

# Pupil premium strategy statement

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	The Ilfracombe Academy
Number of pupils in school	1091
Proportion (%) of pupil premium eligible pupils	29% (National average = 22.5%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022/23 to 2024/25
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Steve Rogers Headteacher
Pupil premium lead	Megan Andrew SLT Inclusion
Governor / Trustee lead	Jan Gatley Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 273,830
Recovery premium funding allocation this academic year	£19,182
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£293,012</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The Ilfracombe Academy is committed to being fully inclusive and raising aspirations for all students. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. Through our holistic approach we break down barriers for our vulnerable pupils, such as Children in Care (CIC), students who have a social worker and our young carers. We want our students to leave The Ilfracombe Academy with a broad cultural capital that will enable them to succeed in life.

### **The strategy is broken down into three areas:**

#### **1. Teaching** - Strategies to ensure that there is first high-quality teaching.

This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit non-disadvantaged pupils in our school.

#### **2. Targeted Academic Support** - Strategies to ensure that identified gaps in pupils' learning, skills and knowledge are addressed.

Not all students eligible for pupil premium funding will be in receipt of pupil premium interventions at any given time. However, all students will regularly have their progress reviewed and needs will be evaluated by school leadership.

#### **3. Wider Strategies** - Strategies to support mental health and wider wellbeing, careers and aspiration guidance and improve cultural capital.

We provide clear pastoral support backed by an academic focus, which includes mentoring for targeted students. We have strong links with our wider community, encouraging students to plan for future success.

Our current pupil premium strategy uses Education Endowment Foundation (EEF) and other research to guide us to achieve our stated aims. To ensure that our implementation plans have the desired impact, we continue to track pupils progress using a multitude of tools, ensuring that we evaluate our programmes throughout the year and are responsive to common challenges and individual needs. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Poor literacy skills and vocabulary, limiting PP progress
2	Low self-esteem and engagement
3	Low parental engagement
4	Lack of equipment and resources
5	Difficulty in engaging in enrichment activities due to transport issues
6	Low aspirations (of students and parents/carers)
7	Low attendance - 2021-2022
8	Some low engagement in home learning
9	Lack of study space/positives working environments at home

## 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
Raise aspirations for students of all year groups.	Increased % of PP students aspiring to further education and apprenticeships.
Improved reading skills to build confidence and access to curriculum.	Reduction in % of students with a reading age below 10yrs. Reading intervention and use of AR to raise the reading ages of PP students to access the curriculum.
Improved attendance and punctuality of PP students.	Reduction in % of Persistent Absence (PA) from PP students. Reduction in % PP lates.
Wider opportunities for cultural capital in curriculum and extra-curricular activities.	Increased participation in extra-curricular activities. Improved attainment supported through curriculum improvements and careers education and guidance.
Accelerated progress of PP students through targeted support with a focus on English and maths.	Improved % of students on target.

## 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

Budgeted cost: £86,831

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Pupil Premium SLT Leads.</b> Overview of Pupil Premium (PP) strategic approach including effective delivery of Teaching & Learning (T&L) to all PP students irrespective of their ability or starting point.	No EEF research base. However, offering high quality strategic/leadership time to develop and improve our Pupil Premium strategy is essential to ensure we are fully compliant and have the very latest evidence-based approaches available to our students and staff.	1-9
<b>Quality of T&amp;L</b> <ul style="list-style-type: none"> <li>Staff CPD training (internal and external)               <ul style="list-style-type: none"> <li>Weekly 5-minute CPD during staff briefing</li> <li>September 1<sup>st</sup> - SEND &amp; PP training, top tips and expectations</li> <li>November 30<sup>th</sup> – Pupil Passports</li> <li>January 11<sup>th</sup> – Speech and Language &amp; Literacy</li> <li>March 1<sup>st</sup> – Review progress and plan further additional and different</li> <li>April 26<sup>th</sup> – Cultural capital &amp; raising aspirations</li> <li>June 14<sup>th</sup> – Review progress and plan further additional and different.</li> </ul> </li> <li>Development of coaching model to ensure inclusivity of PP within the coaching model. Ongoing coaching program, teachers involved in 3 sessions throughout the year. All staff to be invested in improving the quality of teaching and learning. The T&amp;L coaching programme supports this strategy. This will impact on the effectiveness of all teaching and learning, improving attainment and closing the gap.</li> <li>Bi-weekly curriculum check ins from the SLT PP lead, focusing on teaching and support from</li> </ul>	Quality of teaching is consistently highlighted in research as making the most significant impact on students' progress.  High quality teaching: 'Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium' (The EEF guide to the Pupil Premium). 'Ensuring...every teacher is supported to keep improving...should rightly be the top priority for Pupil Premium spending'. (ibid)	1

