are low attainers and have low progress, but also including and supporting those who are already high attainers. It is also important to consider the needs and support those who are particularly vulnerable, e.g. young carers and have a social worker. In this statement, we will outline the strategy and intention to support all of these learners.

The most important and first aspect to support not just disadvantaged students but all pupils is that of high-quality first teaching. This is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, e.g. English, Maths and Science for some of our high profile disadvantaged students in Years 10 and 11. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our wider school improvement plan reflects and details the strategy and intention of improving the progress and attainment of key sub-priority groups along with plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Alongside this, is the wider school plan to embed PiXL, EEF and Trust strategies in order to support all learners but disadvantaged and HA students specifically as they are key SIP priorities.

It is both our intention and responsibility to identify and respond to challenges and individual needs, which is rooted in robust formative and summative assessment, not assumptions about the impact of disadvantage. As a school, staff and Disadvantaged team we will ensure we are effective as possible by:

- Analysing and implementing the use of data to inform attainment, attendance and progress of PP students as well as rewards and sanctions.
- The student support team and PP SLT link acting early to intervene at the point need is identified, specifically attendance, uniform and meal provision for those students
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

- Ensuring as a school and the student support team, we identify and remove as many barriers to school and learning as possible for disadvantaged learners to thrive.

## Challenges

This section details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Recovering from the pandemic and cost of living crisis, we have ascertained a rise in students and families needing to access foodbank provision to live as well as technology and equipment in order to complete homework and partake in their lessons, session six or any additional support we offer via Teams. The education and wellbeing of many of our families have been affected by the school closures, undoubtedly to a greater extent than for other families, more specifically and notably for some disadvantaged families with more than 1 child at our school.</p> <p>This has resulted in numerous students having gaps in their knowledge for English, Maths and Science in particular, especially reading age expectations in our new Year 7, and current Year 8, cohorts.</p>
2	<p>Recovering from the pandemic and last couple of years, teacher phone calls and communication to and with students and families identified many social, emotional and wider family support issues. These were mainly surrounding mental health support for student and parent/carer, especially those families where disadvantaged students lived between parents. These issues had a direct correlation between them accessing lessons and completing work/homework or not. Attendance and engagement dropped off. Student anxiety and concern about catching up and examination grade were, and remain, the biggest issues.</p> <p>This has resulted in 2 school councillors being employed and utilised heavily with a waiting list of 22 students, 50% of which are disadvantaged students</p> <p>Furthermore, 1 to 1 and small group interventions are supporting the rise in low self-esteem, anxiety and other mental health issues affecting disadvantaged students, with student support team mentoring 16 high profile Year 10 and 11 students accordingly.</p>
3	<p>Assessments and observations with Year 7 KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. 50% of disadvantaged students have a reading age below 11 (functional literacy). In 2021/22 it was 25%.</p> <p>On entry to year 7 in the last 2 years, between 20 - 25% of our disadvantaged pupils arrive below age-related expectations compared</p>

	to 65% of their peers in reading age. Whilst these figures and profiles are very similar across the last 2 years, the gap has widened in reading age with the 2023 cohort having a range of 7-16 years across disadvantaged students. 2021/22 = 9-16 years
4	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3 - 5% lower than for non-disadvantaged pupils.</p> <p>20 - 25% of disadvantaged pupils have been 'persistently absent' compared to 70 - 75% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>There are a select group of year 10 and 11 students, all on our WAVE behaviour and inclusion intervention contributing significantly to our persistence absence.</p>
5	Our CAT assessments and observations show all disadvantaged pupils on entry in 2023 are lower and medium ability, with significant difference in their maths scores compared to their English skills. This is indicated across the curriculum and year groups, particularly maths and science.
6	<p>Our attainment, attendance and rewards data over the last 2 years indicates that acknowledging and rewarding disadvantaged pupils with merits has been between 4 - 7% lower than for non-disadvantaged pupils.</p> <p>12 - 15% of disadvantaged pupils in each year group have been awarded more demerits compared to 85 - 90% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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 achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>Wellbeing programme embedded across school with all stakeholders, including walk and talk at lunchtimes and extra curricular activities.</li> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> </ul>

