

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	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 (3-year plans are recommended)	2023/24 to 2025/26
Date this statement was published	February 2024
Date on which it will be reviewed	September 2024
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
Total budget for this academic year	£293,012

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 and develop a love for life-long learning and curiosity.

We consider the challenges faced by vulnerable students and support them to achieve their goals, making the progress they need to succeed after GCSEs. This includes those students who are already higher attainers, who are supported by being extended in class and ensuring they are able to access all opportunities presented to them.

All students are entitled to high-quality teaching and this is at the heart of our approach. We have ensured that we have a tiered approach to the use of the Pupil Premium Grant, so that quality-first teaching is prioritised, along with targeted academic support and providing wider opportunities to students.

High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap, as stated in the EEF Guide to Pupil Premium. This not only supports the development of Pupil Premium students but also non-disadvantaged pupils in our school. Detailed below are the implicit intended outcomes which will ensure that all students at The Ilfracombe Academy, disadvantaged or not, will have a sustained impact on progress and development.

We will:

- Monitor regularly the progress of all disadvantaged students.
- Recognises that not all disadvantaged students will be in receipt of pupil premium funding and that some recipients are not socially disadvantaged.
- Prioritises the deployment of the Pupil Premium funding.
- Uses additional Key Performance indicators to monitor attendance, behaviour and reading ages of all students in receipt of Pupil Premium funding. These students in turn are prioritised for intervention and support.

Challenges

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

Challenge number	Detail of challenge
1	High rate of students with reading skills below age related expectations on entry. PP progress is limited by weak literacy and vocabulary knowledge.
2	Attendance of disadvantaged students is below National Average.

3	Students with complex needs and students with low motivation to succeed can disengage from learning which limits their progress. The impact of the Covid pandemic has been greatest on these students, increasing the level of challenge for these groups. This has also created a more limited exposure to cultural experiences and to aspirational role models/aspirational environments outside of school.
4	Lack of parental engagement and limited uptake on the opportunities available to support disadvantaged students and families.
5	Rural deprivation, limited local future employment prospects and a lack of social opportunities outside of the academy.

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
Improved reading ages to develop confidence and to improve student engagement with and access to the curriculum.	Reading ages improve beyond age-expected improvements.
Improved attendance and punctuality of disadvantaged students.	Reduced absence and lateness of disadvantaged students.
Achievement/Progress improves.	Progress 8 for disadvantaged students is at least 0 or in line with non-disadvantaged students.
Improved student and parental engagement with learning and with wider opportunities for social and cultural development.	Increased participation in extra-curricular activities. Increased parental engagement.
Improved support for students with additional needs within the classroom.	Students remain in mainstream lessons to access their learning.

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
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Ensure that all teaching staff have access to high quality, subject specific CPD.	It is well documented that good teaching is the most important lever that schools have to improve outcomes for disadvantaged students. Quality of teaching is consistently highlighted in research as making the most significant impact to progress of disadvantaged students (EEF).	1 and 3
Provide teachers in the early stages of their career with specific support. This includes ECT mentoring, stage specific CPD, staff time and support for NPQ programmes.	Training and support for teachers, particularly in the early stages of their career is key to ensure successful recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving in the key ingredient to ensure the progress of all students.	1 and 3
CPD and support for tutor time reading programme.	1 in 12 PP students do not have a single book at home.	1
Additional English and Maths classes in Year 11.	Period 0 and Period 6 are taught by specialists. 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 and 3

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

Budgeted cost: £94,923

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 Period 6 and revision materials.	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. The impact of the Covid pandemic on education has increased this gap.	1 and 3
Resource provision for PP students. This will include uniform and resources required to access their curriculum.	It is important that all students have access to the same opportunities irrespective of socio-economic status. This is given to all students at Greeting. The wearing of the school uniform is an important aspect of our ethos. Reducing anxiety by supporting equality allows students to focus on learning.	2 and 4

