

Pupil premium strategy statement – [Ixworth High School]

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	553
Proportion (%) of pupil premium eligible pupils	28.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/25
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Chris Beales
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 134,444
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ n/a
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ n/a
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 33,691 to spend (£100,833 spent on staffing)

Part A: Pupil premium strategy plan

Statement of intent

Our goal is for all students to make good or better progress, achieving high attainment across the curriculum. Equally important is the development of the whole student, recognizing that personal growth beyond academics is central to our mission.

Following a recent set of poor results, we are prioritizing the improvement of disadvantaged (PP) students' attainment across the entire school, not just in Year 11. Our aim is for PP students to perform at the same level as their non-PP peers nationally. To support this, we will ensure that all Year 11 PP students have access to the best available resources to enhance their progress.

At the heart of our strategy is a commitment to providing high-quality teaching and learning for all students. Research shows this is the most effective way to close the attainment gap. As we raise the standard of teaching, we also aim to sustain and enhance the progress of non-disadvantaged students, ensuring that no student is left behind.

Our approach is proactive, anticipating common challenges faced by disadvantaged students while being flexible enough to address new and emerging needs. Success will be measured against clear, targeted criteria rather than relying on processes alone. Every disadvantaged student will be challenged across all areas of the curriculum, supported by a school-wide culture of high expectations.

Beyond academic support, we are also committed to providing opportunities for personal development. We will offer more chances during breaks and lunch for students to develop their interpersonal skills, fostering growth beyond the classroom. By supporting disadvantaged students holistically, we aim to help them overcome barriers and improve their long-term prospects, both post-16 and in their future careers.

All staff share responsibility for the outcomes of every student, with a special focus on identifying and addressing the unique needs of PP students. By taking a long-term approach to tracking their progress, we can ensure that interventions are timely and effective, helping to raise both expectations and aspirations. Our goal is not just short-term success but sustained achievement throughout their educational journey and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Underperformance in public exams: The attainment of PP students in English and Maths were a long way off national and 20% down on their peers at Ixworth. In addition, the Open and EBACC baskets had large negative P8 residuals.
2	Attendance: Attendance of PP students last year was only 86.8% compared to 91.1% for the whole school. This equates to missing 2 100 minutes lessons a week which over time contributes to challenge 1.
3	Student Engagement: Last year on average Ixworth students had 41.7 negative behaviour points. PP students had on average 63.2 negative behaviour points. This shows that our PP students are engaging with school life less well than their peers.
4	Parental Engagement: The current year 11 pupil premium students only had 78% attendance at the parents evening following on from the year 10 exams. This highlights a lack of engagement with school life from some PP families.

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 performance on the KPI English and Maths crossover measures	Last year 4+ PP crossover was 40%, 5+ 13%, both around 20% off the whole cohort, this year's target is to halve that gap.
To close the gap from PP attendance to whole school attendance	PP attendance to hit 90% + this year
To close the gap in behaviour points as a crude measure of student engagement	The gap was 20 points on average last year, the goal is to half theta gap to 10
To increase the levels of interaction between PP families and the school	PP families attendance at parents evenings to be greater than the cohort average

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: £100,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Money has been spent up front on staffing to ensure all students have subject specialist teachers in-front of them in the classroom</i>	"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending." — EEF, 'Effective Use of the Pupil Premium'	1, 2, 3
<i>SLT to use new lesson drop in QA system to ensure that the quality of teaching is continually fed back on and improved on in line with the schools CPD priorities</i>	"Regular feedback and professional development for teachers based on structured lesson observations can significantly improve the quality of teaching and student outcomes, especially for disadvantaged students." — DfE, 'Standards for Teachers' Professional Development'	1
<i>New Head of Maths to be recruited in order to improve the quality of teaching within the department.</i>	"The quality of maths teaching is one of the most powerful factors in raising attainment, particularly for disadvantaged students. Leadership in maths needs to focus on evidence-based practice to close gaps." — EEF, 'Improving Mathematics in Key Stages 2 and 3'	1,3

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

Budgeted cost: £17,000

£6558.50 spent so far

£ 708.50 on revision guides, £5850 on Laptops

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All year 11 PP students have been given tailored made high quality revision guides to ensure that they have the best quality resources to revise from.</i>	"High-quality revision materials can have a positive impact on students' retention and understanding, especially when combined with targeted support and study strategies." — EEF, 'Homework (Secondary)'	1,3
<i>Purchasing a bank of laptops to support students access leading in lessons and in study sessions.</i>	"Providing technology to disadvantaged pupils can improve access to learning resources and boost engagement. Digital learning is most effective when supported by teacher guidance and effective use of the technology." — EEF, 'Using Digital Technology to Improve Learning'	1,3
<i>Improved tracking of student data with more scrutiny given to PP students progress lower down the school. Including highlighting PP students explicitly on registers and in mark books. Included within this is the recruitment of a Data Manager who will also be of tracking attendance at Parents evenings in addition to the tracking of student data</i>	"Effective use of data helps schools to identify which pupils need additional support and enables more precise interventions to improve learning outcomes." — EEF, 'The Guide to Pupil Premium'	1,4
<i>New Invigilators recruited to ensure all year 11s get the conditions they need to perform to their best in their exams. Within this we are also recruiting a dedicated Exams Officer</i>	"Creating supportive exam conditions, such as well-trained invigilators, can reduce anxiety and improve the performance of disadvantaged pupils in high-stakes assessments." — Ofqual, 'Research on Exam Anxiety'	1
<i>Fund to provide key resources to help PP students access the curriculum as needs arise</i>	"Ensuring that disadvantaged pupils have access to essential learning resources can prevent barriers to learning, helping to level the playing field with their peers."	1,3

