

## Pupil premium strategy statement: St Ivo Academy v27Sept2022

This statement used the DfE template (published Summer 2021), and consulted the DfE guidance on [using pupil premium](#) and the EEF guide to [using your pupil premium funding effectively](#).

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	St Ivo Academy
Number of pupils in school	Total 1675; Y7-11: 1407; Y12-13: 266
Proportion (%) of pupil premium eligible pupils Y7-Y11	289 / 1407 (Y7-11) = 20.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years: 2021/22; 2022/23; 2023/24
Date statement was published (start of 3yr plan: Oct2021)	October 2021; Sept 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	S.Griffin: Principal
Pupil premium lead	M.Craig Vice-Principal
Governor / Trustee lead	P Speer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (DfE website states funding rates for 2022-2023: £985 per FSM/Ev6 ; £2410 LAC by L.A. or pupils adopted from care or have left care).	£232,460
Recovery premium funding allocation this academic year (DfE website state this is a time-limited additional grant for state schools 2021-22, 2022-23) (See end page for statement).	£48,285 (TBC by the multi-academy trust)
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	£280,745

# Part A: Pupil premium strategy plan

## Statement of intent

St Ivo is a large, non-selective, comprehensive academy, with a wide range of student needs both inside and outside the classroom. With regards to the Pupil Premium Grant (PPG), the fundamental intent and ultimate objectives include:

- adhering to the original intention of the PPG – tackling educational inequality.
- All pupils, irrespective of background or challenges (such as those with social workers, or are young carers) they face, make good progress and achieve high attainment across the curriculum, including in Ebacc subjects.
- Offering all students, including PP/disadvantaged, a broad and balanced knowledge-rich curriculum with high achieving and aspirational expectations, including progression within our Sixth Form or with other post-16 providers, and thereby enhancing life chances.
- Providing a range of extra-curricular opportunities that promote inclusion and well-being, and instil knowledge and understanding of culture and values.
- Providing high quality personal development, and so helping to produce young people, disadvantaged or not, who are successful learners, confident individuals, and responsible citizens who make a positive contribution to society.

Our PP strategy aims to achieve these objectives with particular implementation approaches, rooted in observed need, and recognised good practice and research such as the EEF.

- ‘Quality First Teaching’, with challenging work and high expectations, for all students is at the heart of our academic support. This is proven to have the greatest impact on closing the disadvantaged gap (diminishing the difference) and at the same time benefits all pupils. Implicit in the intended outcomes is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for the disadvantaged pupils.
- Targeting of pupils who are under-performing is also part of the academic support, particularly in maths/numeracy and English/literacy. The intention is to act early to intervene at the point that need is identified.
- The academic support approach in the PP strategy is also integral to wider academy plans for education recovery, for example through the National Tutoring Programme for pupils (both disadvantaged and non-disadvantaged) whose education has been affected.
- Academic support approaches will be rooted in diagnostic assessment to enable rapid and responses to both common and individual needs.
- Maximise the attendance of PP students, so they spend more time learning and benefiting from the range of approaches outlined above.
- Provide extra-curricular opportunities and well-being support, for example educational visits, uniform, activities.
- Overall, the approaches seek to identify and remove challenges and barriers to PP performance and outcomes (particularly in English and maths), and also obstacles to wider development, and so thereby diminish or close the disadvantage gap between PP and non-PP students.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning: core knowledge, understanding and skills; and also gaps in the quality and completion of classwork and homework. This results in underachievement. Although Year 11 PP attainment and progress significantly improved in 2022, a gap exists compared to non-PP (See outcomes table).
2	Reading challenges: gaps in reading ages; quality and quantity of reading. This diminishes curriculum access, outcomes, and life opportunities.
3	Outcomes gap compared to national outcomes, including English and maths.
4	Attendance gap (PP/NonPP) diminishes learning time and potential achievement
5	Well-being: Often limited expectations, low self-esteem, and less home resources lead to reduced ambition, engagement and outcomes.

