

# Pupil premium strategy statement and evaluation

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
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	Sept 2020 to July 2022
Date this statement was published	Jan 2022
Date on which it will be reviewed	July 2022
Statement authorised by	John Poulson
Pupil premium lead	Chloe Tinsley-Hall
Governor / Trustee lead	Nick Redfern

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,180
Recovery premium funding allocation this academic year	£10150 (+ £8505 Tutor led funding)
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	

## Part A: Pupil premium strategy plan

### Statement of intent

We have a high percentage of pupils classified within the Pupil Premium bracket, both Free School Meals and service children. We want them to achieve their full potential, and we recognise that their achievements can be as high as the potential of the non-disadvantaged pupils. Therefore, as an inclusive school all our pupils will always achieve their best.

We will accomplish this by recognising pupils' barriers to learning and by implementing strategies to overcome these barriers. This can include whole school approach such as the need to develop pupils' Oracy skills. Research shows that the explicit teaching of Oracy has a significant impact on improving pupil's confidence, behaviour, wellbeing and academic progress / attainment – particularly for disadvantage/SEND pupils.

At Iceni Academy we have fostered an inclusive ethos and our community of staff and parents work together collaborative to develop and implement our Oracy curriculum. We operate a pupil centered approach to teaching, based on specific resources to target individual needs, such as external speech and language therapist, specialist interventions delivered by the inclusion team.

Our pupils often join Iceni Academy in year 3 with lower levels of attainment in comparison with their peers and with a range of SEMH needs. Consequently, the purpose of our pastoral team and our whole school approach is to address mental health and wellbeing for all pupils and other stakeholders.

In class, teachers plan to support and challenge pupils in every lesson based on an assessment of their understanding. Alongside our development of Learning outside the classroom and a practical, active curriculum to engage pupils we feel we are giving all pupils the best opportunities to succeed and be ready for the next stage of their education.

## Challenges

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

Challenge number	Detail of challenge
1	Poor phonological awareness skills, including spelling.
2	Children's ability to use and apply maths, reading and writing skills
3	Social, Emotional and Mental Health of pupils, including behaviour
4	Additional barriers of SEND for a significant number of the PPG cohort
5	Attendance and punctuality.
6	Emotional well-being and mental health of parents/carers – external factors from home which can impact schooling. (Parental support and engagement)

## 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 who are PPG will achieve as expected in phonics compared to non-PPG pupils.	PPG pupils at the end of Year 3 will perform as expected in phonics based on teacher assessments and internal data. Year 4 PPG pupils will have gaps in phonics knowledge closed.
Accelerate progress so that Pupil Premium children achieve higher rates of both attainment and progress in reading, writing and maths so that achievement is in line with non-PPG.	Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet at least age-related expectations in comparison to all other pupils nationally and those with the same starting points.
<p>The social and emotional needs of pupils eligible for Pupil Premium funding are identified and supported in a timely manner, through a package of support from relevant members of staff: SENCo, Pastoral Team in school and Behaviour Team, also where appropriate through external agencies also.</p> <p>Pupils will develop a more positive attitude to learning, to be more resilient and motivated learners.</p>	<p>Pupils eligible for Pupil Premium funding are observed to have improved concentration, motivation and resilience, thus resulting in rapid progress by the end of the year and meeting age-related expectations.</p> <p>Where identified, external support will have achieved the expected outcomes.</p>
PPG pupils will receive Wave 3 interventions (where applicable) in addition to Quality First Teaching.	The gap between SEND and non-SEND for those pupils who are also PPG to reduce.

