

The Ilfracombe Academy

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Year 7 – 11 = 892
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/26 to 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Steve Rogers Headteacher
Pupil premium lead	Megan Greenwood Assistant Headteacher
Governor / Trustee lead	Amy Fisher Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£235,425

Part A: Pupil premium strategy plan

Statement of intent

How Are We Spending the Pupil Premium Grant?

Our academy takes a strategic approach to allocating the Pupil Premium Grant, relying on both research evidence and our own experience to fund activities that are most likely to maximise student achievement. We do not equate eligibility for the Pupil Premium with low ability. Instead, we focus on empowering disadvantaged students to achieve their highest potential. Our spending is divided into three key priority areas:

1. Quality First Teaching

We believe that teaching should meet the needs of every learner and not rely solely on interventions to fill gaps. To ensure this, we invest heavily in developing teacher expertise through practice and coaching.

- **Daily Staff Development:** Every morning, staff refine key teaching techniques together during collective practice sessions.
- **Feedback and Tailored Practice:** Teachers receive tailored feedback designed to address specific areas for improvement. Feedback from lesson visits informs weekly departmental Continuing Professional Development (CPD).
- **Focused CPD:** Our 10 INSET days each year are dedicated to evidence-based Continuing Professional Development (CPD), fostering collaboration, reflection, and planning.

Our teaching fundamentals emphasise knowledge recaps, chunked modelling of tasks and outcomes, turn-and-talk activities to enhance oral language skills, knowledge checks through the use of mini whiteboards and live feedback and encouragement. Teachers gather feedback throughout the lesson to assess students' understanding and adapt their teaching accordingly. This ensures that misconceptions are addressed in real time, allowing teachers to work with students individually or in small groups.

2. Highly Tailored Interventions

We identify and address gaps in basic skills for eligible students as early as Year 7, ensuring timely and effective support.

- **Literacy and Language:** Our interventions are designed to improve students' academic abilities and social skills.
- **Year 11 Support:** Students in Year 11 receive additional English, Maths, and Science lessons during P0 and P6 sessions, helping them strengthen their knowledge and skills.
- **Homework Club:** Targeted students are invited to attend our homework club, where they receive tailored support from our Learning Support Assistants.

3. Minimising Barriers and Raising Aspirations

We work diligently to identify and address barriers to learning, ensuring that every student has the opportunity to succeed.

- **Strong Support Network:** Our Pastoral, Attendance, Safeguarding, and SEND teams collaborate closely, working with families and external agencies to provide well-targeted support for improving attendance, behaviour, and social-emotional wellbeing.

- **High Expectations:** We instil good learning habits by maintaining high standards for behaviour, uniform, equipment, and homework. This is taught regularly through our behaviour curriculum.
- **Celebration:** We praise students and give them positive postcards for effort, embracing our values and progress. As well as this, we host weekly and half termly events to recognise students who have 100% attendance, behaviour and homework completion.

In addition, we use daily student morning greetings as an opportunity to reflect on past successes and set goals for the day ahead. Inspirational quotes and role models are shared to encourage students to dream big. Each week, we celebrate students who exemplify our values and demonstrate outstanding effort, recognising their achievements in front of their peers.

Our ultimate priority is to inspire students to aim high and dream big, fostering a culture of ambition and resilience.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and language - High rate of students with reading skills below age related expectations on entry. Attainment progress is limited by weak literacy and vocabulary knowledge.
2	Attendance - Attendance and persistent absenteeism of disadvantaged students.
3	Aspirations - University-level study can be seen as an unrealistic goal. Pupils from disadvantaged backgrounds often need extra support to make them aware of the options for them following Year 11 or Year 13.
4	Relationships - Building strong relationships with families can be more complex.
5	Geographical barriers - 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. Improved student engagement with and access to the curriculum. Ensure disadvantaged pupils make comparable progress to our other pupils.	Reading ages improve an average of 18 months for KS3 students within a school year. Percentage passing English and Maths GCSEs.