## 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
<p>Close the gaps in PP core knowledge, understanding and skills by implementing consistently good 'Quality First Teaching' (QFT) based on new school-wide principles (influenced by Trust direction, school themes, and published research e.g. EEF, Lemov ('Teach Like a Champion'), Hattie, Wiliam, Christodoulou, Sherrington (WALKTHRUs).</p> <p>No gap in the standard of books/folders, and completion of classwork and homework, between PP and non-PP.</p> <p><i>1 year priority focus to embed, but ongoing.</i></p>	<p>The impact of QFT will be observable in the quality of class learning and homework. Learning walks and observations will be recorded and analysed on a central spreadsheet, looking at the consistency of 'Do Now' entry tasks, learning intentions and success criteria; effective questioning and reviews; whole class and personalised feedback (to challenge errors and misconceptions) and student responses / redrafting; knowledge-rich content; retrieval practice; sequencing; modelling; reading and writing opportunities in class and tutor time.</p> <p>Looking frequently at the standard of work and responses to feedback (personalised / whole class) in PP books/folders, with some comparison to non-PP. e.g. during work scrutiny systems in the school calendar.</p>
<p>Improving literacy for fluent reading, writing and expansion of vocabulary: students across all year groups show improving confidence, and ability. Gaps below age-related expectations for all students (both PP and non-PP), will be diminished in order to enhance access to curriculum learning.</p>	<p>Y6 into Y7 transition: Students (including PP) who have been identified during entry to Y7 as being below age-related expectations will have received early bespoke academic support to enable them to access the full curriculum depth. Entry and exit data will be recorded.</p>

<p><i>2 year priority focus to embed, then ongoing.</i></p>	<p>One of the relatively new tools used to strengthen the students, accelerated reader, will have become embedded to help improve reading for progress and pleasure.</p> <p>In addition, all students are experiencing frequent practice in reading and sometimes at length e.g. Form tutor time 2-3 mornings per week; lessons in book-based subjects include reading of 400-800 words per lesson;</p> <p>NGRTs (Y7, Y8, Y9) are analysed and followed by targeted intervention led by a newly appointed teacher of reading, and the reading strategy is a designated SLT role.</p>
<p>Period 6 impact: Improved attainment and progress outcomes in all subjects areas for Year 11, partly by increasing teaching &amp; learning time by creating 'Period 6'.</p> <p><i>Ongoing strategy whilst funding permits</i></p>	<p>A formal, timetabled period 6 will be operating and well attended, with tracking of impact e.g. assessments.</p>
<ul style="list-style-type: none"> <li>• English: PP and all students are to meet or exceed expected progress in English compared to national data. The outcomes progress gap between PP and non-PP in English is to be diminished or closed.</li> <li>• Targets (see opposite): Year 1 E/M 5+ 60%; Year 2 up to 63%; Year 3 up to 65%.</li> </ul> <p><i>3 year strategic priority to achieve a major academy uplift in E/M 5+ %</i></p>	<p>English/literacy interventions Y7,8,9</p> <p>Targeted Y10/11 English intervention through some English overstaffing to ensure capacity. Each intervention will comprise 6 week blocks with entry and exit data to assess impact.</p> <p>Y11 English targeted intervention Period 6, thus increasing school time specialist teaching to Y11 over the year. Year 1 to raise achievement in English/Maths 5+ % to an AIP (Academy Improvement Plan) target of 60%.</p>
<p>Maths: PP and all students are to meet or exceed expected progress in maths compared to national data. The outcomes gap between PP and non-PP in maths is to be diminished or closed.</p> <p>Targets (see opposite): Year 1 E/M 5+ 60%; Year 2 up to 63%; Year 3 up to 65%.</p> <p><i>3 year strategic priority to achieve a major academy uplift in E/M 5+ %</i></p>	<p>Additional numeracy/Maths support by KS3 and KS4 TLR holders.</p> <p>Y11 Maths targeted intervention in Period 0 and Period 6, thus increasing school time specialist teaching to Y11 over the year. Year 1 to raise achievement in English/Maths 5+ % to an AIP target of 60%.</p>
<p>Resources barrier (book-based, digital) will have been overcome and so remove disadvantage through inconsistent access to learning, and hence inhibited progress in</p>	<p>Provided high quality textbooks and revision resources for PP students. Hence PP to receive individual feedback forms to identify resource needs.</p>

