

Pupil premium strategy statement

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 students.

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.

SET Ixworth School overview

Detail	Data
School name	SET Ixworth School
Number of students in school	486
Proportion (%) of pupil premium eligible students	32.16%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mark Barrow, Executive Head
Pupil premium lead	Mike Jackson, Deputy Head

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 148,057
Recovery premium funding allocation this academic year	£ 23,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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 this academic year	£ 171,232

Part A: Pupil premium strategy plan

Statement of intent

Our intent is that all students are enabled to make good or better progress resulting in high attainment in all areas of the curriculum. Further to this, developing the whole student beyond the academic is also a fundamental part of our intent.

A main focus of our strategy is to ensure all our students have access to high quality teaching and learning. Research demonstrates that this is the most significant factor in closing the attainment gap and therefore is a priority for the school. It is also an expectation that non-disadvantaged students attainment will be sustained or indeed enhanced in equal measures as a result of the increased standards of teaching and learning.

Our approach is to pre-empt common challenges witnessed by our disadvantaged students as well as being flexible enough to adapt to any newly identified needs or challenges. Success and positive impact is to be assessed against specific criteria and not assumed as a result of processes. All disadvantaged students are to be challenged in all areas of the curriculum as a result of the culture of high expectations fostered by our staff.

Our strategy also includes the aim to develop the whole person and therefore does not focus entirely on academic achievement. Students from disadvantaged backgrounds have different experiences in life that can shape their views and aspirations. Our strategy aims to support our disadvantaged students in overcoming those barriers enabling them to succeed in life as a whole as well as through academic success. This will increase their chances at post-16 and beyond in their careers and future life.

All staff will take responsibility for all students and their outcomes, as a result, raising expectations and aspirations for our disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	<p>Whilst the difference between PP and Non-PP at GCSE level has narrowed since 2019, discrepancies in attainment between PP and non-PP students exist in a number of subjects at GCSE including Art, French, Humanities and Science.</p>
2	<p>A lack of exposure to a wide range of cultural aspects and diverse experiences negatively impacts our disadvantaged students. This affects their ability to understand the world around them as well as hampering access to the full extent of the curriculum.</p> <p>In addition, aspirations, motivation and drive to achieve at post-16 and beyond can be lower than many of their non-disadvantaged peers.</p>
3	<p>On average, disadvantaged students are entering the school with lower attainment than their non-disadvantaged peers. This can stem from a number of contributing factors such as point 2 and below.</p> <p>In some cases, a lack of access/exposure to high quality literacy can lead to a widening of the gap between disadvantaged students and their peers. A lower literacy level impedes access to all areas and all levels of the curriculum resulting in lower attainment levels at GCSE and less cultural exposure and understanding. This in turn limits the highest grades attainable in a number of subjects such as English and History.</p>
4	<p>A disproportionate number of disadvantaged students face challenges with social, emotional, behavioural or mental health needs. This can impact on their self-esteem, motivation, resilience and relationships with others (both staff and peers). As a result, some disadvantaged students will require an increased input from the various pastoral and support teams. The impact of this may mean time out of classes and lost learning, again, increasing the gap between them and their peers.</p> <p>Additionally, the way this presents is varied. This can lead to further challenges with relationships either with their peers or with staff members. Those with military parents, have additional challenges, especially when parents are posted away from home, this again manifests in a variety of ways, often differently in each student.</p>
5	<p>Attendance data demonstrates that disadvantaged students have on average 6% lower attendance this year and 8% lower in the last academic year than their non-disadvantaged peers. When combined with the other challenges faced this will widen the gap between them and their peers over time.</p>
6	<p>Parental engagement and interaction is below that of other students from non-disadvantaged backgrounds. The impact of this on our disadvantaged students is that the home-school relationship and the student-school relationships can be impeded. The value of strong relationships between the home and school can be seen in both attainment and behaviour progress.</p>

