

Iceni Academy – Pupil Premium Strategy 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	39%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Sept 2022 to July 2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	John Poulson
Pupil premium lead	Lucy McNaughton
Governor / Trustee lead	Nick Redfern

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,875
Recovery premium funding allocation this academic year	£11165 (+ £11,340 – School led tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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Total budget for this academic year

If your school is an academy in a trust that pools this funding, state the amount available to your school

£117.448

Or - £16.073

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. As an inclusive school, we strive for all our pupils to reach this potential.

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.

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Challenges - the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor phonological awareness
2	Difficulties using and applying learnt skills in maths, reading and writing
3	Social, Emotional and Mental Health difficulties, which can lead to inappropriate 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
7	Speech and language difficulties and poor Oracy skills

Intended outcomes - we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

1	PPG pupils at the end of Year 3 will perform as expected in phonics based on teacher assessments and internal data. Pupils who did not pass the screening test will be successful. Year 4 PPG pupils will have gaps in phonics knowledge closed.
2	Pupils eligible for Pupil Premium make rapid progress by the end of the year. The expectation is that they meet at least age-related expectations by the end of year 6, and make progress comparable to all other pupils nationally. Where pupils are struggling to reach age-related expectations, interventions will continue based on identified needs and barriers.
3	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, school Pastoral and Behaviour Team, also where appropriate through external agencies also. Where identified, external support will have achieved the expected outcomes. Pupils will develop a more positive attitude to learning, to be more resilient and motivated learners. Pupils eligible for Pupil Premium funding are observed to have improved concentration, motivation and resilience, thus resulting in rapid progress by the end.

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4	Through Quality First Teaching, classroom interventions and SENCo support, the gap between SEND and non-SEND for those pupils who are also PPG to reduce.
5	The FLO will work with pupils and parents to identify needs and barriers to pupils' attending school regularly and punctually.
6	Attendance will be monitored regularly and the MAT attendance policy followed. PPG attendance levels to match non-PPG attendance rates and the number of persistent absentees among pupils eligible for Pupil Premium will reduce. Overall, Pupil Premium attendance improves to be above the national average for this group.
6	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. 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 will be achieved.
7	The Oracy curriculum will enable all children to articulate their ideas across all curriculum subjects. Pupils to 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. The speech and language specialist will work with identified PPG pupils. 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.

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Targeted academic support

Activity	Evidence that supports this approach	Challenge addressed
<p><u>Speech and Language interventions</u></p> <ul style="list-style-type: none"> • To improve language skills through targeted Speech and Language Therapist support • Weekly S&L interventions led by the SEN HLSA 	<ul style="list-style-type: none"> • Oral Language Interventions emphasise the importance of spoken language and verbal interaction in the classroom. • 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. • 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). 	1,2,3,4,7
<p><u>Tuition</u></p> <ul style="list-style-type: none"> • Dedicated time for group extra tuition with qualified teacher after school • School Led Tuition 	<ul style="list-style-type: none"> • 1:1 targeted intervention for pupils entitled to Pupil Premium funding to help them make improved progress and to raise their standards of achievement. • In the form of teacher led, after school tuition and NTP tuition. 	2,4
<p><u>Teaching</u></p> <ul style="list-style-type: none"> • The Head of School to lead small targeted group interventions to support pupils to accelerate progress in year 6 • Pupils receive high quality teaching from a range of members of staff. 	<ul style="list-style-type: none"> • 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. • 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. 	2,4
<p><u>HLSA phonics interventions (year 3 and 4)</u></p>	<ul style="list-style-type: none"> • 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). 	1,4,7
<p><u>Structural learning resources</u></p>	<ul style="list-style-type: none"> • The use of resources, used effectively to develop learning behaviours and pupil Oracy and metacognition skills has been shown to develop independence, self-esteem and accelerate progress. 	
<p><u>Head teacher monitoring</u></p>	<ul style="list-style-type: none"> • Effective monitoring ensures actions will be reviewed regularly and adaptations made throughout the year to maximise impact. 	1,2

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Wider strategies

Activity	Evidence that supports this approach	Challenge addressed
<p><u>FLO attendance support</u></p> <ul style="list-style-type: none"> • To improve attendance rates for disadvantaged children through a consistent approach to parental contact and meetings and rewards for pupils within the school setting. • Family Support Worker Reward system and incentives. • Ensure that there are rapid response systems that are in place to address poor attendance. • Fortnightly Inclusion Team meetings. 	<ul style="list-style-type: none"> • 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. 	3,5,6
<p><u>Pastoral support for pupils</u></p> <ul style="list-style-type: none"> • To support and improve social, emotional wellbeing and mental health through FLO nurture groups and SEND HLSA nurture groups. 	<ul style="list-style-type: none"> • 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. • 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. 	3,4
<ul style="list-style-type: none"> • Appoint a school behaviour lead to improve Social, Emotional and Mental Health including behaviour. • The school Behaviour Lead monitors and tracks behaviour of pupils carefully. The adult is a member of SLT member responsible for Behaviour. (60%) 	<p>The Education Endowment Fund shows that this can help improve pupil progress by +3 months. The approach can be divided into 3 areas.</p> <ol style="list-style-type: none"> 1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; 2. universal programmes which seek to improve behaviour and generally take place in the classroom; and 3. more specialised programmes which are targeted at students with specific behavioural issues. 	3,4,5,6
<ul style="list-style-type: none"> • Provide uniform for PPG pupils who are struggling to afford it. 	<ul style="list-style-type: none"> • PPG pupils feeling that they the same as other pupils is clearly beneficial for their mental health 	3, 6

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<ul style="list-style-type: none"> • School trips paid for, or contributions made when PPG pupils have been unable to afford these. 	<ul style="list-style-type: none"> • 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. 	3, 6
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Part B: Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes

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.
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.	Whilst national data is not being published, PPG pupils made expected or accelerated progress in reading, writing and maths.

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<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>

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Part B: Review of outcomes in the previous academic year (2022-23)

Pupil premium strategy outcomes

1	<p>PPG pupils at the end of Year 3 will perform as expected in phonics based on teacher assessments and internal data. Pupils who did not pass the screening test will be successful.</p> <p>Year 4 PPG pupils will have gaps in phonics knowledge closed.</p>	<p>Year 3 staff targeted interventions for the minority of pupils who did not pass the screening test. Teachers took this on due to a lack of support in class. This was successful for pupils just behind but a couple of pupils are still lacking a clear understanding of phonics.</p> <p>For next year, after training with Myland English Hub, the school has received funding and invested in the Little Wandle phonics resources. Training will be given to year 3 staff to be able to run whole class and targeted interventions.</p>
2	<p>Pupils eligible for Pupil Premium make rapid progress by the end of the year. The expectation is that they meet at least age-related expectations by the end of year 6, and make progress comparable to all other pupils nationally.</p> <p>Where pupils are struggling to reach age-related expectations, interventions will continue based on identified needs and barriers.</p>	<p>PPG pupils have made some good progress from year 5 assessments. This has not been completely vindicated in statutory SATs. Maths and writing progress exceed reading progress.</p> <p>Some interventions have taken place when adult support has been available, mainly in the Autumn term.</p> <p>NTP sessions took place, run by year 6 teachers. These successfully helped some PPG pupils close the gap with their peers and reach ARE.</p>

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3	<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, school Pastoral and Behaviour Team, also where appropriate through external agencies also. Where identified, external support will have achieved the expected outcomes.</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.</p>	<p>The pastoral team lost a member after the first term, but have still worked diligently to provide support for PPG pupils. Referrals have been made for PPG/military pupils for a number of reasons, and the SENCo has provided training for all staff, and worked with pupils in class.</p> <p>Pupils had become more motivated and resilient but as staffing reduced this became more difficult to maintain across the school.</p>
4	<p>Through Quality First Teaching, classroom interventions and SENCo support, the gap between SEND and non-SEND for those pupils who are also PPG to reduce.</p>	<p>Classroom interventions reduced as the number of support staff reduced, but the SENCo continued targeted interventions with EHCP pupils. Teachers have developed their practice (we had additional training from our IP and EP on ASD and ADHD) which has helped pupils make good progress through adaptive teaching strategies. The use of Oracy and discussion based learning helps all pupils access the whole curriculum.</p>
5	<p>The FLO will work with pupils and parents to identify needs and barriers to pupils' attending school regularly and punctually.</p>	<p>The new FLO and office manger have rigorously monitored attendance, following up whenever attendance drops, or if PA pupils are not in school – including attendance meetings, penalty warning notices, home visits and TAF meetings.</p>
	<p>Attendance will be monitored regularly and the MAT attendance policy followed. PPG attendance levels to match non-PPG attendance rates and the number of persistent absentees among pupils eligible for Pupil Premium will reduce. Overall, Pupil Premium attendance improves to be above the national average for this group.</p>	<p>Attendance figures for the school match national figures, having improved throughout the year.</p>

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6	<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.</p> <p>Better home/school engagement and working relationships will be achieved.</p>	<p>The pastoral team have worked with parents to consistently to provide pastoral support. There are still some families who need to engage more readily but they are positive about working with the school.</p> <p>There have been a few pupils who have received fixed term exclusions throughout the year, who are PPG pupils. We have worked with parents and other agencies to engage these learners and remove barriers to learning.</p>
7	<p>The Oracy curriculum will enable all children to articulate their ideas across all curriculum subjects. Pupils to 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. The speech and language specialist will work with identified PPG pupils.</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>Oracy has developed across the school, and pupils can effectively talk their learning.</p> <p>This has not been reflected in the KS2 reading and GPS tests.</p> <p>Writing has been steadily improving due to the English leads targeted support with teachers, to support PPG pupils, but there is still work to do due to pupils low start points in year 4 and 5.</p>
NTP	<p>30 pupils from across year 4 and 5 took part in online tuition sessions purchased from Pearson Education.</p> <p>This was run for 15 hours, including assessment, with 3 pupils per tutor.</p> <p>Pupils made successful progress from their baseline assessment except a few pupils. These pupils found working independently with the tutor online challenging, and needed motivating by school staff. If this system of tuition delivery is used again, pupils would need to be chosen who can access it independently but many of the PPG pupils who are working below ARE have difficulty doing this. Initial work on resilience and perseverance would be needed first.</p>	