homework and revision.  <i>Ongoing part of the 3 year strategy</i>	Embed and track digital resources (e.g. Sparx Maths, Hegarty Maths, Corrective Maths) to enhance blended 'home/school' learning and enable analysis of attainment with tailored feedback.
PP attendance: continue ensuring school PP attendance is above national PP attendance, but also seek to diminish the in-school PP/non-PP gap by reducing Persistent Absence of PP. <i>1 year priority, then aim higher in each year.</i>	Persistent absence of PP to be reduced, preferably yearly over 3 years (PA is defined nationally as below 90%).
Improved PP well-being which reduces low self-esteem, isolation and lower engagement. This includes seeking to provide aspirational experiences and opportunities to stretch PP High Prior Attainers.  Improved PP well-being through embedding an SSA (Student Support Assistant) in each Year Team to offer more regular personalised PP support; and use the trust-wide counsellor. <i>1 year strategic priority to embed, then ongoing</i>	Financial assistance for uniform. Inclusion in outside classroom opportunities e.g. Support for educational visits (subject-related and universities). Music lessons. Gym membership. Food store by SSAs for targeted pupils. Use of student counselling service.

## 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.

### Proportionate allocation of PP funding 2022-2023: PPG £232,460.

Allocation Area	Amount allocated	Proportion of spending
Teaching	£55,093	23.7%
Targeted academic support	£93,448	40.2%
Wider strategies	£83,919	36.1%

### Proportionate allocation 2022-2023 PPG £230,155 + Recovery Premium £48,285 tbc.

Allocation Area	Amount allocated for planned PP £232,460 + Recovery Premium £48,285 = £280,745	Proportion of spending

<b>Teaching</b>	<b>£55,093 PPG</b>	<b>19.6%</b>
<b>Targeted academic support</b>	<b>£93,448 PPG + £48,285 Recovery</b>	<b>50.5%</b>
<b>Wider strategies</b>	<b>£83,919</b>	<b>29.9%</b>

## Teaching (e.g. CPD, recruitment and retention)

Budget cost **£55,093**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Increased SLT planning and monitoring of school-wide 'Quality First Teaching First', enabled by: Increased Student Support Assistants time on-call (to reduce SLT on-call); SLT being timetabled for increased lesson/PP monitoring; and increased focus by PP SLT i/c.</p> <p>Total cost: £54,693 (linked to proportions of salaries)</p>	<p><b>Internal evidence</b></p> <p>All these activities allow more frequent and effective lesson visits and work scrutiny (with PP prominence).</p> <p><b>External evidence</b></p> <p>This is derived from research (Lemov, Hattie, William, Christodoulou, EEF Teaching and Learning Toolkit; The Attainment Gap report 2017)</p> <p><a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a></p> <p>Evidence suggests a significant effect size. e.g..quality feedback (effect size 0.73, Hattie)</p> <p>Quality First Teaching is seen as one of the <a href="#">7 Building Blocks</a> for Success when supporting the attainment of disadvantaged pupils</p>	1

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

Budgeted cost: **£93,448**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Period 6 and holiday clinics - all subjects for Year 11</p> <p>For closing gaps in learning, revision, and retrieval practice. It involves additional lessons after school holiday clinics and related rewards, trips, refreshments, transport</p>	<p><b>Internal evidence</b></p> <p>Past years of after school booster sessions were effective in some areas to support students. Hence a more formal approach, renamed 'Period 6' has potential more impact.</p> <p><b>External evidence</b></p>	

