St Ives School: Pupil Premium Strategy Statement: 2020-2021

School overview

Metric	Data
School name	St Ives School
Pupils in school	600
Proportion of disadvantaged pupils	27.3%
Pupil premium allocation this academic year	£138,675
Academic year or years covered by statement	2019-2020, 2020-2021, 2021-2022
Publish date	October 2020
Review date	October 2021
Statement authorised by	Jan Woodhouse - Executive Headteacher
Pupil premium lead	James Butterworth - Head of School
Governor lead	Jane Cashmore - Chair of Governors

Disadvantaged pupil performance overview for last academic year (2019-2020)

NB data is calculated using the school's internal analysis tool, SISRA

Progress 8 (all)	0.74
Progress 8 (disadvantaged)	0.26
Ebacc entry (all)	22.3%
Ebacc entry (disadvantaged)	4.3%
Attainment 8 (all)	55.69
Attainment 8 (disadvantaged)	43.42
Percentage of Grade 5+ in English and maths (all)	57.4%
Percentage of Grade 5% in English and Maths (PP)	30.4%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 21
Attainment 8	Achieve at least national average for attainment for all pupils	Sept 21

Percentage of Grade 5+ in English and maths	Achieve at least national average English and maths 5+ scores for similar schools	Sept 21
Other	Improve attendance to be above national average for all students and for disadvantaged students	Sept 21
Ebacc entry	Achieve at least national average EBacc Entry for all pupils	Sept 22

Teaching priorities for current academic year

Measure	Activity
Priority 1: To accelerate the progress made by students in developing effective literacy skills which underpin their achievement and successful progression to post 16 education	Implement an augmented whole school approach to teaching literacy including appropriate training for teachers in teaching literacy skills to students including reading, spelling and vocabulary. To appoint, embed and develop the role of Literacy Learning Mentor.
Priority 2: To accelerate the progress made by students in developing effective numeracy skills which underpin their achievement and successful progression to post 16 education	Implement a more cohesive whole school approach to teaching numeracy including appropriate training for teachers in teaching numeracy skills to students.
Barriers to learning these priorities address	Skills in literacy and numeracy underpin students' access to and progress through the curriculum in all subjects. Exacerbated by the impact of the Lockdown and partial school closure in 2020, our disadvantaged students typically have less well developed literacy and numeracy skills.
Projected spending	£50,000

Targeted academic support for current academic year

Measure	Activity
Priority 1: To accelerate the progress made by students in developing effective literacy skills which underpin their achievement and successful progression to post 16 education	Literacy and numeracy interventions across Year 7 and 8 for low attaining disadvantaged pupils.
Priority 2: To accelerate the progress made by students in developing effective numeracy skills which underpin their achievement and successful progression to post 16 education	Self-understanding and cognitive learning strategies embedded as the foundations of educational progress and success.
Barriers to learning these priorities address	Skills in literacy and numeracy underpin students' access to and progress through the curriculum in all subjects. Exacerbated by the impact of the Lockdown and partial school closure in 2020, our disadvantaged students typically have less well developed literacy and numeracy skills.
Projected spending	£50,000

Wider strategies for current academic year

Measure	Activity
Priority 1: Continue to improve attendance so that it is above national average and persistent absence is below national averages, for all students and especially for disadvantaged students.	Consistently and effectively implement the school's attendance strategy, deploying and targeting the skills of Year Leaders, tutors and the school's EWO to support all disadvantaged students to have high attendance and to reduce persistent absence
Priority 2: Improve the behaviour and engagement of disadvantaged students, especially boys, so that house points, behaviour points and fixed term exclusions are reduced with a target that these should be in line with their non-disadvantaged peers.	Consistently and effectively implement the school's behaviour strategy, deploying and targeting the skills of Year Leaders, tutors and alternative providers (where appropriate) to support all disadvantaged students to behave well and to engage positively in their education.
Barriers to learning these priorities address	Poor attendance and engagement disrupt learning and lower outcomes. Typically our disadvantaged students have lower attendance and receive more behaviour points and exclusions than their non-disadvantaged peers. Attendance and behaviour have both been adversely impacted by the Covid 19 pandemic which has disproportionately affected our disadvantaged students since the school fully re-opened in September 2020.
Projected spending	£38,675

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated for staff professional development.	Use of INSET days and additional cover being provided by senior leaders.
Targeted support	Ensuring sufficient time is provided for the Literacy Learning Mentor to support target cohorts.	Appointment of Literacy Learning Mentor for up to 3 days a week to lead intervention through small group-work.
Wider strategies	Engaging the families facing most challenges.	Working closely with the Trust and feeder primary schools on cross-school outreach programme.

Review: last year's aims and outcomes (2019-2020)

NB during the months of lockdown and partial school closure provision for pupil premium students was focussed on ensuring that students had the required support to access and

engage with our remote education offer. Details of this provision are not within the scope of this strategy statement and are recorded separately and available on request.

Aim	Outcome
To improve attendance of students eligible for pupil premium funding so that the in school gap between the attendance of students eligible for Pupil Premium funding and that of their peers is no more than 1.5%. In doing so, to improve attendance so that it is at least in line with national averages for non-disadvantaged students. To reduce persistent absence so that it is at least in line with national averages for non-disadvantaged students.	Whole school attendance was 94.75 and the attendance of students eligible for Pupil Premium funding was 92.10%. There was therefore a gap of 2.65%. Persistent absence is moving towards national averages but remains a priority for the current academic year.
To improve behaviour of students eligible for pupil premium funding so that fixed term exclusions are below the national average of 8.6%. To improve behaviour so that pupil premium students are awarded a proportional number of House Points which are at least in line with their non-disadvantaged peers. To reduce behaviour points for disadvantaged students and fixed term exclusion so that these are proportional to the number of disadvantaged students are at least in line with their non-disadvantaged peers.	6.9% of students eligible for pupil premium funding had a fixed term exclusion, below the national average of 8.6% but above the exclusion rates for their non-disadvantaged peers. Pupil premium students achieved a proportional number of House Points that were at least in line with their non-disadvantaged peers. Behaviour points for disadvantaged students and fixed term exclusions are proportional to the number of disadvantaged students and are at least in line with their non-disadvantaged peers. The exception is disadvantaged boys who continue to be a focus for school development.
To improve progress and achievement of students eligible for pupil premium funding, particularly that of most able students so that progress and attainment are at least in line with that of all students nationally with similar starting points, with an aspiration to achieve comparable progress and attainment of their non-disadvantaged peers.	Progress 8 score for Higher KS2 band students was -0.08 for disadvantaged students and 0.80 for all Higher KS2 band students. Attainment 8 score for Higher KS2 band students was 54.50 for disadvantaged students and 66.86 for all Higher KS2 band students. The percentage of student's achieving a 5+ in English and Maths for Higher KS2 band students was 50% for disadvantaged students and 82% for all Higher KS2 band students. The percentage of students entered for EBacc for Higher KS2 band students was 17% for disadvantaged students and 35% for all Higher KS2 band students.