

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Iceni Academy (Methwold)
Number of pupils in school	632
Proportion (%) of pupil premium eligible pupils	28.6% (181)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	February 2022
Date on which it will be reviewed	
Statement authorised by	Mrs Lesley Hogg
Pupil premium lead	Mr Duncan Carmichael
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 143, 250
Recovery premium funding allocation this academic year	£ 22, 620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 165, 870

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will always consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At the centre of everything we do should be high-quality teaching. Within this focus we will always be mindful and educationally observant, of those students who require the greatest support, generally, but not exclusively, those students who are disadvantaged.

High quality, scaffolded teaching, is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our academy. 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.

High quality teaching will ensure that any identified knowledge gaps, whether as a result of Lockdown, Covid or general 'knowledge' will be addressed in normal lesson provision but, if identified and necessary, additional support will be provided to ensure that knowledge gaps are filled. This will apply to all students.

It is more often than not the case that knowledge gain and general academic progress is directly linked to an individual's literacy and numeracy skills. We will tirelessly drive-up standards of the whole academy's literacy and numeracy levels so that they are all commensurate with their chronological age, thereby allowing them to fully access their curriculum.

For high quality teaching to have its greatest impact it is essential that all students are in the academy as often as possible. Therefore, there is a clear focus, for each of the 3 years in this plan, on improving the attendance of those most at risk of making less progress than their peers. It is our intention that those students who are disadvantaged will have attendance that is at least as high, if not higher, than their peers. With this focus it is obvious that the percentage of PA students, including those who are disadvantaged, will decrease to at least in line with their peers.

We are clear that our academy has the golden opportunity to not only develop an individual's academic knowledge but also open doors to developing their cultural capital. We will endeavor to increase the number of opportunities available of all students to experience learning, in the widest sense, outside of the classroom and develop their quiver of intelligence. This may be through, for example, educational visits, outside speakers or music lessons.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged students is still significantly below that of their peers. In 2020/21, HT5 the PP attendance was 90.73% and the non-PP attendance was 95.45%. The PP attendance is clearly below the overall academy target of 97% and below that of the non-PP students.
2	The attainment of disadvantaged students is below that of their non-disadvantaged peers.
3	The reading ages of those students who are identified as disadvantaged, is not commensurate with their age. This will focus heavily on those students who have come to the academy during the Covid pandemic as there has been a greater impact on these students.
4	The Covid pandemic has had a massive impact on the availability of 'cultural' experiences for all students and the economic 'fall-out' from the pandemic is still being felt keenly by many of the academy population but, in particular, those students who are identified as disadvantaged.
5	Due to the rural nature of, not only, the academy but also the widespread locality of the villages, many students have limited exposure to the workplace, employers or employment opportunities.

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
All students identified as PP to have attendance at least as high as those students who are not identified as PP and at least 97%.	All PP students to have an attendance of at least 97%.
All PP students can fully access their learning and show their academic potential in assessments and exams.	All PP students to show an appropriate level of progress in their assessments and to reach their target levels as set by their staff.
All PP students can access, more freely, their learning opportunities both in the classroom and in their assessments/exams.	All PP students have reading ages commensurate with their chronological age.
All teaching staff to be fully aware of those students in their classes who are PP to ensure that they make high level opportunities for them to succeed academically.	PP students achieve their target grades and make appropriate levels of progress as shown by their assessment grades.

<p>Every faculty will plan and run an educational visit which will be accessible to all students and will be linked to the subject knowledge necessary for progress in these subjects.</p>	<p>The majority of PP students will access at least one Educational Visit.</p>
<p>All students will have an increased opportunity to experience outside speakers with a focus on employment and career plans. Year 10 students will be given the opportunity to access Work experience (WEX).</p>	<p>A strong CEIAG curriculum will be delivered in KS3 and 4 ensuring that the students in KS4 know what they wish to do Post 16.</p> <p>A range of outside speakers will have spoken to the students throughout the years and across the academic year.</p>