<p>and work materials.</p> <p>PPG: £11,700 Plus THE ALLOCATED RECOVERY PREMIUM TO ST IVO: £48,285</p> <p>See the end of this document for a Recovery Premium statement and budget breakdown.</p>	<p>Period 6 models from other schools being effective. The EEF Attainment Gap report 2017 states that targeted small group and one-to-one interventions have the potential for the immediate impact on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/</a></p>	
<p>Effective tracking and bespoke delivery of literacy/English intervention:</p> <p>Additional English/literacy interventions Y7,8,9. (£14,726).</p> <p>Use of accelerated reader (£2,018)</p> <p>Additional 2 Y11 English classes. (£2,864)</p> <p>Y11 English targeted intervention in Period 6, thus increasing school time specialist teaching to Y11 over the year to raise achievement in English/Maths 5+ % to an AIP target of 60%. (£1000 for expanding to 12 tutor groups, with knock on external cover needs)</p>	<p><b>Internal evidence</b></p> <p>Increased use of more but smaller classes, and bespoke individual and small group intervention have improved PP outcomes since 2019, albeit internally awarded CAG/TAGs that are not regarded as externally validated data during Covid disruption.</p> <p>Positive feedback, raised engagement, and evident progress from students using accelerated reader.</p> <p><b>External evidence</b></p> <p>The EEF Attainment Gap report 2017 states that targeted small group and one-to-one interventions have the potential for the immediate impact on attainment. <a href="https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/</a></p> <p>The report on Gov.uk, The Pupil Premium: how schools are spending the funding, indicates that research shows this too. <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	2,3
<p>Effective tracking and delivery of numeracy/maths intervention. (£11,493)</p> <p>Y11 Maths targeted intervention in Period 6, thus increasing school time specialist teaching to Y11 over the year to raise achievement in English/Maths 5+ % to an AIP target of 60%. (£1000 – as above for Eng, only single counted).</p>	<p><b>Internal and external evidence:</b></p> <p>As above in the literacy/English.</p>	3
<p>Provide high quality textbooks and revision resources for PP students to</p>	<p><b>External evidence</b></p> <p>Digital technology is associated with moderate learning gains (EEF: on average an additional 4 months)</p>	2, 3

<p>overcome the resources barrier (book-based, digital). (£13,238)</p> <p>Embed and track digital resources (e.g. Sparx Maths, Hegarty Maths, Corrective Maths) to enhance blended 'home/school' learning and enable analysis of attainment with feedback.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidence/summaries/teaching-learning-toolkit</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£83,919**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Diminish the in-school PP/non-PP gap by reducing the Persistent Absence of PP, preferably yearly over 3 years (PA is defined nationally as below 90%).</p> <p>Proportion of the work by the Attendance and School Education and Welfare Officer (£4223).</p>	<p><b>External evidence</b></p> <p>Nationally, and in school, PP attendance is below 'All Pupils'; Higher attendance increases learning time and aids achievement. Barriers to learning this priority addresses: research shows that low PP attendance is closely linked to underperformance.</p> <p>Strategies to promote good attendance are also listed in the top approaches for disadvantages pupils by the government in <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	4
<p>Uniform provision and assistance: A fit for purpose uniform will be visible and worn with pride during the school day and PE lessons, which aids well-being and reduces low self-esteem, isolation and lower engagement. (£6,000)</p> <p>Protective clothing and equipment. ((£1,000)</p>	<p><b>Internal evidence</b></p> <p>Uniform assistance is successfully offered each year to PP/FSM. It enables multiple students to be visibly equal to peers, thereby instilling confidence and self-respect.</p>	5
<p>Regular well-being support being available through a Trust appointed student counsellor, plus embedding new SSAs in all Years. (Proportion for PP-related pastoral work of Student Support Assistants: £26,890.</p>	<p><b>Internal evidence</b></p> <p>These aid attendance, resilience and well-being through strengthening the capacity of students to deal with issues such as mental health, anxiety, depression, weakened behaviour boundaries, all of which presented during the Covid pandemic.</p>	
<p>Food provision by SSAs for targeted pupils; occasional lunches, pre-</p>	<p><b>Internal evidence</b></p> <p>Food provision aids the ability of students to sometimes process challenges with pastoral</p>	5



