

Pupil premium strategy statement: St Ivo Academy

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 2023 to 2024 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 1495; Y7-11: 1351 ; Y12-13: 144
Proportion (%) of pupil premium eligible pupils Y7-Y11	285 PP Y7 – 11 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years: 2024/25; 2026/26; 2026/27
Date statement was published (start of 3yr plan: Oct2023)	Updated Sept 2024
Date on which it will be reviewed	Sept 2025
Statement authorised by	A.Meneagh: Principal
Pupil premium lead	D.Varey Asst Principal
Governor / Trustee lead	P Speer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (DfE website states funding rates for 2023-2024: £1035 per FSM/Ev6; £2530 LAC by L.A. or pupils adopted from care or have left care).	£264,600
Recovery premium funding allocation this academic year (DfE website states RP is a time-limited additional grant for state schools 2021-22, extended to 2022-23, 2023-2024) (See end page for statement).	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year (TBC by MAT after pooling of funding).	£264,600

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.
- 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 gaps in the quality and completion of classwork and homework. This results in underachievement. Although Year 11 PP attainment and progress has shown improvement, 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, participation, 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 academy-wide principles (guided by Central Trust direction, academy themes, and published research e.g. EEF, Lemov ('Teach Like a Champion'), Rosenshine.</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, drop-ins and observations will be analysed, looking at consistency of 'Principles of Teaching', '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/tutor time; 'means of participation'.</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 'expectations variance' and 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</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 reading intervention to help enable them to access the full</p>

<p>non-PP), will be diminished in order to enhance access to curriculum learning.</p> <p><i>2 year priority focus to embed, then ongoing.</i></p>	<p>curriculum depth. Entry and exit data will be recorded.</p> <p>To strengthen the students, accelerated reader will become further 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. tutor reading time at least 3 times 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 an appointed teacher of reading, and the reading strategy is a designated SLT role.</p>
<p>Pre-exam 'Just in Time' revision cohort sessions for mocks and final GCSE exams, plus other revision programmes, with the intended outcome of improved attainment and progress outcomes in subjects for Year 11.</p> <p><i>Ongoing strategy</i></p>	<p>A timetable of pre-exam review cohort sessions will operate during revision periods before exams and be well attended, with monitoring of success through feedback.</p>
<ul style="list-style-type: none"> 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. Targets (see opposite): Year 1 E/M 5+ 60%; Year 2 up to 63%; Year 3 up to 65%. <p><i>Year 2 of a 3 year strategic priority to achieve a major academy uplift in E/M 5+ %</i></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>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>Year 2 of a 3 year strategic priority to achieve a major academy uplift in E/M 5+ %</i></p>	<p>Targeted Y10/11 Maths intervention through some Maths overstaffing to ensure capacity. Each intervention will comprise 6 week blocks with entry and exit data to assess impact.</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 homework and revision.</p>	<p>Provided high quality textbooks, booklets and revision resources for PP students. Embed and track digital resources (e.g. Sparx Maths, Sparx Reader) to enhance blended 'home/school' learning and enable analysis of attainment with tailored feedback.</p>

<i>Ongoing part of the 3 year strategy</i>	
<p>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.</p> <p><i>1 year priority, then aim higher in each year.</i></p>	<p>Persistent absence of PP to be reduced, preferably yearly over 3 years (PA is defined nationally as below 90%).</p>
<p>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.</p> <p>Improved PP well-being through continuing with the SSA staffing (Student Support Assistant) in each Year Team to offer regular personalised PP support; and use the trust-wide counsellor.</p> <p><i>1 year strategic priority to embed, then ongoing</i></p>	<p>Financial assistance for uniform.</p> <p>Inclusion in outside classroom opportunities e.g. financial support for educational visits (subject-related and universities).</p> <p>Music lessons.</p> <p>Gym membership.</p> <p>Food store by SSAs for targeted pupils.</p> <p>Use of student counselling service.</p>

Activity in this academic year 2024-2025

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 2023-2024 PPG £264,600

Allocation Area	Amount allocated for PPG £264,600	Proportion of spending
Teaching	£92,843 PPG	35% of PPG
Targeted academic support	£76,835 PPG	29% of PPG
Wider strategies	£94,922 PPG	36% of PPG