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>1. Attainment continues to improve for disadvantaged students across the curriculum by the end of KS4, most notably, improvements in Humanities, Science, Art and Languages.</p>	<ul style="list-style-type: none"> • Disadvantaged students have a progress score of at least 0 and with a residual of at least 0.11. • Subject leads articulate curriculum progress of PP students. • Staff understand individual barriers to learning and address these in the classroom. • 0 NEET. • Progress scores of at least 0 across all subjects.
<p>2. All students have been exposed to a wide ranging and diverse curriculum, including enrichment activities, careers and post-16 options.</p> <p>The result of which will allow students to reflect positively on their experiences, increasing aspirations at post-16 as well as contributing to increased results at KS4 for disadvantaged students.</p>	<ul style="list-style-type: none"> • All disadvantaged students have had the opportunity to experience an overseas residential by the end of Y10. • All disadvantaged students supported in finding a suitable work experience placement that meets their needs and aspirations. • All disadvantaged students have visited at least one university as part of transition from KS3-4 or KS4-5. • All barriers to accessing Duke of Edinburgh have been removed for disadvantaged students resulting in proportionate or better representation of disadvantaged over non-disadvantaged peers. • All leadership roles are proportionately represented by disadvantaged students.
<p>3. Disadvantaged students to have similar levels of literacy as their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> • Reading ages to be at least in line with peers from a non-disadvantaged background by the end of Y9 for each cohort and ideally at 14 years of age. • Comprehension scores to be at least in line with non-disadvantaged peers by the end of Y9. • All students from a disadvantaged background to be provided with access to reading materials from a range of subjects and genres. • Staff are teaching complicated text and Tier 2 and 3 vocabulary, with a focus on supporting disadvantaged students to access the text rather than substituting it for lower quality. • Evidence of increased use of higher tier vocabulary from disadvantaged students in written work and in-class discussion.
<p>4a. Disadvantaged students with Social, Emotional and Mental health needs utilise and actively seek support from trusted adults. Develop resilience and coping strategies enabling disadvantaged students to</p>	<ul style="list-style-type: none"> • Therapeutic and targeted interventions show impact (positive engagement, self-regulation) in order that disadvantaged students make progress at least in line with their peers. • Referrals address causes of anxiety so that all students can access the full curriculum in order that disadvantaged students make progress at least in line with their peers.

<p>successfully manage their wellbeing.</p>	<ul style="list-style-type: none"> • Attendance is at least in line with the national picture and PA is reduced in line with the national (see point 5). • Effective restorative practice and conversations embedded across all subjects and the pastoral team.
<p>4b. The number behavioural logs, including rewards issued to disadvantaged students are in proportion to the number of incidents with non-disadvantaged students.</p>	<ul style="list-style-type: none"> • The number of house points reflects parity between disadvantaged and non-disadvantaged students. • Subject Pins and Ixworth Pins are proportionately distributed between those that are and are not disadvantaged. • A2L average figures are in line with non-disadvantaged peers.
<p>5. Attendance of disadvantaged students is increased.</p>	<ul style="list-style-type: none"> • Disadvantaged students' attendance is within 3% of the school average by July 2023 and 1% by July 2024. • Attendance for disadvantaged students is increased to within 2% of national averages (currently for this year 93.8%) by July 2023 and in line or better than them by July 2025. • The percentage of disadvantaged students being persistently absent to be within 2% of non-disadvantaged students by July 2024, and equal to non-disadvantaged by July 2025.
<p>6. All disadvantaged students' parent/carers are contacted regularly to support engagement with learning.</p>	<ul style="list-style-type: none"> • Reports are accessed by parent/carers of all disadvantaged students. • Support to understand the report is provided where issues of literacy and understanding are identified with the parent/carers. • Follow up is undertaken with all parent/carers of disadvantaged students when not in attendance at parent/carers information evenings, this is to be carried out by tutors and Year Achievement Leaders.

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: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Regular evidence based CPD on Teaching and Learning including metacognitive and retrieval approaches.</i>	EEF Evidence suggests that raising the quality of teaching is the biggest driver in improvement for PP students. Unity says: Metacognition facilitates independence in learning, ensuring students do not opt out and contributes to belonging.	1, 6
<i>Highlighting the needs of PP students via PP spotlights. This includes improving routines around helping students return from being absent to limit the lost learning.</i>	EEF says that : 'Teachers should be mindful of the differing needs within their classes' Unity says: It is important for staff to understand what its like to grow up as a disadvantaged student within the community.	1, 2 & 5
<i>Regular evidence based CPD on How to engage parents in students' education.</i>	EEF says that: Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1, 4 & 5
<i>Tier 2 and 3 vocabulary, including root words taught and promoted in all lessons and tutor time.</i>	EEF Says "Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life." Improving Literacy in Secondary Schools	1, 3
<i>Reading Buddy programme in place.</i>	Closing the 'word gap' is essential to support future prospects. word-gap.pdf (oup.com.cn) EEF Says "Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life." Improving Literacy in Secondary Schools	1, 3