	— EEF, 'Removing Barriers to Learning: Pupil Premium'	
<i>Fund made available to pay staff to provide extra revision sessions in May and Easter to boost PP performance in addition to the afterschool revision sessions taking place throughout the year</i>	"Extending learning time through targeted revision sessions can lead to positive gains for disadvantaged students, particularly when delivered by experienced staff and timed close to the exams." — EEF, 'Extending School Time'	1

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

Budgeted cost: £ 16,691

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A stock of spare uniform and equipment to be purchased so lack of Uniform isn't a barrier to attendance</i>	"Pupils who feel included and prepared for school, including having the right uniform, are more likely to attend and engage with learning, which is crucial for closing the attendance gap." — DfE, 'Improving Attendance: Good Practice'	1,2,3
<i>Purchase equipment to improve the school experience for PP students at break and lunchtimes to increase engagement in the wider school</i>	"Well-structured activities during break and lunch can improve pupils' social skills, reduce behaviour issues, and foster a sense of belonging, especially for disadvantaged students." — EEF, 'Social and Emotional Learning'	2,3
<i>Arbor Student app to be launched along with homework set on Arbor to address two key parental concerns. One about homework not being set and Two about communication being sub par.</i>	"Improving communication between home and school, and providing clear guidance on homework, has a direct impact on student achievement and parental engagement." — EEF, 'Parental Engagement: Evidence Review'	1,3,4
<i>SLT to run a series of parental focus groups across the year to improve home – school relations and react to</i>	"Working closely with parents, especially those from disadvantaged backgrounds, through focus groups and regular	4

<i>the emerging needs of families and build stronger partnerships</i>	communication can strengthen the home-school connection and positively impact pupil outcomes." — EEF, 'Working with Parents to Support Children's Learning'	
<i>PP students to be given 10% discount on all trips across the year both residential and day trips</i>	"Participation in enrichment activities, including school trips, helps develop cultural capital and provides disadvantaged students with experiences that positively impact their motivation and aspirations." — DfE, 'Cultural Capital and Disadvantage'	3

Total budgeted cost: £134,444

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<i>Status of targets from last years strategy (MJA 2023/24):</i>		
Intended outcome	Success criteria	Verdict
<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>	<ol style="list-style-type: none"> 1. Disadvantaged students have a progress score of at least 0 2. Subject leads articulate curriculum progress of PP students. 3. Staff understand individual barriers to learning and address these in the classroom. 4. 0 NEET. 	<ol style="list-style-type: none"> 1. Not met 2. Met 3. Work in progress 4. Met
<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>	<ol style="list-style-type: none"> 1. All disadvantaged students supported in finding a suitable work experience placement that meets their needs and aspirations. 2. All disadvantaged students have visited at least one university as part of transition from KS3-4 or KS4-5. 3. 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. 4. All leadership roles are proportionately represented by disadvantaged students. 	<ol style="list-style-type: none"> 1. Met 2. Met 3. Met 4. Met
<p>3. Disadvantaged students to have similar levels of literacy as their non-disadvantaged peers.</p>	<ol style="list-style-type: none"> 1. 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. 2. Comprehension scores to be at least in line with non-disadvantaged peers by the end of Y9. 	<ol style="list-style-type: none"> 1. In progress 2. In progress 3. Met 4. In progress 5. In progress

	<ol style="list-style-type: none"> 3. All students from a disadvantaged background to be provided with access to reading materials from a range of subjects and genres. 4. 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. 5. 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 successfully manage their wellbeing.</p>	<ol style="list-style-type: none"> 1. Therapeutic and targeted interventions show impact (positive engagement, self-regulation) in order that disadvantaged students make progress at least in line with their peers. 2. 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. 3. Attendance is at least in line with the national picture and PA is reduced in line with the national (see point 5). 4. Effective restorative practice and conversations embedded across all subjects and the pastoral team. 	<ol style="list-style-type: none"> 1. In progress 2. In progress 3. Not met 4. Improved
<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>	<ol style="list-style-type: none"> 1. The number of house points reflects parity between disadvantaged and non-disadvantaged students. 2. Subject Pins and Ixworth Pins are proportionately distributed between those that are and are not disadvantaged. 3. A2L average figures are in line with non-disadvantaged peers. 	<ol style="list-style-type: none"> 1. Not met 2. Met 3. Not met
<p>5. Attendance of disadvantaged students is increased.</p>	<ol style="list-style-type: none"> 1. Disadvantaged students' attendance is within 3% of the school average by July 2023 and 1% by July 2024. 	<ol style="list-style-type: none"> 1. Not met 2. Not met 3. Not met

	<ol style="list-style-type: none"> 2. Attendance for disadvantaged students is increased to at least the national National average by July 2024. 3. The percentage of disadvantaged students being persistently absent to be within 2% of non-disadvantaged students by July 2024, and equal to or better than non-disadvantaged by July 2025. 	
6. All disadvantaged students' parent/carers are contacted regularly to support engagement with learning.	<ol style="list-style-type: none"> 1. Reports are accessed by parent/carers of all disadvantaged students. 2. Support to understand the report is provided where issues of literacy and understanding are identified with the parent/carers. 3. 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. 	<ol style="list-style-type: none"> 1. Met 2. In progress 3. Not met

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider