

# Pupil premium strategy statement 2022-23



This statement details our school's use of pupil 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 the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Iford Academy, part of Tregonwell Academy
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	75.5%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Leigh Bailey-Pearce
Pupil premium lead	Alison Thomas
Governor / Trustee lead	H Evans

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,085
Recovery premium funding allocation this academic year	£0
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	£60,085

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to raise attainment and progress of disadvantaged pupils in receipt of Pupil Premium Grant (PPG) so that their performance compares at least favourably with pupils who are not in receipt of PPG.

Pupils at our school come from a large geographic area with many factors impacting on academic, cognitive, personal and social development. Within our inclusive and personalised approach for all pupils we also consider the impact that disadvantage has in addition to these challenges and recognise the need to ensure that individual circumstances are supported so that all pupils have the chance to succeed.

High quality teaching and learning is key to addressing many barriers to pupils' learning and our strategy aims to add value to an already personalised curriculum offer. The additional flexibility and support offered by this funding allows us to tailor additional support to ensure that no pupil is disadvantaged in their learning and progress, be it academic or personal and social.

Our assessments and observations are based on working collaboratively as a team and with external professionals. Our strategy is reviewed annually to ensure we are adaptive and flexible to meet all pupils needs.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils may have delayed language and vocabulary skills (speaking, listening, reading and writing skills), which can also lead to poor social communication. This is amplified by the pandemic and its impact on accessing education and developing language and communication skills.
2	They are typically working below aged related expectations upon entry in Reading and Maths. This can vary significantly depending on additional factors including the impact of the pandemic.
3	They often require additional support developing social skills. Access to opportunities to develop these may have been delayed due to personal circumstances or through poor educational experience at a previous setting.
4	They can display with additional mental health and wellbeing challenges, including safeguarding, socio-economic factors and low self-esteem.

5	Their readiness for school may be poor due to previous poor attendance (lack of routine, limited personal development). This has also been greatly impacted by the pandemic.
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## 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
Pupils make expected progress in Reading (including speaking, listening and comprehension).	At least 90% of pupils achieve their personalised targets in Reading
Pupils make expected progress in Maths.	At least 90% of pupils achieve their personalised targets in Maths
Further develop social skills, gaining confidence and self-esteem that supports their future development.	Successful participation in Personal Development/Jigsaw/ Cre8tive lessons and through achievement of EHC plan termly outcomes.
Reduce occurrences of poor mental health by increasing in school support and external providers.	Successful participation in individual interventions
Increase opportunities for broader learning opportunities focusing on personal, social and cultural development	Active participation in enrichment, school visitor sessions and trips

## 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: **£22,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of youth support mentor in order to support pupil personal development and wellbeing	Our youth mentor has been successfully working as an external provider for a couple of years and the impact has been great on the pupils in receipt of the sessions. We have now recruited him in order to provide further support to those most in need and allows the availability of the sessions to be increased. The mentor sessions support pupils wellbeing and self-esteem.	1, 3, 4, 5

Maths manipulatives and ARK curriculum subscription.	Supporting high quality teaching and Mathematics guidance	1, 2
English ARK curriculum subscription.	Supporting high quality teaching and English guidance	1, 2
Jigsaw and Creative PSHE programme subscription to support the promotion of wellbeing and personal development.	Supporting high quality teaching and PSHE guidance. To ensure all pupils across the school are in receipt of high quality PSHE content to support development and wellbeing.	1, 3, 4, 5

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

Budgeted cost: £11,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of Direct Instruction intervention and Phonics programme to provide regular, high quality interventions beyond our existing staffing structure.	Our lower level working pupils have discussed that working within smaller groups helps them to learn and retain more information. They also worked for longer and felt more confident in answering questions and reading aloud. NGRT baseline data to support intervention programme.	1, 2, 4
Retention of a Literacy and numeracy tutor to provide regular, high quality interventions beyond our existing staffing structure.	Using the Government's national catch-up strategy to target key support needed for pupils to close the gap.	1, 2, 4
Class-based daily reading and maths interventions, supported by additional TA/teacher and access to resources for all disadvantaged pupils.	Pupils who had access to daily reading interventions raised their reading ages based on NGRT scores. Following this success, all pupils are now timetabled to have reading/maths in class every day in order to have the opportunity to either maintain or improve their reading levels.	1, 2, 4
Pupils to receive 1:1 literacy and numeracy intervention from trained member of staff in interventions team.	Using the Government's national catch-up strategy to target key support needed for pupils to close the gap. Those highlighted from both WRAT and phonics baseline assessments are offered 1:1 bespoke intervention to help support the gaps and need.	1, 2, 4

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

Budgeted cost: **£26,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support	Previous data analysis from ELSA sessions proves that pupils self-esteem and wellbeing improve over time following an individualised programme of ELSA support in school.	4, 5
Mindfulness teacher of yoga to support mental health of our young people	Observations from pupils who attend the yoga/mindfulness sessions show that they appear in a more positive frame of mind and ready for learning activities. They report that they feel calmer and have more tolerance for challenging situations.	4, 5
IAG support across the school	IAG team work across the school to provide guidance to all from options through to post 16 placements. This helps to alleviate any anxiety and stresses regarding transitions and next steps. They also help support in work experience placements to offer our pupils a change to have a go at a career before signing up to college courses.	3, 4, 5
Use of external providers to support our pupils maintaining their health and wellbeing. We are with you, Mosaic, AFCB, SALT services.	Bespoke intervention with external agencies to provide support for pupils who have highlighted the need and wish for help. Pupils work with staff in school to identify the support required and to liaise with the external agencies. The impact of these sessions are significant in supporting those with particular needs.	1, 3, 4, 5

**Total budgeted cost: £60,085**

## 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 2022 to 2023 academic year.

The final cohort for 2023 included 74 students who were eligible for Pupil Premium funding. This reflected the overall proportion of eligible students across the academic year which stood at approximately 75%. This high proportion of students benefited from a range of additional interventions and support which were possible due to resources available through the Pupil Premium expenditure and resulted in a positive impact upon the disadvantaged students in our population, particularly with regard to academic progress, access to qualifications and school attendance.

47 students benefitted from our ELSA and Youth Mentor programmes last year where they were able to develop skills in managing their wellbeing and social development. This partly addressed the delays and difficulties which arose post C19. Attendance of persistent absence has improved over time allowing a larger proportion of students to access school regularly. This positive engagement is reflected in the destinations data for Year 11 where 2/30 students were recorded NEET despite the proportion of PP students in Year 11 standing at 84%.

The embedding of the new PSHE curriculum led to the further identification of the creative resources which have been highly effective in addressing the CPD of the cohort, particularly helping support students from disadvantaged backgrounds. Student engagement with personal development through PSD and enhanced activities across the curriculum mean that incidents of bullying, discrimination and sexually harmful behaviour remain extremely low despite the very vulnerable nature of the cohort. Students are well prepared for life in society after attending school.

The first cohort of identified students have undertaken literacy interventions. Participation levels were above 90% with students making accelerated progress towards literacy-based targets which has had a broad impact across the entire curriculum. We are now looking to extend this to support pupils in their numeracy skills. Positive engagement with literacy meant that 20/25 eligible students sat their GCSE English examination with 12/20 students meeting or exceeding the FFT targets. 28/30 students in the Year 11 cohort achieved a formal qualification in English.

### Externally provided programmes

Programme
Team Teach.

Drug and Alcohol misuse support through 'We Are With You'
Bereavement support from 'Mosaic'
AFCB – careers workshops and preparation for post 16.
High Mead Farm – community farm project and construction.

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life.
- Arranging work-based learning that enables pupils to have first-hand experience of work.