	Progress 8 and/or Attainment 8 score of the school. Comparing those achieving 4+ in EBacc figures for disadvantaged pupils with non-disadvantaged pupils in our school and nationally.
Disadvantaged students have at least as much learning time as other students.	The attendance of disadvantaged students, at least, matches that for other students nationally.
To help our disadvantaged pupils to gain places at top universities and colleges.	Percentage of disadvantaged pupils applying to Russell Group universities in Year 13 Percentage of pupils in Year 11 going on to selective Sixth Forms to complete A Levels.
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 funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £78,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development to support the implementation of evidence-based approaches.	The Education Endowment Foundation (EEF) – Guide to Pupil Premium EEF – Effective Professional Development Guidance Report	1, 2, 3, 4, 5
High quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils.	EEF – The tiered approach to Pupil Premium Spending	1, 3
Supporting the recruitment and retention of teaching staff. Leadership opportunities have been filled by the strongest staff with proven track records for supporting all pupils, to make high levels of	EEF – Effective Professional Development	1, 2, 3, 4, 5

progress in order to fulfil our targets for disadvantaged pupils. Staff are supported through National Professional Qualifications (NPQs).		
Provide teachers with specific support. This includes Early Career Teacher (ECT) mentoring, stage specific CPD, staff time and support for NPQ programmes.	EEF – Evidence brief: Using research evidence to support your spending decisions	1, 2, 3, 4, 5
Senior Leader for Read. Staff CPD on whole school reading. Daily morning tutor reading. CPD and support for tutor time reading programme.	EEF – Improving Literacy in Secondary Schools EEF – Reading Comprehension Strategies	1,3

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

Budgeted cost: £78,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia literacy interventions – to improve language, reading, comprehension and grammar skills	EEF – Improving Literacy in Secondary Schools EEF – Reading Comprehension Strategies	1, 3
Corrective reading – Literacy intervention. The intervention is designed for students to improve decoding and comprehension.	EEF – Improving Literacy in Secondary Schools EEF – Reading Comprehension Strategies	1, 3
Online education platforms - Sparx Reader, Maths and Science. Carousel and GCSE Pod.	EEF – Teaching and Learning Toolkit	1, 3
Additional English, Maths and science classes in Year 11 P0 – English and Maths P6 – English, Maths and Science	EEF – Improving Literacy in Secondary Schools EEF – Teaching and Learning Toolkit	1,3
Homework support Providing support and guidance to students with their homework.	EEF – Teaching and Learning Toolkit	1, 2, 3

<p>Looked After Children (LAC).</p> <p>Designated Teacher and team work closely with students, family, external agencies and staff to form SMART targets and review them termly, forming part of the Personal Education Plan (PEP) meetings.</p> <p>Designated Teacher Support staff is a key worker to LAC, meeting regularly, monitoring progress and liaising with all involved.</p>	<p>EEF – Teaching and Learning Toolkit</p>	<p>1, 2, 3, 4, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £78,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance mentors</p> <p>Bi-weekly attendance meetings with Pastoral and SEND teams, following a graduated approach by using data to provide targeted interventions, home visits and positive recognition.</p> <p>Attendance mentors, Pastoral and SEND teams make daily attendance calls for targeted students.</p>	<p>EEF – Supporting School Attendance</p> <p>EEF – Teaching and Learning Toolkit</p>	<p>2, 4, 5</p>
<p>Pastoral systems</p> <p>Tutor to greet students every morning during student greeting.</p> <p>A Head of Year and Pastoral Co-ordinator assigned to every year group.</p> <p>A graduated approach used, with Pastoral Teams working with Attendance and SEND teams, providing targeted and specialist intervention.</p> <p>External agency involvement working with students and families.</p>	<p>EEF – The EEF Guide to the Pupil Premium</p>	<p>2, 3, 4, 5</p>
<p>Equality of access to extracurricular opportunities.</p> <p>Providing a variety of extra-curricular activities with attendance tracked and monitored.</p>	<p>EEF – Teaching and Learning Toolkit</p>	<p>2, 3, 4, 5</p>
<p>Online platforms used to help teaching and support staff to easily identify students, allowing for more informed teaching strategies and better tracking. Online platforms are also used by students and families, increasing communication and providing an opportunity to celebrate student success and areas for development.</p>	<p>EEF – The tiered approach to Pupil Premium spending</p>	<p>2, 4, 5</p>