<p>Learning Support Assistants (LSA).</p> <ul style="list-style-type: none"> <li>Action research - ongoing assessment of the strategy.</li> </ul>		
<p><b>Learning to Learn delivered by SLT to all of Year 7 once a week.</b></p> <p>All students' ability to learn is improved (metacognition), encouraging independent learning and providing them with skills to use throughout their education.</p>	<p>EEF - Metacognition: High impact for low cost based on extensive evidence.</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p><b>Quality of T&amp;L in English, maths &amp; science</b> improves across TIA, leading to improved outcomes for disadvantaged students.</p> <p>The English, maths &amp; science teams track their students' attainment and achievement gaps in each year group. Second's in each department to use effective data analysis to target underperformance and lead the collaborative planning and implementation of engaging 'additional and different' teaching strategies and interventions to narrow the gaps.</p> <p>Instigate teachers' proactivity reflecting on and engaging in pedagogical debate and discussion about teaching and learning to secure outstanding progress for students.</p>	<p>EEF</p> <p>Collaborative Learning: Moderate impact for very low cost, based on extensive research.</p> <p>Metacognition: High impact for low cost based on extensive evidence.</p>	1, 2, 3, 4, 5, 6

## Targeted academic support

Budgeted cost: £94,923

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>KO Homework Support</b> at lunchtime and afterschool – targeted group sessions ran by an LSA.</p>	<p>In 2017 the Sutton Trust published findings that suggest that there are big gaps between the amount of time spent on additional instruction with bright but poor pupils losing out. The report warns that this creates a 'glass floor' for</p>	1, 3, 4, 5, 8, 9

	students from better homes and thus a substantial barrier to social mobility.	
<b>Improved progression in English, maths &amp; science</b> for PP students; in-lesson LSA support and targeted intervention support through 1:1 sessions and/or in small groups. Interventions are monitored through curriculum check ins and progression tracked and fed back to teacher.	Evidence consistently shows the positive impact that targeted intervention support can have. The EEF highlight group intervention is a key component of an effective Pupil Premium strategy.	1, 2, 4, 5
<b>Literacy and Communication &amp; Interaction (C&amp;I) specialist LSAs</b>  Raise literacy standards by providing 1:1 and/or small group interventions using data from LUCID screening, Accelerated Reader (AR) and teacher feedback to create target interventions. This will help to support students with processing problems, dyslexic tendencies and speech and language needs. Training and ongoing support has been gained through Devon SEND Team specialists.	Evidence consistently shows the positive impact that targeted intervention support can have. The EEF highlight group intervention is a key component of an effective Pupil Premium strategy.  Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>	1, 2, 4, 5
<b>Year 11 Period 6</b>  A rota of lessons is run by teachers. Food and transport home; Tuesday, Wednesday and Thursday, with potential to increase throughout the year.	In 2017 the Sutton Trust published findings that suggest that there are big gaps between the amount of time spent on additional instruction with bright but poor pupils losing out. The report warns that this creates a 'glass floor' for students from better homes and thus a substantial barrier to social mobility.	1, 3, 4, 5, 8, 9
<b>Improve reading outcomes at KS3</b>  Through the tutor reading program, we will raise the reading standards of PP students. This is tracked 3 times a year through the AR program. Designated reading time within morning tutor 3 times a week, as well as chapter reflections to support comprehension.	Sutton Trust EEF Toolkit  Reading comprehension has a high impact for very low cost based on extensive research, leading to a positive impact of support on reading age and confidence of students.  Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 4