<p>To improve the attendance rates for PPG pupils. Attendance will be monitored regularly and the MAT attendance policy followed. PPG attendance levels will match non-PPG attendance rates.</p>	<p>Reduce the number of persistent absentees among pupils eligible for Pupil Premium. Overall, Pupil Premium attendance improves and is above the national average for this group.</p>
<p>Engaging Parents in appropriate pastoral support and behaviour programmes for specific pupils is beneficial to improving pupil's overall well-being at both home and school. There is a consistency of approach used to engage pupils that might be otherwise disengaged learners. Families receive earlier intervention and can be signposted to other agencies where necessary.</p>	<p>Pupils and Parents will feel positive about working with the school which will improve pupil's overall well-being and can result in fewer incidents where pupil's behaviour can be inappropriate/ or are upset at school.  Better home/school engagement and working relationships.</p>
<p>The Oracy curriculum will enable all children to articulate their ideas across all curriculum subjects. Pupils make strong progress in speaking and listening, reading and writing skills. This will be measured by end of key stage two tests, intervention work and Let's Talk assemblies.</p>	<p>PPG pupils will make progress, as evidenced in progress meetings and summative data. Evidence that improved Oracy skills will improve writing will be evidenced in books.</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: £ 40243.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Improvement Lead training (for year 3 and 4 teachers) to improve phonological awareness and application of phonics for all pupils, including PPG pupils. £150</p> <p>Staff training on applying phonics to spelling throughout KS2.</p> <p>A selection of books purchased that support the phonics teaching within school during phonic and guided reading sessions.</p> <p>£1,000</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p>	<p>1, 2</p>

<p>Staff training on identifying and overcoming barriers to learning, especially for PPG pupils achieving expected and greater depth across the school in core subjects so that this is in line with performance of non-PPG pupils.</p> <p>Development of Teaching and Learning nonnegotiables (linked to PMR targets) to improve quality first teaching.</p>	<p>There are a substantial number of reviews and meta-analyses of the effects of feedback. These shows that feedback can improve learning by up to 8 months, including by the Education Endowment Foundation.</p> <p>Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between 3-5 additional months on average.</p> <p>Group interventions focus on overcoming gaps in learning in the core subjects Reading, Writing or Maths help pupils make improved progress and to raise their standards of achievement.</p>	<p>2, 4</p>
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<p>Use of feedback policy to accelerate learning. Class teachers and quality support from trained LSAs (5 hour per week dedicated to PPG pupils )</p> <p>£26,915.64 as additional support.</p>		
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Resources purchased and staff trained to use them effectively when scaffolding and challenging learning for PPG pupils. and to close the gap with non-disadvantaged pupils

Maths

Maths - Power Maths online resources and books purchased to support teachers to teach using a mastery approach.

£4,000

Purchase of visual and practical, manipulative resources. Power Maths associated manipulatives

£2,500

Purchase of TTRS resource for practising times tables recall.

Reading

Staff training on the implementation of effective reading strategies and approaches (comprehension lessons, guided reading, silent sustained reading).

Manipulatives had a positive effect on learning (Research taken from a recent metaanalysis- Carbonneau, K.J., Marley, S.C. & Selig, J.P. 2013) and VAK learning style increasing pupil progress by 3 Months EEF.

Maths is taught in a way to build upon concepts- Mastery learning. Mastery Learning increasing pupil progress by +8 months EEF.

Whole School training on reading through the MAT.

The Education Endowment Fund findings indicate on average, reading comprehension approaches deliver an additional six months' progress. The most successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.

Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than Phonics or Oral language approaches for upper primary and secondary pupils, for both short-term and long-term impact. For pupils who are struggling, a co-ordinated approach will be used – a combination of phonics, language skills.

2, 4

<p><b>Audit and purchase of new reading materials.</b>  <b>Purchase of Renaissance Reading including Accelerated Reader. £1,500</b></p> <p><b>MyOn – online reading catalogue purchased and IDL – maths/English online lessons.</b></p> <p><b>£2,000</b></p> <p><b>Purchase of IDL online resources to support pupils’ development in English and Mats, especially SEND pupils</b></p> <p><b>£1000</b></p> <p><b>Purchase of Communicate in Print</b></p> <p><b>£1,000</b></p>	<p><b>The purchase of Renaissance Reading (Accelerated Reader) and the purchase of MyOn online reading resource will allow pupils to access reading at home at their level and more challenging levels.</b></p>	
<p><b>Structural learning resources</b></p> <p><b>£1178</b></p> <p><b>Thinking skills, Oracy and learning behaviours</b></p>	<p><b>This will create an opportunity for teachers to implement a focused strategy that develops pupils Oracy skills and thinking skills. Alongside developing and praising learning behaviours to impact on progress across the curriculum.</b></p>	<p><b>2, 3, 4</b></p>

