



Pupil premium strategy statement (Secondary)



Academy overview

Academy name	Iceni Academy (Methwold)
Pupils in academy	622
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£156,213
Academic year or years covered by statement	2020-21
Publish date	11 th September 2020
Review date	September 2020
Statement authorised by	Susan Byles (Regional Education Director – Secondary)
Pupil premium lead	Duncan Carmichael
Governor lead	

Disadvantaged pupil performance overview for last academic year

Measure	Academy Performance 2019-20 <small>This year's performance was calculated using Centre Assesses Grades due to the Covid19 pandemic.</small>	Comparison to previous years		
		2018-19	2017-18	2016-17
Progress 8	-0.14	-1.0	-1.0	-0.6
Ebacc entry	25%	10%	15%	10%
Attainment 8	3.85	2.6	3.1	3.6
% Grade 5+ in English and maths	25%	14%	15%	17%
% Grade 4+ in English and maths				48%

2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
Attendance	<p>All students attend school as much as possible, with improving attendance for those students for whom attendance intervention was implemented.</p> <p>Pupil Premium students' attendance is at least as high as their peers if not higher. Target 97%.</p> <p>PA for all pupils decreases to be in line with, if not below, national (12.7%). PP students PA to to decrease in line with their peers.</p>	P1 Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which enthuses them to want to come to the academy.	£12000	P1 Interventions are provided where academic progress is identified as a barrier to attendance. This will include home visits and phone calls where needed.	£10000	<p>P1 Attendance officer, SLT attendance link and Heads of Year work to support PP students to attend regularly and address any underlying concerns.</p> <p>P1 PP Rewards for improved attendance and 100% attendance.</p>	<p>£30,000</p> <p>£1000</p>
Digital gap	All PP students have access to technology to enable them to join in with online learning effectively and	P2 Staff training on effective digital teaching and learning	N/A	P2 In the event of partial school closures, implement the mentoring 'pod' system for all	£18000	P2 Provide technology for those PP students who do not have	N/A

	have resources available to them for independent study at home, too.	including via Microsoft Teams.		<p>students including those eligible for the Pupil Premium to ensure academic progress and bridging of the digital gap where required.</p> <p>Students to have access to PiXL, Hegarty Maths, SAMLearning, GCSEPod.</p>		their own devices at home.	
Gaps in learning due to lockdown	Any gaps in knowledge of PP students are identified and filled.	<p>P3 Ensure Curriculum maps/ plans are designed to enable gaps in knowledge to be identified and interventions to address them implemented.</p> <p>P3 Provide additional academic tutoring available to students through the MyTutor programme in English, Maths or Science.</p>	£8000	<p>P3 Targeted groups of PP students to take part in internal mentoring opportunities, especially Year 11 students.</p> <p>P3 GCSE revision guides provided for all Year 11 Pupil Premium students, free of charge.</p>	£8000		

Literacy and numeracy levels	<p>All students are literate and numerate, with reading ages commensurate with their chronological age, allowing them to access the full breadth of the curriculum with success.</p> <p>Any PP students not arriving at ARE are 'caught up' by the end of Year 7.</p>	<p>P4 Develop a 'Reading for Pleasure' strategy using the 'Just Reading' study as a basis for delivery of reading which can add 16 months to reading ages in 12 weeks.</p> <p>P4 Embed academic, real-world reading in all subjects.</p> <p>P4 Reduce class sizes to maximise one to one time in classrooms.</p>		<p>P4 Small group intervention for those students who have low literacy and numeracy levels using Literacy Tool Box Online and targeted, small group work with an HLTA.</p> <p>P4 Deliver the PiXL 'Build Up' programme to enhance literacy and numeracy levels in Year 10.</p>		<p>P4 Use YARC testing, NGRT testing and STAR Reading test access in order to measure starting points and progress of interventions.</p> <p>P4 GCSE revision guides provided for all Year 11 Pupil Premium students, free of charge.</p>	£23000
Cultural capital	<p>All students have access to a broad range of cultural capital, and expand their knowledge hinterland in support of the core.</p> <p>Increased proportion of PP students are engaged in music lessons and attend educational visits.</p>	<p>P5 Discrete planning by curriculum leaders and teachers for cultural capital, so that the curriculum is broad and far reaching and students do not face a 'diminished diet.'</p>	£34000	<p>P4 Internal mentoring for Year 11 students eligible for the Pupil Premium.</p>	£5000	<p>P5 Where appropriate, the use of the Pupil Premium to fund, or part fund, educational trips which can expand students' cultural capital.</p>	£8000