<p><b>Children in Care (CiC)</b></p> <p>Designated Teacher and team work closely with CiC teachers to form SMART targets and review them termly before Personal Education Plan meetings (PEP)</p> <p>These targets are also reviewed half termly at the end of subject assessments. They are tracked on SISRA and targets are adapted, along with strategies if needed.</p> <p>CiC have weekly THRIVE sessions. The THRIVE lead LSA also supports CiC through being their key worker. The LSA contacts home bi-weekly to update on progress.</p>	<p><b>Sutton Trust EFF Toolkit</b></p> <p>One to one tuition: moderate impact for this cost, based on extensive evidence.</p> <p>Small group tuition: moderate impact for moderate cost based on limited evidence.</p>	1
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## Wider strategies

Budgeted cost: £111,258

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Enrichment fund</b> (including trips)</p> <p>£50 per year spent on enrichment (or accrued up to £250 towards a once-in-a-lifetime school trip).</p>	<p>Sutton Trust EFF Toolkit</p> <p>Arts participation: low impact for low cost, based on moderate evidence.</p> <p>Outdoor adventure learning: moderate impact for moderate costs based on limited evidence.</p>	2, 5, 6
<p><b>Parents/Carers</b> of students eligible for Pupil Premium are able to contact the school easily, access resources and are encouraged to be engaged in their students' progress.</p> <p>Parents/Carers of PP students are contacted in the run up to parents evening to remind and confirm attendance.</p> <p>Home visits and targeted meetings are arranged for hard-to-reach families.</p>	<p>Sutton Trust EFF Toolkit</p> <p>Parental engagement is consistently associated with students' success at school and studies have shown that increased parental engagement had on average +2-3 months positive impact.</p>	3, 6, 7, 8
<p><b>Improved attendance of PP students</b></p>	<p>National Education Trust</p> <p>Attendance is central to raising attainment and evidence suggests that students</p>	2, 3, 6, 7

<p>CiC and PP students are among the priorities for absence calls first thing.</p> <p>Attendance and Pastoral Team analyse data weekly and meet as a group bi-weekly and provide support where needed.</p> <p>Attendance certificates and rewards presented on a termly basis to encourage and emphasise the importance of high attendance.</p>	<p>eligible for Pupil Premium funding are disproportionately likely to fall into the groups of students with the worst attendance.</p>	
<p><b>Improved social skills</b> through clubs run during tutor time, lunchtimes and after school.</p>	<p>On average, social and emotional learning interventions have an identifiable and valuable impact on attitude to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainment.</p>	<p>2, 5, 6</p>
<p><b>ClassCharts</b></p> <p>To help teaching and support staff to easily identify their PP, SEN and MAP students, allowing for more informed teaching strategies and better tracking.</p>	<p>No Sutton trust research base. However, at a touch of a button ClassCharts offers teachers key information about their students including PP, SEND and MAP.</p>	<p>3, 7</p>
<p><b>Family support</b></p> <p>To support students to feel part of our learning community (students more likely to come into school – linked with attendance). Pastoral Team to monitor uniform daily and provide to those who may need support.</p>	<p>No EEF research base but needed due to the high level of deprivation and support needed in our catchment.</p>	<p>2, 3, 4, 6, 7</p>
<p><b>Pastoral Support - Student Services</b></p> <p>To pastorally support Pupil Premium students through several initiatives:</p> <ul style="list-style-type: none"> <li>• Pastoral and chaplain mentoring</li> <li>• Tutor, Pastoral Coordinator, HOY</li> <li>• Homework club</li> <li>• Counselling</li> <li>• Extra-curricular opportunities</li> </ul>	<p>Sutton Trust EEF Toolkit - social and emotional learning: moderate impact for moderate cost, based on extensive evidence.</p> <p>Secondary Homework: moderate impact for very low cost, based on moderate evidence</p> <p>Mentoring: low impact for moderate cost, based on moderate evidence. Behaviour interventions, moderate impact for moderate cost.</p>	<p>2, 3, 6, 7</p>
<p><b>Accelerated reader</b></p> <p>To raise the standard of reading by tracking and monitoring students' reading</p>	<p>Sutton Trust EEF Toolkit - reading comprehension has a high impact for very low cost based on extensive research.</p>	<p>1</p>