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: £ 116,897

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The staffing model allows the appointment of staff who can use their positions to support all students, in particular those who are PP, to achieve all of the identified targets.</p>	<p>This model will, where possible, be deployed across all year groups with a positive focus on the lower academically able groups.</p> <p>Reduction in class size +2 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Teaching Assistant Interventions +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Within class attainment grouping +2 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,3 and 4.</p>

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

Budgeted cost: £16483.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>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>Teaching Assistant Interventions +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Small group tutoring proves highly effective progress +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tutoring proves highly effective progress +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> <p>The impact of adult support staff on pupils and mainstream schools</p> <p>http://eppi.ioe.ac.uk/cms/Portals/0/PDF%20reviews%20and%20summaries/Support%20staff%20Rpt.pdf?ver=2009-05-05-165528-197</p>	<p>2 and 3</p>
<p>Deliver the PiXL 'Build Up' programme to enhance literacy and numeracy levels in Year 10 and 11</p>	<p>Early communication and language interventions can provide +6 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Evidence on how 'non-cognitive' skills can be defined and measured.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p>	<p>2 and 3</p>
<p>Reduce class sizes to maximise one to one time in classrooms</p>	<p>Reduction in class size +2 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1,2,3 and 4</p>

<p>GCSE revision guides provided for all Year 11 Pupil Premium students, free of charge.</p>		<p>2 and 3</p>
<p>Deliver a variety of reading strategies to all students through curriculum time, 'Build up' and 'General studies', and Form time activities.</p>	<p>Improving Reading Skills through Effective Reading Strategies</p> <p>https://www.sciencedirect.com/science/article/pii/S1877042813001146</p>	<p>2 and 3</p>
<p>Use of digital platforms for example Hegarty Maths and SAM learning to be available to all students. These can be used as intervention programs to supplement in-class teaching and for home learning.</p>	<p>Home Learning provision can provide +6 months of progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Individual instruction in through various mediums including digital can provide +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>2 and 3</p>
<p>Use of afterschool 'booster', tutoring and revision sessions to support knowledge development of targeted students.</p>	<p>Extending the school day for things such as tutoring or boosters +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>2 and 3</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.</p> <p>'Get to green' initiative being run in form time.</p>	<p>The DFE published a report on the links between attendance and attainment in 2014.</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	1
<p>Raising Achievement Manager (RAM) will lead 'Zones of Regulation' (ZOR) sessions which will target students to help them with their emotional regulation ensuring that school is a more enjoyable and positive experience. ZoR will also be taught, explicitly, to the Year 7 cohort, having been taught to Years 8-11 last year.</p>	<p>Effective behaviour intervention can improve academic outcome by +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning and regulating their behaviour. This approach can improve progress by +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Evidence to support the impact of the ZoR.</p>	1,2,3 and 4

	<p>https://zonesofregulation.com/research--evidence-base.html#</p> <p>A curriculum designed to foster self-regulation in students with neurobiological impairments.</p> <p>https://zonesofregulation.com/uploads/3/4/1/7/34178767/zor_literature_review.pdf</p>	
Safeguarding manager to support the Attendance Officer with identifying those 'vulnerable' students who require additional attendance support and home visits.	<p>Research into how improved attendance can lead to improved attainment.</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p>	1
Student Support Officers (SSOs) will provide a supportive link between the academy and the identified families to improve engagement with learning, behaviour and attendance,	<p>Best practice in parental engagement.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</p>	1, 2 3, and 4
Children have the opportunity to engage in a continually developing broad and balanced knowledge rich curriculum, which entuses them to want to come to the academy.	<p>The use of a broad and balanced curriculum to allow for education recovery.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</p> <p>Creating a broad and balanced curriculum.</p> <p>https://impact.chartered.college/article/creating-a-broad-balanced-curriculum/</p>	2
Rewards for improved	The DFE published a report on the links between attendance and attainment in 2014.	1

<p>attendance, 100% attendance and general positive behaviours.</p>	<p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	
<p>All pupils are exposed to first-hand experience of the outside world, through outside speakers, work experience and life experiences, through educational and enrichment visits.</p>	<p>The impact that Careers education can have on child development and enrichment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</p> <p>Review of current evidence on the way that employers can support schools to improve pupil education and economic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education</p>	<p>4</p>

Total budgeted cost: £ 142,780.41

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.