						<p>P5 Ensure peripatetic music lessons are available with subsidies.</p> <p>P5 Use GoZen subscription to increase emotional literacy.</p>	
		£54000		£41000		£62000	

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0	Sept 21
Attainment 8	4.2	Sept 21
% Grade 5+ in English and maths	30%	Sept 21
Attendance	97% (12.7% PA)	Sept 21
Ebacc entry in Year 10	68%	Sept 20

Teaching priorities for current academic year

Measure	Activity	Predicted cost
Priority 1 Pupil Premium students' attendance is at least as high as their peers if not higher. Target 97%.	<p>P1 Design a knowledge rich curriculum which is broad and balanced and which enthuses PP students to want to attend.</p> <p>Support the curriculum design with Quality first teaching in all areas.</p> <p>Design recovery and catch-up strategies that enable any students falling behind due to attendance issues, to close knowledge gaps quickly and build confidence.</p> <p>Put a coaching programme in place for all staff using materials from 'Walk thrus'. Make time available for staff to attend subject specific meetings within ATT and outside of the trust. https://www.walkthrus.co.uk/</p> <p>Ensure that staff CPD including curriculum planning opportunities, retrieval practice, questioning and modelling improves quality of T&L.</p> <p>Ensure staff engage well with ICS CPD offer including use of ATT Blended Learning Brochure.</p> <p>Work with RED to QA curriculum and make sure best practice is achieved and act on feedback from internal and external reviews.</p>	£30000
Priority 2 All PP students have access to technology to enable them to join in with online learning effectively and have resources available to them for independent study at home, too.	<p>P2 Train staff on effective digital teaching and learning.</p> <p>Act on the research that suggests that PP students were disproportionately affected by lockdown. Encourage face</p>	£18000

	<p>to face support with a teacher to ensure students remain motivated and are able to learn. Ensure PP students can access resources and live lessons using laptops.</p> <p>https://researchschool.org.uk/news/sustaining-the-learning-of-disadvantaged-pupils-during-school-lockdown/</p>	
<p>Priority 3 Any gaps in knowledge of PP students are identified and filled.</p>	<p>P3 Train staff on pedagogy for aspirational teaching, including knowledge-rich teaching and learning.</p> <p>Provide access to online platforms such as SAMLearning, GCSEPod, Hegarty Maths and PiXL are understood and used by all teaching staff.</p> <p>Provide additional academic tutoring available to students through the MyTutor programme in English, Maths or Science.</p> <p>https://www.mytutor.co.uk/</p>	£26000
<p>Priority 4 All students are literate and numerate, with reading ages commensurate with their chronological age, allowing them to access the full breadth of the curriculum with success.</p>	<p>P4 Improve reading ages for all students through reading for pleasure and foregrounding the importance of academic reading in all subjects.</p> <p>Make changes to the timetable to allow for a dedicated reading time to take place every day for all students and where reading is modelled by all staff. The texts and shared approach to this are built around the work of Westbrook, Sutherland, Oakhill and Sullivan in their paper "Just Reading": the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms.'</p> <p>(https://onlinelibrary.wiley.com/doi/abs/10.1111/lit.12141)</p>	£8000

	<p>These sessions will include a broad mixture of fiction and non-fiction texts, with a focus on broadening cultural capital.</p> <p>Deliver small group interventions for the weakest readers using Literacy Tool Box online and targeted HLTA support, as well as PiXL Build Up in Year 10.</p> <p>Literacy Tool Box online: http://perceptualliteracy.com/logon.aspx</p> <p>PiXL Build Up: www.pixl.org.uk</p> <p>Test reading ages of all students using STAR Reading. Benchmark KS3 students' reading ages against the GL Assessment NGRT.</p> <p>STAR Reading: http://www.renlearn.co.uk/star-reading/</p> <p>GL Assessment: https://www.gl-assessment.co.uk/products/new-group-reading-test-ngrt/</p>	
Priority 5 All students have access to a broad range of cultural capital and expand their knowledge hinterland in support of the core.	<p>P5 Curriculum leaders and teachers to plan schemes of learning that develop cultural capital, so that the curriculum is broad and far reaching and students do not face a 'diminished diet.'</p> <p>Ensure that all teachers know about and promote the support the PP funding can give with regards to academic trips and visits as well as peripatetic music lessons.</p>	£35000
Barriers to learning these priorities address	<ul style="list-style-type: none"> Digital gap 	