and comprehension progress throughout KS3. Students are tested 3 times a year. This data is fed back to their teachers, the literacy lead and the inclusion lead. Universal and targeted support is put in place if needed.		
<b>Music lessons</b>  To offer PP students the opportunity of learning a musical instrument on a case-by-case basis.	Sutton Trust EEF Toolkit - Arts participation: Low impact for low cost, based on moderate evidence.	4, 5, 6
<b>Refillable water bottles and fruit</b> provided for each student at the start of the exams.	No evidence, however, we want to ensure all students are well hydrated and fed something nutritious before their exams.	4
<b>Equipment for PP students.</b>  To reduce the number of behaviour points accrued by PP students for lack of equipment. To support learning by minimising low level disruption caused by lack of equipment.	No EEF evidence but school evidence shows this provides a drop in negative behavioural issues.	4
<b>Support with work experience placements.</b>  To encourage students to pursue meaningful work experience placements. PP students offered help both in finding placements and financial help towards transport if required.	Sutton Trust evidence for work experience in law firms had positive impact, boosting self-confidence and workplace skills of low- and middle-income students.  The CDI has many case studies demonstrating the link between high quality careers advice and successful post 16 transition for disadvantaged pupils.  <a href="#">CDI 86-Framework-Guidance in Secondary Schools-webFINAL.pdf (thecdi.net)</a>  Sam Friedman/Daniel Laurison (The Class Ceiling) also cites lack of knowledge of careers and opportunities as a cause for low socioeconomic mobility.	2, 3, 6
<b>Holiday revision</b> sessions with snacks provided. Students encouraged to attend; communication shared with home.	Sutton Trust and EEF, low impact.	1, 3, 4, 9
<b>Year 10 and 11 revision guides</b> for PP students.	In 2017 the Sutton Trust published findings that suggest that there are big gaps between the amount of time spent on additional instruction with bright but poor pupils losing out. The report warns that	1, 4

	this creates a 'glass floor' for students from better homes and thus a substantial barrier to social mobility.	
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**Total budgeted cost:** £293,012

## 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.

#### Teaching

The strategies within the teaching focus ensure that staff are aware of all students' needs, so that they can plan accordingly and implement First High-Quality Teaching, as well as implementing additional and different interventions for PP students.

The Second in Department ensured that their teams created positive relationships with their PP students and tracked their progress throughout the year. This was under constant review, to secure progress.

Targeted CPD, as well as whole-school CPD reminded staff of how to best support our PP students, allowed us to share best practice and implement further evidence-based research. This was under review throughout the year.

#### Targeted Academic Support

Following the Assess-Plan-Do-Review approach, teachers track their pupils, monitoring the progress of PP students in relation to their peers and against their target grades. From here, students received targeted intervention. Feedback from these interventions was shared with the relevant staff, with the focus for students to further improve their progress.

Our pastoral teams worked closely with PP students and their homes, to encourage participation in our year 11 period 6.

The morning tutorial reading programme provided an opportunity for all students to read a set, challenging text, to broaden their vocabulary and improve their comprehension.

#### Wider Strategies

Pastoral support at The Ilfracombe Academy creates a strong link between home, student and school. Extra-curricular activities, attendance, well-being and progress are all championed by the pastoral team, ensuring all Pupil Premium students have additional opportunities.

The enrichment fund was incredibly successful in allowing students to access further opportunities. We were also successful in obtaining HAF funding from our LEA, allowing us to provide PP students with an e-voucher for them to use as they saw fit.

Providing PP students with equipment broke down barriers, allowing a focus to be on lessons and learning.