<p>exam nutrition, study incentives (£3,000); Ingredients support for food lessons (£2,000).</p>	<p>staff in the mornings, and enable concentration in lessons.</p>	
<p>Activities provision and assistance to reduce disadvantage over learning and personal development opportunities, and boost inclusion and self-esteem e.g. Educational visits (£10k plus £10k c/f); Music lessons (£4k); Learning achievement and praise prizes and incentives (£3k); Transport (£3k) for after school homework and emergency circumstances needing outside catchment support); Additional quality AP (£10k); Contingency for unexpected needs (£10k e.g. gym membership),. Note: these activities may be affected by Covid circumstances.</p>	<p><b>Internal evidence</b> Past outside classroom opportunities have been effective (e.g. Castles trip for all Y7; trips to universities, providing free tickets to targeted PP for school show productions).</p> <p><b>External evidence</b> Research suggests that providing pupils with access to a full range of educational experiences can reduce the gap in outcomes <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	<p>5</p>

**Total budgeted cost: £232,460**

## 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 2021 to 2022 academic year. The amount of Pupil Premium Grant Funding for 2021-2022: £230,155 = c/f £10,000 + Recovery Premium £48,285 = £288,614.

#### **Assessment by St Ivo Academy for 2021-2022:**

Following the March 2020 to 2021 period of particularly Covid-19 pandemic disruption, there was less disruption September 2021 to July 2022 apart from particular spells of infection and absence. A key focus of the academy was to close the gaps in learning that had developed during the previous Covid disruption. Headlines assessment:

#### Target - Raise PP achievement

- Progress outcomes for Year 11 PP students improved significantly from 2019 (-0.22) to 2022 (-0.02), one of the best results in academy recent history.
- Attainment outcomes for Year 11 PP students improved significantly to 41.36, again one of the best results in academy recent history.
- Ebacc entry figures continued to rise year on year (lowest in 2019 5.4%; highest 2022 41.9%).
- The academy proactively met gaps in learning that had emerged or become exacerbated during Covid disruption e.g. increased diagnostic assessments; a Y6 into Y7 'Jump' group; literacy and English interventions for Y8, Y9; additional Y10/Y11 English teaching groups; additional English and Maths teaching time during 'period 0' and 'period 6'; study materials and revision resources for internal assessments; digital resources for online learning and revision; one-to-one and small group intervention strategies in English/maths.
- The drive to raise achievement has been aided by the introduction of Trust-wide behaviour and learning strategies to achieve a culture of disruption-free learning and studious habits.

#### Key outcomes:

- Significant improvement in Progress and Attainment compared to 2019, for all pupils and Disadvantaged Pupils (see outcomes table).
- PP Ebacc entry % improved each year: 2019, 2020, 2021, 2022
- % Grade 5+ in English and maths needs to improve for All pupils and PP pupils.

#### Target - Improve PP attendance

Activities: Contact and monitoring by the Attendance Officer and School Education and Welfare Officer; pastoral focus by Student Support Assistants.

#### Key outcome:

- PP school attendance % improved each year: from 2019, 2020, 2021, 2022 (see table below)

## Target - Improved inclusion and well-being support

Activities focused on provision and assistance to reduce disadvantage over learning and personal development opportunities, and boost inclusion and self-esteem. These included:

- Uniform: The school proactively met PP uniform needs throughout the year, thus reducing the difficulties faced by pupils in acquiring uniform due to family financial circumstances and any supply chain related issues.
- Food provision e.g. by SSAs for targeted pupils; breakfast, occasional lunches, pre-assessment nutrition; Ingredients support for food lessons.
- Some music lessons for PP (reduced due to Covid restrictions).
- Additional quality Alternative Provision: Some PPG was allocated to Alternative Provision to ensure good quality inclusion for all PP experiencing AP or for particular individuals.
- PP students were effectively targeted for laptops using the government scheme.
- Educational visits and the Brilliant Club had been unfortunately cancelled during the Covid disruption. However, educational visits restarted e.g. a highly popular Y8 Switzerland visit.
- Introduction of a trust appointed student counsellor - fully booked.