	<ul style="list-style-type: none"> • Aspirational teaching • Literacy and Numeracy • Lack of cultural capital 	
Projected cumulative spending		<i>£117000</i>

Targeted academic support for current academic year

Measure	Activity	Predicted cost
Priority 1 All students attend school as much as possible, with improving attendance for those students for whom attendance intervention was implemented.	<p>P1 Enable the Attendance Officer to meet regularly with the parents/ carers of PP students who have an attendance below 95%. Make Home visits to students who are not in the academy.</p> <p>Establish a system whereby Heads of Year and Personalised Learning Tutors mentor PP students with poor attendance or who are PA. Seek further support where necessary from external agencies used.</p> <p>Establish small group/ intervention groups to support students when in the academy.</p>	<i>£9300</i>
Priority 2 All PP students have access to technology to enable them to join in with online learning effectively and have resources available to them for independent study at home, too.	<p>P2 Implement the mentoring 'pod' system for all students including those eligible for the Pupil Premium to ensure academic progress and bridging of the digital gap where required in the event of partial closure.</p> <p>Provide students with access to PiXL, Hegarty Maths, SAMLearning, GCSEPod.</p> <p>Carry out an audit to ascertain access to technology at home and bridge these gaps with loaned resources and / or paper resources.</p>	<i>£18000</i>

Priority 3 Any gaps in knowledge of PP students are identified and filled.	<p>P3 Target groups of PP students to take part in internal mentoring opportunities, especially Year 11 students.</p> <p>Provide GCSE revision guides for all Year 11 Pupil Premium students, free of charge.</p>	<i>£8000</i>
Priority 4 All students are literate and numerate, with reading ages commensurate with their chronological age, allowing them to access the full breadth of the curriculum with success.	<p>P4 Establish small group intervention for those students who have low literacy and numeracy levels using Literacy Tool Box Online and targeted, small group work with an HLTA.</p> <p>Deliver the PiXL 'Build Up' programme to enhance literacy and numeracy levels in Year 10.</p>	<i>£3000</i>
<p>Priority 5 All students have access to a broad range of cultural capital, and expand their knowledge hinterland in support of the core.</p> <p>Increased proportion of PP students are engaged in music lessons and attend educational visits.</p>	<p>P5 Establish mentoring activities for Year 11.</p> <p>Identify in every subject the students needing financial support for learning materials and provide these.</p> <p>https://www.suttontrust.com/news-opinion/all-news-opinion/creating-cultural-capital/</p>	<i>N/A</i>
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Attendance • Digital gap • Increased knowledge gap due to Covid 19 school closures • Literacy and Numeracy • Cultural capital 	
Projected cumulative spending		<i>£38,700</i>

Wider strategies for current academic year

Measure	Activity	Predicted cost
Priority 1 All students attend school as much as possible, with improving attendance for those students for whom attendance intervention was implemented.	<p>P1 Ensure that attendance is encouraged and celebrated in tutor time, lessons and assemblies. Discuss the importance of attendance with students and their parents.</p> <p>Make time is available for the Attendance Officer and pastoral team to meet with parents and students to address attendance issues.</p> <p>Plan assemblies and tutor time activities to celebrate attendance of students.</p> <p>Put a rewards system in place to celebrate disadvantaged students for their good attendance.</p>	£12000
Priority 2 All PP students have access to technology to enable them to join in with online learning effectively and have resources available to them for independent study at home, too.	<p>P2 Give students access to online learning such as Pixl maths and English, SAMLearning, GCSEPod, Hegarty Maths, MS Teams and MyTutor.</p> <p>Training for students and parents/ carers on effective use of technology in study, in the event of further partial school closures.</p> <p>Training videos have been made to help support this, and lessons in school are focusing on ensuring students have full access to their accounts and are confident users of digital technology for study.</p>	£18000