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

Budgeted cost: £24967.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve language skills through targeted Speech and Language Therapist support £9,404.57</p> <p>2 members of staff trained in SLCN strategies, including ELKLAN training.</p> <p>3 days x2 LSA £457.20</p>	<p>Oral Language Interventions emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>Comprehension and reading skills benefit from explicit discussion of both the content and processes of learning. Oral language approaches include: Targeted reading aloud and discussing books with young children; explicitly extending pupils' spoken vocabulary; understanding expressive and receptive language. The use of structured questioning to develop reading comprehension.</p> <p>Education Endowment Fund evidence shows all pupils appear to benefit from oral language interventions (+ 5 months) but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' benefit).</p>	<p>1,2,3,4,</p>
<p>Dedicated time used for extra Tuition with a qualified teacher after school.</p> <p>The Head of School leads small targeted group interventions to support pupils to accelerate progress.</p> <p>Pupils receive high quality teaching from a range of members of staff.</p>	<p>Group interventions focus on overcoming gaps in learning in the core subjects Reading, Writing or Maths to help pupils make improved progress and to raise their standards of achievement.</p> <p>1:1 targeted intervention for pupils entitled to Pupil Premium funding to help them make improved progress and to raise their standards of achievement.</p> <p>Additional teaching and learning opportunities for pupils entitled to Pupil Premium funding, is provided through the Class Teachers, SENCo, trained LSA's and external agencies to overcome gaps and misconceptions.</p>	<p>1,2,4</p>

<p>HLSA phonics interventions (Spring and Summer Term)</p> <p>£1,524.00</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p>	<p>1, 2</p>
<p>Dedicated time for group extra tuition with qualified teacher after school £11,395.80</p> <p>Head teacher monitoring</p> <p>£2,185.89</p>	<p>Group interventions focus on overcoming gaps in learning in the core subjects Reading, Writing or Maths to help pupils make improved progress and to raise their standards of achievement.</p>	<p>1,2</p>

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

Budgeted cost: £ 33764.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance rates for disadvantaged children through a consistent approach to parental contact and meetings and rewards for pupils within the school setting.</p> <p>Family Support Worker Reward system and incentives.</p> <p>Ensure that there are rapid response systems that are in place to address poor attendance.</p> <p>Fortnightly Inclusion Team meetings.</p> <p>£760</p>	<p>Liaising and offering support for families where pupils have poor rates of attendance has had the greatest impact on improving attendance rates. Signposting relevant agencies can support parents/carers and help to promote regular attendance at school.</p>	<p>5,6</p>
<p>To support and improve social, emotional wellbeing and mental health through FLO nurture groups and SEND HLSA nurture groups.</p>	<p>Well trained staff effectively support the emotional needs of individual pupils. This valuable provision needs to continue as pupils change year groups so that new skills or coping strategies learnt can be further developed. Also, new skills can be developed in relation to a range of social settings.</p> <p>Evidence on the effect of Covid restrictions shows that pupils mental health and social and emotion skills have been impacted by lack of interactions with their peers and adults.</p>	<p>3,4</p>
<p>Appoint a school behaviour lead to improve Social, Emotional and Mental Health including behaviour.</p> <p>The school Behaviour Lead monitors and tracks behaviour of pupils carefully. The adult is a</p>	<p>The Education Endowment Fund shows that this can help improve pupil progress by +3 months.</p> <p>The approach can be divided into 3 areas.</p>	<p>3,4,5,6</p>

<p><b>member of SLT member responsible for Behaviour. (60%)</b></p> <p><b>£15,157.85</b></p> <p><b>FSW (Family Support Worker)</b></p> <p><b>£17,446.25</b></p> <p><b>24 hours per week dedicated to PPG pupils.</b></p>	<ol style="list-style-type: none"> <li>1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</li> <li>2. universal programmes which seek to improve behaviour and generally take place in the classroom; and</li> <li>3. more specialised programmes which are targeted at students with specific behavioural issues.</li> </ol>	
<p><b>Provide uniform for PPG pupils who are struggling to afford it.</b></p> <p><b>£200</b></p>	<p>PPG pupils feeling that they the same as other pupils is clearly beneficial for their mental health</p>	<p>3, 6</p>
<p><b>School trips paid for, or contributions made when PPG pupils have been unable to afford these.</b></p> <p><b>£200</b></p>	<p>PPG pupils need access to the same provision as other pupils and to be having the same opportunities to develop their cultural capital, allowing them to aspire to greater heights.</p>	<p>3, 6</p>