## Disadvantaged pupil performance overview for last academic year (2021-2022)

Progress 8	PP -0.02 ; All +0.32 Gap: -0.34
Ebacc entry	PP 41.9 %; All 43.8%
Attainment 8	PP 41.36 ; All 49.34 Gap: -7.98
% Grade 5+ in English and maths	PP 25.6% ; All 44.5%
Attendance 2021-2022	PP 87.2% Non-PP 95.0% All 91.8%

## Review: 2021-2022 aims and outcomes

Aim	Target	Target date	Outcome
Progress 8	Achieve improved P8 made by PP for similar schools.	Sept 22	2021: PP -0.17 (estimated) 2020: PP -0.47 (estimated) 2019: PP -0.22
Ebacc entry	Improve % of PP EBacc entry	Sept 22	All/PP 2021: 37.8 / 28.6 2020: 25.8 / 14.6 2019: 14.1 / 5.4
Attainment 8	Achieve national average for attainment for all pupils	Sept 22	2021: PP 4.22 2020: PP 3.76 2019: PP 4.08
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 22	2021: PP 39.7% 2020: PP 18.8% 2019: PP 32.4%
Other: Attendance	Improve PP attendance, and exceed the PP national average.	Sept 22	2021: PP 94.07% 2020: PP 93.85% 2019: PP 93.83%

## Externally provided programmes

*Non-DfE programmes that you purchased in the previous academic year.*

Programme	Provider
GCSEpod	Access
Accelerated Reader	Renaissance Learning
Hegarty Maths	C.Hegarty
Educake	Educake Ltd
Corrective Maths	Corrective Maths
Tutoring	MyTutor

## 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?	<p>The Service Pupil Premium is currently worth £310 per service child who meets the eligibility criteria. It is designed to assist the school in providing the additional support these children may need to help mitigate the impact of family mobility or parental deployment.</p> <p>Spending items (included in the PP statement above) stem particularly from the focus placed upon:</p> <ul style="list-style-type: none"> <li>Uniform provision to ensure swift inclusion.</li> <li>Provision of study and revision resources to help mitigate the impact of changes to schools and topics being studied.</li> <li>Time spent on attendance monitoring by the attendance officer, and pastoral support through the Student Support Assistant system.</li> </ul>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Analysis suggests that the outgoing Y11 SPP cohort were broadly in line with expectations.</p>

## Recovery Premium statement

Reference to the Recovery Premium and intention on how to spend it is included in the earlier PP statement above.

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. It provides additional funding for state-funded schools, and is planned to cover the 2021 to 2022, 2022-2023, and 2023-24 academic years. The recovery premium is allocated using the same data as the pupil premium.

DfE guidance on the Recovery Premium states that schools should spend this premium on evidence-based approaches to support pupils, citing the EEF guide.

DFE guidance also states that schools may:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest

**For 2021-2022 St Ivo was allocated a Recovery Premium of £48,285.**

St Ivo identified Year 11 pupils as having the greatest need due to 18 months of Covid-disrupted education and yet needing to sit GCSE/Level 2 exams and assessments by the end of the school year. Hence, it spent the Recovery Premium on all Year 11 students. Further, most of the money was spent on effective targeted academic support (a PP strategy recommended by the EEF). The overall spending on Y11 'recovery' was budgeted to exceed the Recovery premium', with the planned budget comprising:

Period 6 in all subjects (3 lessons per week for at least 30 weeks): £36,000

Holiday clinics of 6 hours per non-core subject: £3,600

Rewards and refreshments (to include post-mock exam; refreshments for period 6): £10,000.

Buses home: One additional bus per day when period 6 runs to take students to villages: £9,000

University visit to take Y11 to a university outside Cambridgeshire: £3,600

Study materials: provision of Knowledge Organisers and revision guides: £2,750

**For 2022-2023, given the significant improvement in progress and attainment of the previous Y11 cohort, St Ivo plans to pursue a similar strategy with the Recovery Premium for 2022-2023.**

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