#### Pupil Premium Student Count and % of Cohort:

Year Group	PP Student Count	Total Student Count	% of cohort
7	62	210	29.52%
8	67	197	34.01%
9	61	184	33.15%
10	57	178	32.02%
11	53	173	30.64%
12	9	71	12.68%
13	1	86	11.63%

**Data for Summer 2019 and 2022 Results (un-validated):**

Measure	Pupil Premium Outcomes - 2019	Pupil Premium Outcomes - 2022
Progress 8 score	-1.10	-0.92
Attainment 8 score	31.87	34.56
Percentage achieving English and maths (4+)	40%	27.5%
Percentage Achieving English and maths (5+)	14.3%	11.8%
EBACC 5+	2.9%	0.0%
Overall P8 score for all students	-0.26	-0.50

**Subject-specific P8 Gap (PP students vs non-PP), 2021-22 Results**

Subject	Average P8 score gap (PP)
Art (Fine Art) GCSE	-0.33
Combined Science GCSE	-0.56
Design Technology GCSE	-0.48
English Language GCSE	-0.61
English Literature GCSE	-0.61
Food Technology GCSE	0.00
French GCSE	-1.19
Geography GCSE	-0.28
Cam Tech Health & Social Care	-0.39
History GCSE	-0.05
BTEC Information Technology	0.23
Maths GCSE	-0.61
BTEC Media Studies	-0.38
BTEC Music	-0.73
BTEC Performing Arts	-0.91

Art (Photography) GCSE	0.01
R.E. GCSE	-0.32
Biology GCSE	-0.23
Chemistry GCSE	-0.53
Physics GCSE	-0.26
Spanish GCSE	-0.89
BTEC Sports	-0.80

### **Accelerated Reader Growth Report for Sep 21-June 22**

	<u>Whole year</u>	<u>Girls</u>	<u>Boys</u>	<u>PP</u>	<u>PP Girls</u>	<u>PP Boys</u>	<u>SEND</u>	<u>SEND Boys</u>	<u>SEND Girls</u>
<b>Year 7</b>	+0:04	+0:07	+0:02	+0:05	+0:04	+0:06	+0:03	+0:03	+0:01
<b>Year 8</b>	+0:02	0	+0:04	+0:03	-0:02	+0:09	+0:11	+1:01	+0:03

This data measures reading growth in Accelerated Reader from Sept 21 to June 22. Whilst growth for PP as a whole needs to improve, there are some successes, namely the reading growth of Y8 PP Boys. For the first time in many years, AR is continuing into Y9 which means that reading growth for these groups can continue to be monitored. The librarian and Senior Leader for literacy review each set of star test results; identify students causing concern and share this information not only with the English department but with all Heads of Departments.

### **ClassCharts**

The pupil premium is used to fund ClassCharts. This is an online package which is used in a multitude of ways. ClassCharts allows all staff to see whether a student is in receipt of free school meals or not, without students being able to see this. It also allows staff to quickly see whether a student is PP, has SEND and how many Adverse Childhood Experiences (ACES) a student has, without being able to see exactly what those experiences are. This allows staff to take into account students' needs whilst planning. ClassCharts also allows staff, parents and students to see their own behaviour record instantly and in 'real time' and monitors the setting and completion of home learning. Again, students, staff and parents can view this.

### **Behaviour Points Report 1/9/2021 to 29/7/2022**

CATEGORY	SUBCATEGORY	POSITIVE	NEGATIVE	RATIO
Year 7	NO Pupil premium	34529	-2120	94%
Year 7	Pupil premium	13584	-1467	90%
<b>Year 7</b>	<b>Whole Year</b>	<b>48113</b>	<b>-3587</b>	<b>93%</b>
Year 8	NO Pupil premium	34904	-3364	91%
Year 8	Pupil premium	14369	-2358	86%
<b>Year 8</b>	<b>Whole Year</b>	<b>49273</b>	<b>-5722</b>	<b>90%</b>
Year 9	NO Pupil premium	22337	-3048	88%
Year 9	Pupil premium	9869	-3940	71%
<b>Year 9</b>	<b>Whole Year</b>	<b>32206</b>	<b>-6988</b>	<b>82%</b>
Year 10	NO Pupil premium	19331	-4959	80%
Year 10	Pupil premium	7540	-5437	58%

<b>Year 10</b>	<b>Whole Year</b>	<b>26871</b>	<b>-10396</b>	<b>72%</b>
Year 11	NO Pupil premium	16160	-7522	74%
Year 11	Pupil premium	1532	-275	84%
<b>Year 11</b>	<b>Whole Year</b>	<b>17692</b>	<b>-7797</b>	<b>79%</b>
Year 12	NO Pupil premium	1241	-107	92%
Year 12	Pupil premium	3	0	100%
<b>Year 12</b>	<b>Whole Year</b>	<b>1244</b>	<b>-107</b>	<b>92%</b>
Year 13	NO Pupil premium	516	-186	74%
<b>Year 13</b>	<b>Whole Year</b>	<b>516</b>	<b>-186</b>	<b>74%</b>
Whole School Not PP	Whole Year	129795	-21306	84%
Whole School PP	Whole Year	47170	-13496	83%
<b>Whole School</b>	<b>Whole Year</b>	<b>176965</b>	<b>-34802</b>	<b>84%</b>

Overall behaviour of our pupil premium students is on par with all students. The ratio of positive/negative is 84% for whole school and 83% for pupil premium students. In Year 11 pupil premium students have a greater ratio for behaviour which is fantastic, Year 10 PP students clearly need support from the pastoral/SEND teams as they move into Year 11. Our suspension data shows a similar balanced response, pupil premium students and non-pupil premium students are suspended in equal measure, there is limited gap.

#### **Attendance**

<b>Year Group</b>	<b>Total no. of missed lessons (PP)</b>	<b>% absence from lessons (PP students)</b>	<b>% overall session attendance (PP students)</b>
<b>7</b>	5922	12.40%	87.93%
<b>8</b>	5013	11.40%	89.29%
<b>9</b>	8099	19.62%	81.69%
<b>10</b>	7885	19.51%	82.15%
<b>11</b>	8907	26.75%	74.42%

Our whole school attendance data for the year 2021-22 was not what we would like, the overall figure was 86.1% and KS4 data really drags the whole school down, this is the same for pupil premium students in KS4. The 74.42% for year 11 pupil premium is a big concern for both outcomes and education, to combat this in 2022-23 we have doubled our Educational Welfare Officer (EWO) allocation, raised expectations with holidays during term times and we are planning a whole school attendance review. Our bi-weekly attendance meetings continue to unpick any PP students' needs regarding attendance and ensures the support is put in place. Year 7 and 8 pupil premium students attendance is better than the whole school average which is brilliant, a fantastic grounding to the academy.

### **Knowledge Organiser Home Learning Average Scores (graded 1-5, 5 being highest)**

<b>Year Group</b>		<b>Average KO Prep PP1 Grade</b>	<b>Average KO Prep PP2 Grade</b>	<b>Average KO Prep PP3 Grade</b>	<b>Average KO Prep (Year) Grade</b>
Year 7	Pupil Premium	3.73	3.8	3.52	3.68
Year 7	Not Pupil Premium	3.93	3.89	4	3.94
Year 7	<i>Total</i>	3.87	3.86	3.86	3.86
Year 8	Pupil Premium	3.58	3.4	3.42	3.47
Year 8	Not Pupil Premium	3.79	3.91	3.9	3.87
Year 8	<i>Total</i>	3.72	3.74	3.75	3.74
Year 9	Pupil Premium	3.54	3.37	3.35	3.42
Year 9	Not Pupil Premium	3.82	3.74	3.77	3.78
Year 9	<i>Total</i>	3.73	3.62	3.64	3.66
Year 10	Pupil Premium	3.15	3.11		3.13
Year 10	Not Pupil Premium	3.91	3.83		3.87
Year 10	<i>Total</i>	3.7	3.65		3.68
Year 11	Pupil Premium	3.43	3.55		3.49
Year 11	Not Pupil Premium	3.72	3.79		3.76
Year 11	<i>Total</i>	3.64	3.73		3.69