Library books- purchase of texts for low reading age students with content suitable for chronological age.	1 in 8 PP students do not own a single book – Jonathan Douglas – National Literacy Trust.	1
Staffing support for students who withdraw from subjects.	Small group intervention including one to one support has been shown to have largest immediate impact EEF attainment gap report 2018.	1, 2 and 3
SPARX maths. Removes in class variation and allows students to access lessons remotely.	Sutton Trust 2011 highlighted the need to reduce variation between classes and highlighted the need to be clear on the non-negotiables.	2 and 3
Lexonik - focussed intervention for students to improve reading ages.	<p>Research from the National Literacy Trust and the programme itself reveals that the programme successfully improved students' decoding skills.</p> <p>The average score on the test used is 100, with students scoring within 15 below or above this having an average score for their age. On average, students who took part in Lexonik Advance had a standardised score of 94.5 before taking part. After taking part in the programme, the average score had increased to 106.0.</p> <p>The programme was particularly beneficial for students who began with decoding skills below the national average and for older students.</p>	1 and 3
<p>Children in Care (CiC)</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>Sutton Trust EEF Toolkit</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 and 3

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

Budgeted cost: £111,258

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – use of LA EWO to challenge low attenders and PA.	<p>DfE - Section 2 – Supporting the attainment of disadvantaged pupils Nov 2015.</p> <p>There is a direct correlation between poor attendance and poor achievement. Persistent absence is highest in our disadvantaged cohort.</p>	2 and 3
Equality of access to extra-curricular opportunities.	Learning science suggests that the more experiences a child has, the better equipped they are to build on that learning, accelerate progress and link abstract concepts.	4, 5 and 6
Increased pastoral support for disadvantaged students.	Ensuring that students and their families access the support and resources available to them is important to maximise the value of the PP strategy.	2, 3 and 4
ClassCharts used to help teaching and support staff to easily identify their PP, SEN and MAP students, allowing for more informed teaching strategies and better tracking.	No research base. However, at a touch of a button ClassCharts offers teachers key information about their students including PP, SEND and MAP.	1, 2, 3 and 4
Tutor role and curriculum development.	Established routines provide security, ensure students are supported with uniform, equipment and pastoral issues. Every Child Known strategy supports and advocates for pupil premium students. Character curriculum provides advice, supports student voice and increases cultural capital.	2, 3 and 4
Maintaining the highest standards of behaviour through intervention and support.	Maintaining the highest standards of behaviour allows all students to achieve. Lessons should be disruption and distraction free and all students should be supported to meet these expectations. We ensure 100% disruption and distraction free lessons to ensure all students have equal opportunities to learn.	1, 2 and 3
Unifrog - personalised careers lessons on Unifrog platform as part of the character curriculum.	Research suggests that young people from disadvantaged backgrounds may be less likely than their peers to engage with careers provision. This may be due to a host of reasons, including perceptions that some careers are 'not for them'. There is evidence to suggest that young people from more disadvantaged backgrounds tend to rely on informal (or "hot") information from their social networks rather than formal (or "cold") information. As a result, simply providing more information on careers may not be enough to truly	5

	<p>expand horizons. Social Mobility Commission report, Oct 2021.</p> <p>One to one support given by Head of year including pastoral support worker to ensure all PP students access further education post year 11.</p>	
Leadership of PP/ disadvantaged students	PP focus at leadership level to champion the importance of raising standards across The Academy and to lead on its implementation.	1-5
Music lessons 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.	5

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 2022 to 2023 academic year.

Data for Summer 2019, 2022 & 2023 Results

Pupil premium results overview	Outcomes	Outcomes	Outcomes
	2019	2022	2023
Progress 8 score	-1.10	-0.92	-1.33
Percentage achieving English and maths (4+)	40%	27.5%	25%
Percentage achieving English (4+)	57.1%	60.8%	35.4%
Percentage achieving maths (4+)	45.7%	33.3%	35.4%
Percentage Achieving English and maths (5+)	14.3%	11.8%	10.4%
Percentage Achieving English (5+)	31.4%	39.2%	20.8%
Percentage Achieving maths (5+)	17.1%	13.7%	14.6%
Pupils gaining grade 4 or above in EBacc Element 2 sciences	58.6%	38%	35%
Pupils gaining grade 5 or above in EBacc Element 2 sciences	37.9%	22%	22.5%

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
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.