**Total budgeted cost: £ 98975.20**

## 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 - 2022 academic year.

#### 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	Outcomes
Pupils who are PPG will achieve as expected in phonics compared to non-PPG pupils.	PPG pupils at the end of Year 3 will perform as expected in phonics based on teacher assessments and internal data. Year 4 PPG pupils will have gaps in phonics knowledge closed.	Of the pupils who didn't pass the phonics screening test in year 1 or 2, the majority would have done so in year 3 after the taught phonics sessions and interventions. Some pupils are being assessed for particular difficulties in literacy and different strategies are being used to support them in reading. The development of phonics accelerated progress in reading for all pupils, but especially PPG pupils.

<p>Accelerate progress so that Pupil Premium children achieve higher rates of both attainment and progress in reading, writing and maths so that achievement is in line with non-PPG.</p>	<p>Pupils eligible for Pupil Premium make rapid progress by the end of the year so that they meet at least age-related expectations in comparison to all other pupils nationally and those with the same starting points.</p>	<p>Whilst national data is not being published, PPG pupils made expected or accelerated progress in reading, writing and maths.</p>
<p>The social and emotional needs of pupils eligible for Pupil Premium funding are identified and supported in a timely manner, through a package of support from relevant members of staff: SENCo, Pastoral Team in school and Behaviour Team, also where appropriate through external agencies also.</p> <p>Pupils will develop a more positive attitude to learning, to be more resilient and motivated learners.</p>	<p>Pupils eligible for Pupil Premium funding are observed to have improved concentration, motivation and resilience, thus resulting in rapid progress by the end of the year and meeting age-related expectations.</p> <p>Where identified, external support will have achieved the expected outcomes.</p>	<p>The use of the FLO, nurture groups throughout the day and creating a joined-up strategy to support SEMH across the school has resulted in pupils being engaged, enthusiastic and ready to learn. The lifelong learning skills have created a positive environment where pupils want to be caught doing the right thing by staff and their peers.</p>
<p>PPG pupils will receive Wave 3 interventions (where applicable) in addition to Quality First Teaching.</p>	<p>The gap between SEND and non-SEND for those pupils who are also PPG to reduce.</p>	<p>The SEN HLSA worked with pupils in class, as did LSAs, to remove gaps and misconceptions. The use of resources to deliver the curriculum enables SEND / PPG pupils to better access the full curriculum.</p>
<p>To improve the attendance rates for PPG pupils. Attendance will be monitored regularly and the MAT attendance policy followed. PPG attendance levels will match non-PPG attendance rates.</p>	<p>Reduce the number of persistent absentees among pupils eligible for Pupil Premium. Overall, Pupil Premium attendance improves and is above the national average for this group.</p>	<p>The use of attendance meetings, letters and penalty notices was effective in improving attendance for PPG pupils, term on term.</p>
<p>Engaging Parents in appropriate pastoral support and behaviour programmes for specific pupils is beneficial to improving pupil's overall well-being at both home and school. There is a consistency of approach used to engage pupils that might have otherwise disengaged learners. Families receive earlier intervention and can be signposted to other agencies where necessary.</p>	<p>Pupils and Parents will feel positive about working with the school which will improve pupil's overall well-being and can result in fewer incidents where pupil's behaviour can be inappropriate/ or are upset at school.</p> <p>Better home/school engagement and working relationships.</p>	<p>The pastoral team has successfully worked with and developed a relationship with parents/carers throughout the year. We have successfully integrated pupils into class who have been missing in education, and developed strategies with parents/carers to use at home and at school.</p>

<p>The Oracy curriculum will enable all children to articulate their ideas across all curriculum subjects. Pupils make strong progress in speaking and listening, reading and writing skills. This will be measured by end of key stage two tests, intervention work and Let's Talk assemblies.</p>	<p>PPG pupils will make progress, as evidenced in progress meetings and summative data. Evidence that improved Oracy skills will improve writing will be evidenced in books.</p>	<p>The development of Oracy across the school has impacted positively on pupil confidence and understanding. Moderation of PPG writing has evidenced that improved Oracy leads to clearer thoughts and understanding, and translates into better organised and grammatically correct writing.</p>
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5. Review of expenditure				
Previous Academic Years		Iceni Academy 2019-21 NB Covid- lockdown interrupted impact of funding.		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned  (and whether you will continue with this approach)	Cost
To provide support to pupils in lessons and through targeted interventions.	Learning support Assistants Use of feedback policy to accelerate learning  Daily interventions for targeted children	This had a positive impact on the 'all pupil' group but was less successful than the previous year in closing the gap between disadvantaged and nondisadvantaged pupils.	LSAs new to the school need to be fully trained. Pair up new LSAs with experienced LSAs see good and learn good practice.	£48,088  4 x support assistants  £21,158.72 PPG
To improve the number of pupils achieving ARE/ARE+ across the school in core subjects.	Specific resources such as the White Rose maths planning.  TTRS  Purchase of visual and practical, manipulative resources.	The math resources benefits all pupils. Using 'year 6 wisdom', each class has a giant number line a, child friendly clock for time telling and times table monster displays. TRRS data shows that times tables knowledge is increasing on a half termly basis across the school. Due to Covid 19, we were not able to reassess pupil progress from the time telling baseline.	Continue to use TTRS, especially for year 4 pupils - reporting year 2022.  Repeat the time telling baseline across the school and monitor the progress.	£1965  £864.60 PPG

To improve language skills.	Renaissance Reading	Excellent resource to track pupil progress in reading. Identifies gaps that can target group guided sessions. See KS2 reading outcomes.	Successful approach  For 2021-22, use reports for guided reading and to prompt conferencing.	£1965  £864.60 PPG
To provide children with strategies to maximise learning opportunities	Feedback training	Monitoring and tracking of key PPG pupils shows that the feedback is had a positive impact on PPG progress and attainment.	Successful approach  For 2021-22, open up the conferencing so that it is more child led.  Introduce metacognition to Icenii Pupils for 2021-22	£514  £226.16 PPG
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned  (and whether you will continue with this approach)	Cost
To close the gap in attainment between disadvantaged and non-disadvantaged pupils.	After school tuition	Did not close the gap in KS2 outcomes as it did in 2019/20.	Was less impactful than previous year – possibly due to Covid and not finishing the year.  SLT monitoring of tuition needed for 2021-22 to ensure gaps are closed.  Will we have tutoring for all alongside targeted NTP tutoring?	£5,273 £5,273 PPG
To encourage healthy lifestyles.	Free breakfast club and fruit for disadvantaged pupils	This has been actively promoted by the school and numbers of FSM attendance has increased. February 2018 Evaluation: 70% breakfast club is currently made up of PPG children (16% army and 54% FSM)	Successful approach	£100  £44 PPG
iii. Other approaches				

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned  (and whether you will continue with this approach)	Cost
To ensure disadvantaged children are attending school and are supported emotionally in school.	Pastoral / Attendance Lead  To support all vulnerabl children during the school day  To rigorously monitor attendance.	Improvements in attendance for PPG pupils from 2019-2020 when compared to 2018-19.	Successful approach	£26,951  £11,858.44 PPG
To coordinate links with external providers and the local community. Jointly lead lunchtime provision	Community Cohesion Lead	PPG pupils have expressed positive views about opportunities to help in the community (litter picking with students). Courteous behaviour of these pupils was appraised by members of the community.  See homeless project :  	Successful approach	£21,268  £9357.92 PPG

## 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)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We employ a member of staff who holds responsibility for service pupils. They hold regular group meetings based on the pupils' current needs. For example, facilitate discussion between pupils to support each other before and after family postings or where parent/s are on tour</p> <p>The lead also communicates with the local military welfare officer to organise pupils' attendance at events and occasions, for example remembrance parade.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>The impact of employing this member of staff was to improve the SEMH of service pupils. We have instilled a sense of belonging in pupils who have high levels of mobility.</p> <p>The opportunity to talk and share their experiences of military life enables them to be ready to learn in the classroom.</p>