Knowledge organiser grading data is completed by pupils' tutors and is reflective of the standard of prep and home learning being produced over a prolonged period. In all year groups we are seeing the average grade for a PP pupil fall below a non-PP pupil. In all year groups other than Year 10 this difference is between 0.2/0.3 of a grade. In Year 10 we see the biggest gap (0.74). To bridge this gap, we are regularly undertaking quality assurance (Teaching and Learning Team) of year groups, with a focus on KS4 before Christmas 2022, to address the Year 10 gap and also maximise this time as Year 11 build up to their summer exams. Assemblies and presentations have also been delivered to pupils and staff around the success criteria for achieving a high KO home learning grade, so all pupils are aware of what is needed to achieve success.

## **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*

<b>Programme</b>	<b>Provider</b>
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Online home learning provision for students who were not in school	Academy 21
Online tutoring in English and maths	My Tutor
CAT	GL Assessment
LUCID	GL Assessment
Accelerated Reader	Renaissance Place

## Service pupil premium funding

At The Ilfracombe Academy, we had 3 service children in attendance.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The pupil premium grant for service pupils is spent within the full pupil premium grant.
What was the impact of that spending on service pupil premium eligible pupils?	Please see review above.



## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- Utilising support from our local [Mental Health Support Team](#) to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- At The Ilfracombe Academy we offer a broad and balanced range of extra-curricular and enrichment activities to promote and develop the wellbeing, behaviour, attendance and engagement within the Academy. These activities include, but are not limited to, The Duke of Edinburgh's Award, 10 Tors, sports teams, Stage Right Theatre Company, music productions, Interact club and debate club. Our focus is on building life skills such as confidence, resilience, and socialisation skills. Our House system encourages students to participate in various competitions and activities to further aspire the students here at the Academy. Disadvantaged pupils will be encouraged to participate and can be provided financial support. The impact of this should increase students' cultural capital and increase their knowledge and confidence, therefore having a positive impact on their behaviour and attendance. This should in turn improve their attainment and help to close the gap.
- We have a child centred transition program here at The Ilfracombe Academy. This starts with well-established working relationships with our far-reaching feeder schools, early visits from both pastoral and SEND staff help us support students as they complete the transition from primary school to secondary school. Gathering student information and identifying any additional support, coupled with the formal data collection process is vital to running an effective transition package. These visits are coupled with further opportunities for both Yr5/6 students to visit the Academy through events such as: friendship day, Mental Health Support Day and an extensive open evening, which is keenly attended by students and parents from across the North Devon area. In addition, we have the opportunity for students to have extra visits, tours and taster days, particularly for those who have diverse needs or have been identified as someone who will find the transition process challenging as they move into a new setting. We have in recent years also run a weeklong summer school program, which is open to all students who are due to attend the Academy. This has been well received and seen as an important steppingstone for those students who want/need additional time in the secondary environment,

establishing positive relationships with staff before they start as a full-time student in the September. The focus on building trusting relationships is a key part to our transition focus, this is also further developed by the head of year taking current Yr7 students back to their primary schools to give talks and answer questions the Yr5/6 students may have. Our engagement with Yr6 students and the transition opportunities we offer is fundamental to establishing and maintaining a smooth, positive and purposeful transition journey. This in turn will enable all students to feel comfortable as they make their first steps into secondary school life.

- Learning Support Assistants are deployed to work with pupils identified as having SEND. The support provided takes the form of in-class support, small group and 1:1 interventions/mentoring. 1003 total students in years 7-12 inclusive, of which 310 were PP (31%), of which 108 were also SEND (35%). SEND total students (Y7-12) were 215 (21%). One further Y13 PP in a cohort of 86, but this is not a usual case. PP usually ceases in March of their Y12 academic year.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We have undertaken a Pupil Premium review to ascertain how to achieve best improve outcomes for our students.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.