	<ul style="list-style-type: none"> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
A continued improvement in attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc and Open subjects.	<p>2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>an average Progress 8 score of close to zero as possible. Previous years = -0.3, -0.86, 2022 = -0.9</li> <li>an average Attainment 8 score of 42. Previous years = 37.68, 42.27, 44.4, 2022 = 36.95</li> <li>an EBacc and Open subject average point score of close to zero as possible. Previous years = -0.9 and -0.9, -0.3 and -0.068, -1 and -0.4, 2022 = -1.062 and -0.652</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>
To enhance and improve provision for disadvantaged students within and outside of lessons	<p>From 2023 onwards, to have:</p> <ul style="list-style-type: none"> <li>1 to 1 and 3 to 1 tuition provided via the NTP, targeted to those with gaps in literacy, numeracy and any specific subject progress. A separate budget allocation for this spending is produced.</li> <li>Wider electronic/digital provision – MS Teams, PiXL strategies are in place for students to access from anytime anywhere.</li> <li>Integration of strategies within subjects and focused mentoring priorities for the student support team, signposting revision areas</li> </ul>
Gain better awareness and knowledge of best practice and student needs	<p>From 2023 onwards, we will have:</p> <ul style="list-style-type: none"> <li>3 tiered approach to PP monitoring and intervention, so mentors can allocate time and provision accordingly.</li> <li>student voice of provision and PP mentoring impact</li> <li>parent voice of provision and PP mentoring impact</li> <li>analysis of PP mentoring 1 to 1 sessions, looking at the profile of who and when receive support and intervention</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 (for example, CPD, recruitment and retention)

Budgeted cost: £124,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Review of curriculum intent, implementation and impact across the whole school, with each subject adjusting appropriately to meet student needs.</p> <p>Subjects will be given permission and access to purchasing curriculum in and align curriculum across Key Stages.</p> <p>We will provide CPD and time to train staff on data, teaching pedagogy and curriculum review</p>	<p>EEF evidence of approaches and strategies show that universal systems help students cognitive load. Also, conformity and consistency help achieve better sustained progress and attainment.</p> <p>Purchasing authorised curriculum/s that have been regulated and previously used by others.</p> <p>Regular retrieval practice for students shows that it helps reinforce long-term memory of knowledge</p>	3,5
<p>Creation of standardised and cumulative assessments in all subjects in order to improve accuracy of predicted grades.</p> <p>We will also implement QLA's within each subject area in order to access PiXL to help with intervention and revision (DTT approach)</p> <p>CPD will be given for this activity</p>	<p>PiXL strategies have shown that using DTT and QLA help teachers identify intervention needs but also helps to analyse teaching pedagogy and revision needs.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	1,3,4,5
<p>Introduce and embed Wellbeing programme award for all students, staff and parents, where we will be integrating a change team as well as team of champions to improve people's experience at school</p>	<p>Research commissioned and a report published by the DfE called "Thriving at Work" by Stevenson and Farmer shows that people's wellbeing and mental health directly impacts on their productivity.</p> <p>There is also a direct link between pupil health &amp; wellbeing and their attainment</p> <p><a href="https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment">https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment</a></p>	1,2,4,6
<p>Roll out NTP programme for majority of students = all SEND, PP and any students lacking progress and attainment in English, Maths and Science.</p> <p>We will be offering 1 to 1 and small groups of 3 to 1 tutoring for 15 sessions</p>	<p>Numerous research and evidence shows that a pupil's attainment and progress will significantly improve with intense small group and 1 to 1 tuition.</p> <p>Trial group of Year 9 into 10 students (summer of 2022) have given positive feedback on the tuition, with internal school subject data showing</p>	1,2,6

	<p>improvements in the targeted core subjects.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="#">Improving Literacy in Secondary Schools</a></p>	
<p>Create and deliver literacy and numeracy catch up teaching across the school through extra classes and subject curriculum review</p> <p>We will also utilise three different programmes:</p> <ul style="list-style-type: none"> <li>• Read, Write, Inc</li> <li>• Reading Families</li> <li>• PiXL to help with catch up, assessment and intervention needs</li> </ul>	<p>National evidence shows that the use of PiXL strategies and guidance by the EEF helps improve student progress and attainment by targeting the specific areas for students.</p> <p>School subject data will show the impact of creating extra literacy and numeracy classes to catch up specific students.</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <a href="#">Improving Literacy in Secondary Schools</a></p>	1,3,5,6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£76,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small 3 to 1 groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	All – in particular, 1,2 and 5
<p>Utilising Student Support team and SEND mentors to mentor and help students outside of lesson with attendance, family support, wellbeing and learning barriers as well as academically support students 1 to 1 in targeted</p>	<p>Targeted academic support and wider strategies are detailed by the EEF and government as being effective approaches to helping disadvantaged students progress  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p>	2,3,4