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

Budgeted cost: £98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>English tutor – 3 days per week</i> <i>1 @ £30 per hour 3 days per week</i></p>	<p>EEF Says that: 'The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these students when they are used carefully.'</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1
<p><i>Academic Tutor</i> <i>1 @ 22k per annum (25% through PP)</i></p>		
<p><i>Maths tutor – 6 hours per week</i> <i>1 @ £30 Per hour – 5 days per week</i></p>		
<p><i>MFL tutor</i> <i>1 day @ £30 per hour – 1 day per week</i></p>		
<p><i>Science tutor – 6 hours per day</i> <i>1@ £30 per hour – 1 day per week</i></p>		
<p><i>'Period 7' academic support. Transport provided to all disadvantaged students to support attendance in extra revision sessions.</i></p>	<p>EEF Says that: 'The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these students when they are used carefully.'</p>	1
<p><i>Ensure students have access to the relevant revision guides for Maths, English and Science</i> <i>£26.10 per student in KS4 per year.</i></p>	<p>Providing the revision guides to all disadvantaged students in KS4 provides access to highly successful standardised materials.</p>	1, 2
<p><i>Equipment grant(s) for subjects requiring specific equipment for success in that area.</i></p> <p><i>E.g. - GCSE Photography disadvantaged students have access to cameras that enable them to be successful on the course</i> <i>- PE specific equipment for disadvantaged students to</i></p>	<p>Ensuring all students have access to the appropriate equipment within school enables all students to achieve within the subject.</p> <p>Supporting students to access other extra-curricular activities such as sports, especially at representative level, is good for student's social skills and mental wellbeing.</p>	2

<i>access the curriculum or support with transport for representative squads e.g. county, national etc.</i>		
<i>All students benefit from the Careers education programme.</i>	Gatsby Benchmark 3 "Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout."	2
<i>Curriculum plans, schemes of learning make explicit the vocabulary to be taught and then used by students.</i>	Unity says: Planning should include key language structures that all staff know about and are modelling to children. Language rich environments must be recreated across the school to support vulnerable learners.	1, 2
<i>Access to online and electronic devices in order to support disadvantaged students with</i>	By providing the equipment to those who need it an opportunity to attend homework club this acts to mitigate the potential barrier.	2

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

Budgeted cost: £73,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Dedicated staff supporting proactive intervention work with students finding school or home life challenging,</i>	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged students to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	4, 5
<i>Staff eating with students, engaging them in conversational skills and building relationships.</i>	EEF says that: 'Social and emotional skills' are essential for children's development—they support effective learning and are linked to positive outcomes in later life. DFE says: Build respectful relationships with staff, students, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.	3, 1 6

<p><i>Opportunities for disadvantaged students to take part in team sports and activities.</i></p> <p><i>Lunchtime clubs & Enrichment.</i></p>	<p>EEF says that: With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>4, 5</p> <p>6</p>
<p><i>Financial support for disadvantaged students to take part in extra-curricular trips, music lessons and events to raise aspirations.</i></p> <p><i>All D of E cost (including loaning of equipment) covered for disadvantaged students.</i></p>	<p>EEF says that: With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>4, 5</p> <p>6</p>
<p><i>Engaging PP parent/carers with school life: 100% Arbor sign up, 100% of parents receive reports, follow up to missed progress evenings with tutor/Year Achievement Leaders.</i></p>	<p>The EEF says: Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes.</p>	<p>6</p>
<p><i>Breakfast Club supported by Pastoral Team.</i></p>	<p>DfE says: Build respectful relationships with staff, students, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.</p> <p>Unity says: Children from low income households are 4.5 times more likely to come to school hungry.</p>	<p>6, 3,1</p>
<p><i>Embedding principles of good practice set out in DfE’s Improving School Attendance advice. Tutors, Year Achievement Leaders and support staff will get training to develop and implement new procedures. Attendance officer to support the team with identification dn</i></p>	<p>DfE says that schools should:</p> <p>Build respectful relationships with staff, students, families and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.</p> <p>Communicate openly and honestly with staff, students and families about their expectations of school life and performance so that they understand what to expect and what is expected of them.</p>	<p>6</p>

<i>management of attendance related issues.</i>		
<i>Social skills and Wellbeing groups run by the assistant SENDCO and Curriculum Plus Teacher.</i>	'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.	6,1
<i>Emergency funding for unforeseen circumstances</i>	Whilst every attempt is taken to ensure the issues faced by disadvantaged students are being mitigated, some issue may arise that were not accounted for. This funding will keep a small quantity back for such circumstances.	1-6

Total budgeted cost: £175,500

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 students in the 2021/22 academic year.

External reviews confirm that, as a result of subject and whole school CPD, teachers have good subject knowledge and that the curriculum is planned with a rationale for the knowledge selected to be taught and the order in which to teach it.

In subjects such as the Creative Arts, access to 'cultural capital' needs to be more explicit; and in Geography, History, Modern Foreign Languages and Science, some teachers need to think further about different teaching techniques to help students to know more and remember more.

Externally provided programmes

Programme	Provider
Young Gentleman's Club	Standing Ovation
The Brilliant Club	Scholars Programme