Unifrog – as part of our careers provision, lessons are planned to provide personalised careers sessions on the Unifrog platform that form part of our character curriculum and tutor programme.	EEF – Teaching and Learning Toolkit	3, 5
Social time support - this is an intervention provided at social times to support students with their social skills, conversational skills and confidence.	EEF – Teaching and Learning Toolkit	2, 4, 5
Resource provision including uniform and equipment. This is checked and supported in daily morning greeting.	EEF – Teaching and Learning Toolkit	2, 4, 5
Music lessons to offer students the opportunity of learning a musical instrument on a case-by-case basis.	EEF – Teaching and Learning Toolkit	2, 3, 4, 5

Total budgeted cost: £235,425

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 2024 to 2025 academic year.

Data for Summer 2019 and 2022 - 2025 GCSE Results

Pupil premium results overview	Outcomes 2019		Outcomes 2022		Outcomes 2023		Outcomes 2024		Outcomes 2025	
	PPI	Not PPI	PPI	Not PPI	PPI	Not PPI	PPI	Not PPI	PPI	Not PPI
Progress 8 score	-1.10	0	-0.92	-0.34	-1.33	-0.24	0.14	0.65	Not available (no KS2 SATS data)	
Attainment 8 score	31.87	45.19	34.56	48.1	27.46	48.91	40.25	55.38	38.97	51.3
Percentage achieving English & maths (4+)	40%	62.8%	27.5%	63.9%	25%	72.7%	62.3%	86%	54%	82%
Percentage achieving English (4+)	57.1%	77.0%	60.8%	85.2%	35.4%	81.8%	77.4%	91.7%	72%	91.4%
Percentage achieving maths (4+)	45.7%	68.1%	33.3%	68%	35.4%	73.6%	64.2%	88.4%	64%	85.9%
Percentage Achieving English and maths (5+)	14.3%	33.6%	11.8%	39.3%	10.4%	49.6%	32.1%	71.1%	30%	58.6%
Percentage Achieving English (5+)	31.4%	58.4%	39.2%	65.6%	20.8%	736.6%	56.6%	83.5%	52%	73.4%
Percentage Achieving maths (5+)	17.1%	40.7%	13.7%	44.3%	14.6%	52.1%	41.5%	74.4%	36%	63.3%
Pupils gaining grade 4 or above in EBacc Element 2 sciences	58.6%	76.1%	38%	73.9%	35%	79.3%	55.8%	89.1%	62.5%	83.3%
Pupils gaining grade 5 or above in EBacc Element 2 sciences	37.9%	56%	22%	46.2%	22.5%	56.9%	32.7%	74.8%	33.3%	68.3%

Comparison of GCSE Results (Attainment 8) 2025					
The Ilfracombe Academy		Local schools		National schools	
Non PP	PP	Non PP	PP	Non PP	PP
52.63	35.8	48.9	32.2	50.3	34.9

Literacy intervention

Lexia intervention - 2024 - 25			
Provision	Average starting point of pupils (Years/months)	Average end point of pupils, following intervention (years/months)	Average total progress made (years/months)
Lexia	10.08	11.6	0.8

Lexonik intervention - 2024 - 25			
Provision	Average starting point of pupils (Years/months)	Average end point of pupils, following intervention (years/months)	Average total progress made (years/months)
Lexonik Leap	6.3	8.4	2.1
Lexonik Advance	11.5	15.2	3.7

Corrective Reading - 2024 - 25			
Provision	Average starting point of pupils (Years/months)	Average end point of pupils, following intervention (years/months)	Average total progress made (years/months)
Corrective Reading	7.6	8.4	0.8

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
N/A	N/A

Service pupil premium funding

At The Ilfracombe Academy, we had 6 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.