lessons where students are behind or underperforming.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£19,719**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of a whole school wellbeing award and programme	Research commissioned and a report published by the DfE called “Thriving at Work” by Stevenson and Farmer shows that people’s wellbeing and mental health directly impacts on their productivity. There is also a direct link between pupil health & wellbeing and their attainment report published via Public Health England <a href="https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment">https://www.gov.uk/government/publications/the-link-between-pupil-health-and-wellbeing-and-attainment</a>	1,2 and 4
Embedding principles of good practice set out in DfE’s <a href="#">Improving School Attendance</a> advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4 and 6
Targeted behaviour, attitude and aspirations system and group created to support and mentor students	There are numerous pieces of evidence and research proving that small group intervention and support has impact. <a href="http://www.sec-ed.co.uk">www.sec-ed.co.uk</a> – strategies for managing behaviour and fostering aspirations ERIC – evidence-based management strategies Bright Stars Boxing – alternative education provision	1,2,3,4
Revisit and review deep dives of every subject to review curriculum, quality of teaching and current position and provision for students	Ofsted process being used to analyse standards and performance in schools	All

**Total budgeted cost: £220,869**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We saw a drop in actual GCSE outcomes against what our internal assessments were showing us during 2022/23. These had suggested that the performance of disadvantaged pupils was significantly better than 2019 when exams were last sat. 2019 had a progress 8 score of -0.8 with 2022 being -0.56. 2023 produced an outcome of -0.9. This was largely down to severe persistent absence from a group of students – over 50% of the cohort having attendance of 75% or below.

The Open subject P8 was the best outcomes with -0.6, with the EBacc being -1. Maths was significantly better than English, achieving -0.9 and English arriving at -1.3

During the past year, we have immersed our Student Support team into the pastoral team instead of working in silos and isolation. This has meant our school strategy has and continues to change and evolve in different ways over the past 3 years, seeing a change of approach from RADI to PiXL. Alongside this, we have seen a change in Headteacher and 3 changes of SLT link overseeing disadvantaged students and therefore the strategy.

As a school, we implemented a range of responsibilities within the SLT team to support and alleviate the pressures on students and families. This included: food bank set up and support, uniform swap shop, wellbeing phone calls; issuing laptop/devices; 1 to 1 support and tutoring over the phone; key worker groups for vulnerable, SEND and where possible, disadvantaged students.

Our overall attendance has seen a significant drop in 2022/23, approximately by 2%, albeit it was higher than the national average but below 2021/22 and our last normal year, 2019. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 7% worse than their peers and persistent absence 15% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. At present, all year groups are at 90-92% with year 11 at 90%.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to various mental health and emotional needs. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Our results, and closing the gap significantly in the summer of 2022, mean that we are disappointed with the outcomes in the summer of 2023. However, we face the challenge of closing the gap with a year group who have poor attendance, numerous mental health impacts and an array of students on the WAVE system, PLP's and working with professional outside agencies and appropriate referrals. That said, we are better placed with intervention such as those mentioned above along with extra tuition in place for high profile students. We will continue to review and adapt our plan, considering ongoing research evidence and students needs in order to support this year's results as they currently are predicted to decline from last year's improvement.

## Externally provided programmes

Programme	Provider
NTP tuition	Targeted Provision – SEND students My Tutor – DA students

## Further information (optional)

### Additional activity

Other aspects of work and things we are doing in addition to supplement our PP strategy work includes:

- Analysing and utilising more frequent use of data – attainment, rewards and attendance, vs non-disadvantaged students, in order to build better staff awareness and understanding.
- Embedding more effective practice around assessment feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. PiXL also supports this notion. As a result, a new assessment and feedback policy is being created and implemented.
- Embedding a student council to meet regularly in order to ensure pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- Utilising support from external agencies around family support; student and family wellbeing and mental health; foodbank provision and community partnerships to support disadvantaged families in particular.
- Offering a wide range of high-quality house, session 6 and extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Targeted 1 to 1 session 6 academic support for disadvantaged students to undertake homework, catch-up work and missed assessments with their PP mentor.
- Launching a new whole school behaviour and rewards system to foster positive behaviour but mainly aspirations for all students.

### Planning, implementation, and evaluation

Reviewing the previous three year strategy, and identifying where and how we did not fulfil the objectives or achieve the desired outcomes was important to ascertain the level of impact we had managed to have. After a thorough analysis, incorporating student book and work scrutiny, assessments, data and discussions with staff, students and parents, we have changed our strategy and therefore approach.

We have also commissioned pupil premium research to get an external perspective and analysis of literature and best practice that we can use to inform the new strategy. This has been along with triangulating that with our structure of the pastoral, PP and

academic subject teams to work more collaboratively on attendance, behaviour and academic performance.

We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We viewed the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We intend to put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils, RAG rating and evaluating after each term between student support team and SLT link.