Measure	Activity	Predicted cost
Priority 5 All students have access to a broad range of cultural capital and expand their knowledge hinterland in support of the core.	<p>P5 Use the Pupil Premium to fund, or part fund, educational trips which can expand students' cultural capital.</p> <p>Ensure that pastoral staff identify students needing financial support for academy uniform and for cultural experiences such as theatre trips, overseas residential, outdoor adventure, etc.</p> <p>Use the GoZen package which develops emotional literacy for targeted PP students.</p>	£5000
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Attendance • Digital gap • Literacy and Numeracy • Cultural capital 	
Projected cumulative spending		£35000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given to allow for staff professional development.</p> <p>Staff delivering small group interventions must be qualified/ trained in appropriate areas.</p>	<p>Use of INSET days and additional cover being provided where required. Discussion of Pupil Premium at all faculty meetings and in all Director of Faculty line management meetings.</p> <p>Clear programme of training for all staff, with the implementation of Teaching Walkthrus in order to secure best possible outcomes for all students eligible for the Pupil Premium.</p> <p>https://www.walkthrus.co.uk/</p>
Targeted support	Ensuring enough time for HLTA to support small groups , including Build Up	<p>HLTA timetable considered carefully in order to prioritise the highest needs.</p> <p>Development of this timetable alongside SENCo to ensure small group needs are met.</p>
Wider strategies	Engaging the families facing most challenges	Robust internal communication between teams and departments to ensure all families are supported and engaged effectively.

Review: last year's aims and outcomes

Aim	Cost	Outcome	Evaluative Summary
PP students, particularly those with high prior attainment, will make progress (Progress 8) in line with their non-PP peers.	£68000	PP students achieved an average Progress 8 of -0.2 (v. +0.1 for non-PP students). Higher prior attainers eligible for the PP achieved an average Progress 8 of +0.3, (v. -0.4 for non-PP high prior attainers)	The improvement in Progress 8 scores for PP students and the highest prior attainers eligible for the Pupil Premium is very pleasing and must now be built on.
PP students, particularly those with high prior attainment, will improve in terms of the percentage achieving 4+ and 5+ Basics.	£45000	20% of Pupil Premium students achieved Basics 5+ (v. 45%), 80% of HAP PP students achieved Basics 5+ (v. 78%). 55% of Pupil Premium students achieved Basics 4+ (v 73%), and 100% of HAP PP students achieved Basics 4+ (v 97%)	The gap between PP and non PP students has closed, with PP HAPs outperforming their peers. There is more work to do this year on supporting more PP students to achieve Basics at 4+
The attendance of PP students improves on an upward trend.	£23000	The attendance of PP students is not yet high enough, with average PP attendance 4% below that of non PP students.	This is a priority for the academic year 2020-21.
Barriers to learning are removed. PP students will have the opportunity to access extra-curricular clubs, trips and visits; have access to revision materials, uniform, equipment and anything else that may be required for general day to day consumption.	£6000	The partial school closures meant that many planned trips, including curriculum enhancement week, were unable to run. However, before this, PP students enjoyed a range of extra-curricular clubs and trips.	The partial school closures meant that many plans for this aim had to be put on hold.
PP students improve their cultural capital. PP students will have the opportunity to access extra-curricular clubs, trips and visits.	£12000	The partial school closures meant that many planned trips, including curriculum enhancement week, were unable to run. However, before this, PP students enjoyed a range of extra-curricular clubs and trips.	The partial school closures meant that many plans for this aim had to be put on hold.

Accelerate the progress of PP Year 7s who are below ARE.	<i>£7300</i>	62.5% of PP students met ARE in English at the start of Year 7, with 64% of PP students in maths meeting the same measure. By the end of the year 92% met ARE in English, and 94% in maths.	Interventions including the Literacy Tool Box Online and small group work with an HLTA were successful, as demonstrated by the data. This will be replicated in the academic year 2020/21.
Increase EBacc uptake.	<i>N/A</i>	For the class of 2022, there has been an EBacc uptake of 68% amongst PP students beginning their GCSE study in Year 10.	This is a marked increase from previous years, compared with historic data including 2021 (20%) and 2020 (20%). We would like this to increase further.
Cumulative Cost	<i>£161300</i>		