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

Budget cost **£92,843**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased SLT planning and monitoring of school-wide 'Quality First Teaching First', enabled by increased Student Support Assistants time triaging issues; more SLT timetabling for increased 'on tour' drop-in lesson/PP monitoring; and increased focus by PP SLT i/c.	<p>Internal evidence All these activities allow more frequent and effective lesson visits and work scrutiny (with PP prominence).</p> <p>External evidence This is derived from research (Lemov TLAC, Rosenshine, Sherrington, Wiliam, Hattie, Christodoulou, EEF Teaching and Learning Toolkit; The Attainment Gap report 2017) https://educationendowmentfoundation.org.uk 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 7 Building Blocks 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: **£76,835**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-mock and public exam revision sessions and holiday clinics (most Year 11 subjects) for closing gaps in learning, revision, and retrieval practice. It involves before and after school revision sessions, school holiday clinics and related rewards, revision trips, refreshments, transport and work materials.	<p>Internal evidence Past years of after school booster sessions were effective in some areas to support students.</p> <p>External evidence 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. https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/</p>	
Effective tracking and bespoke delivery of literacy/reading intervention:	<p>Internal evidence Increased use of individual and small group intervention have improved PP outcomes since 2019</p>	2,3

	<p>Positive feedback, raised engagement, and evident progress from students using accelerated reader.</p> <p>External evidence 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. https://educationendowmentfoundation.org.uk/evidencesummaries/attainment-gap/</p> <p>The report on Gov.uk, The Pupil Premium: how schools are spending the funding, indicates that research shows this too. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	
Internal Alternative Provision – contribution to staffing costs (AP Manager and Behaviour Support Worker)	<p>Internal evidence From 2024-25, we wish to move away from the use of external AP which has mixed quality and outcomes.</p>	3
<p>Provide high quality textbooks, booklets, and revision resources for PP students to overcome the resources barrier (book-based, digital).</p> <p>Embed and track digital resources (e.g. Sparx Maths, Sparx Reader) to enhance blended 'home/school' learning and enable analysis of attainment with feedback; Run homework support club</p>	<p>External evidence Digital technology is associated with moderate learning gains (EEF: on average an additional 4 months) https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit</p>	2, 3

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

Budgeted cost: **£94,922**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Diminish the in-school PP/non-PP gap by reducing the Persistent Absence of PP, preferably yearly over 3 years (PA is defined	<p>External evidence 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</p>	4

<p>nationally as below 90%).</p> <p>Proportion of the work by the Attendance Welfare Manager</p>	<p>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 https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	
<p>SSA (Student Support Assistant) salary proportions for PP focused inclusive and motivational pastoral work Y7, Y8, Y9, Y10, Y11</p>	<p>Internal evidence:</p> <p>Regular liaison with PP students and parents reduces school refusal, raises attendance, establishes positive relationships, supports motivation and self-esteem.</p>	
<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.</p>	<p>Internal evidence</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:</p>	<p>Internal evidence</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>Ingredients support for food lessons.</p> <p>Food provision by SSAs for targeted pupils; occasional lunches, pre-exam nutrition, study incentives.</p>	<p>Internal evidence</p> <p>Food provision aids the ability of students to sometimes process challenges with pastoral staff in the mornings, and enable concentration in lessons.</p>	5
<p>Activities provision and assistance to reduce disadvantage over learning and personal development opportunities, and boost inclusion and self-esteem</p> <p>e.g. Educational visits</p> <p>Music tuition</p> <p>Learning achievement and praise: prizes and incentives</p> <p>Transport for after school homework and emergency</p>	<p>Internal evidence</p> <p>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>External evidence</p> <p>Research suggests that providing pupils with access to a full range of educational experiences can reduce the gap in outcomes https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	5

circumstances needing outside catchment support); Contingency for unexpected needs e.g. gym membership for self-regulation and self-esteem.		
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Total budgeted cost: £264,600

Part B: Review of outcomes in the previous academic year: 2023-2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. The amount of Pupil Premium Grant Funding for 2022-2023: £250,470 + Recovery Premium £66,792 = £317,262

Assessment by St Ivo Academy for 2023-2024:

Following the last 'normal' year of 2018-2019, there was the March 2020 to July 2021 period of most intense Covid-19 pandemic disruption; less disruption September 2021 to July 2022 apart from particular spells of infection and absence; and even less disruption September 2022 to July 2023 apart from some reduced attendance. A key focus of the academy was to close the gaps in learning that had developed during the previous Covid disruption. Headlines assessment:

Target and outcomes - Raise PP achievement

- **Progress outcomes** for Year 11 PP students improved from 2019 (-0.66) to 2024 (-0.36).
- **Attainment outcomes** for Year 11 PP students improved from 34.62 (2019) to 43.47 (2024).
- **PP Ebacc entry** figures have risen: 5% (2019); 45.3% (2024)
- **% Grade 5+ in English and maths:** 26.5 (2019) (national PP 24.9 in 2019) to 28.3% (2023).
- The academy proactively sought to meet gaps in learning that had emerged or become exacerbated during Covid disruption e.g. diagnostic assessments; literacy and English interventions for Y7, Y8, Y9; additional Y10/Y11 English teaching groups; additional English and Maths teaching time during '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 and gradual embedding of Trust-wide behaviour and learning strategies to achieve a culture of disruption-free learning and studious habits.

Target and outcomes - Improve PP attendance

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 but fell 2022-2024 (84.8%) as part of a national trend.
- Attendance strategy ahead for 2024-2025 will deploy individual action plans and incentives for PP, and include a focus on driving down Persistent Absence amongst PP.

Target - Improved inclusion and well-being support

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.
- Music lessons for PP.
- Additional quality Alternative Provision: Some PP Grant was allocated to Alternative Provision to ensure good quality inclusion for all PP experiencing AP or for particular individuals.
- Educational visits had been unfortunately cancelled during the Covid disruption. However, educational visits restarted.
- A trust appointed student counsellor - fully booked.

Disadvantaged pupil performance overview for last academic year (2023-2024)

Progress 8	PP -0.36; All +0.17 Gap: -0.53
Ebacc entry	PP 45.3 %; All 59.3%
Attainment 8	PP 40.32; All 48.40 Gap: -8.08
% Grade 5+ in English and maths	PP 28.3%; All 45%
Attendance 2023-2024	PP 84.8% ; All 90.7%

Review: 2023-2024 aims and outcomes

Aim	Target	Target date	Outcome
Progress 8	Achieve improved P8 made by PP for similar schools.	Sept 24	2024: PP -0.36 2019: PP -0.66
Ebacc entry	Improve % of PP EBacc entry	Sept 24	All/PP 2023: 59.3 / 45.3 2019: 14.1 / 5.4
Attainment 8	Achieve national average for attainment for all pupils	Sept 24	2023: 40.32 2019: PP 34.62
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 24	2023: 28.3% 2019: PP 26.5%
Other: Attendance	Improve PP attendance and exceed the PP national average.	Sept 24	2024: PP 84.8% 2019: PP 93.83%

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance Learning
Hegarty Maths	C.Hegarty
Educake	Educake Ltd
Corrective Maths	Corrective Maths
Tutoring	MyTutor
Sparx Maths and Reading	Sparx

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 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. Spending items (included in the PP statement above) stem particularly from the focus placed upon:</p> <ul style="list-style-type: none"> Uniform provision to ensure swift inclusion. Provision of study and revision resources to help mitigate the impact of changes to schools and topics being studied. Time spent on attendance monitoring by the attendance officer, and pastoral support through the Student Support Assistant system.
What was the impact of that spending on service pupil premium eligible pupils?	Analysis suggests that the outgoing Y11 SPP cohort were broadly in line with expectations.

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

Recovery Premium 2023-2024

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 2023-2024. However, the period 6 / end of school day revision model is being reformed to enhance cost effectiveness and impact). Further, the Recovery Premium (£66,792) was spent on items most currently apparent as post-covid impacts, including significant impact on attendance (as part of a national picture), gaps in reading and literacy, gaps in exam readiness, inconsistent aspiration and motivation, food and nutrition deficits impairing learning focus, participation in clubs and activities, and needs for academic study resources and support.

- Study materials: provision of Knowledge Organisers and revision guides £5,047
- Reading intervention £16,670
- Holiday clinics of 6 hours per non-core subject £4,000
- Increased attendance-related staffing to monitor and reduce absence levels £24,575
- University visit to inspire students £4,000
- Food e.g. breakfast, occasional lunches, pre-exam nutrition, study incentives £4,500
- Funding for lunchtime and after school clubs and activities £8,000

Total: £66,792

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