

# St Ives School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	St Ives School
Number of pupils in school	614
Proportion (%) of pupil premium eligible pupils	27.85%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22, 2022/23, 2023/24
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Jan Woodhouse – Executive Headteacher
Pupil premium lead	James Butterworth – Head of School
Governor / Trustee lead	Mark Arnold – Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,320
Recovery premium funding allocation this academic year	£21,895
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£178,215

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at St Ives School is to provide all students with the opportunity to achieve their potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps. We promote all students having full access to the rich extra-curricular provision on offer at St Ives School. This ensures we develop well-rounded individuals who achieve their ambitions and flourish in life.

Common barriers to learning for disadvantaged pupils may include:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support.

Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at St Ives School
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates
- for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn through access to a breakfast club, equipment and a home learning club
- close monitoring of attendance at extracurricular provisions along with promotion and support to increase the attendance of vulnerable learners

- ensuring that vulnerable learners have access to high quality pastoral and mental health support
- ensuring that vulnerable learners have access to frequent and high quality careers and associated opportunities
- when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Achieving these objectives:

The range of provisions available at St Ives School include but are not limited to:

- frequent monitoring and intervention of progress and needs from the senior Leadership Team, Heads of Faculty and Heads of Year
- literacy and numeracy support which includes in class support and small group withdrawal with Literacy and Numeracy Learning Mentors
- academic mentoring for students in Year 10/11 with SLT members
- providing support with transport to school to promote attendance
- running a breakfast club to ensure vulnerable learners are prepared for the day
- tracking and monitoring attendance to provide intervention and support where a need is identified
- frequent contact and support with parents regarding uniform, equipment, extra-curricular activities, trips and revision resources
- providing laptops to support with access to home learning and remote learning
- providing priority access to counselling and careers support advisors
- allocating high quality teaching assistants to support and wellbeing
- raising standards leads for literacy and numeracy

## Challenges

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

Challenge number	Detail of challenge
1	Staff awareness of PP learners and strategies for success.
2	Lack of fluency in literacy and numeracy.

3	Limited parental engagement in school and learning resulting in reduced home learning completion, a lack of readiness for school and, for some, reduced ambition.
4	The involvement of FSM and services children in extracurricular activities and trips.
5	Low levels of presentation quality in books and home learning completion for PP when compared to non-disadvantaged.
6	Overall attainment and progress of PP pupils is lower than Non PP at GCSE.
7	Attendance of PP pupils is below that on non-PP.

## 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><b>Progress in Maths</b></p> <p>Pupil Premium learners achieving at least in line with, or above national progress and attainment measures in maths at KS4.</p> <p>Progress in KS3 maths for PP learners is at or above their expected attainment pathway.</p>	<p>Gap between disadvantaged and non-disadvantaged pupils is 0.0.</p> <p>Disadvantaged achieve at least in line with national. Rigorous testing process in place to identify any needs for intervention. Evident increase in knowledge of key skills in numeracy shown through low stakes in-class assessments, key skills starters, formal regular assessments and public examinations. Effective use of key skills starters in maths support lessons. Pupil voice shows increased confidence and enjoyment in mathematics.</p>
<p><b>Progress in English</b></p> <p>Pupil Premium learners achieving at least in line with, or above national progress and attainment measures in English at KS4.</p> <p>Progress in KS3 English for PP learners is at or above their expected attainment pathway.</p>	<p>Rigorous testing process in place to identify any needs for intervention.</p> <p>Disadvantaged achieve at least in line with national. Reading scores show a reduced gap between PP and non-disadvantaged learners. Evident increase in knowledge of key skills in literacy shown through low stakes in-class assessments, key skills starters, formal regular assessments and public examinations. Pupil voice shows</p>

	increased confidence and enjoyment in English.
<p><b>Ready to Learn</b></p> <p>Pupil Premium learners are punctual, equipped and ready for school.</p>	<p>Affordable uniform available to PP learners. Equipment, such as stationery, GCSE subject specific equipment provided to PP learners where needed. PP parents are aware that they have access to financial support to assist with purchasing equipment and resources. Tutor equipment checks to show that PP learners are equipped for the school day in line with Non-PP learners. Teaching staff are quick to liaise with PP leads to ensure that any lack of equipment is quickly resolved. PP learners access breakfast club, are punctual and have energy for their day.</p>
<p><b>Extracurricular</b></p> <p>Pupil Premium learners are fully engaged and participating in the school's rich extra-curricular offer.</p>	<p>Prioritised places are available on trips for PP learners to ensure fair access. Monitoring of extra-curricular activity attendance to show that at least 20% of attendees are PP. Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.</p>
<p><b>Attendance</b></p> <p>PP attendance meets the school's attendance target of 96%.</p>	<p>The attendance of PP learners meets the school target of 96%. PP Leads meet regularly with the Education Welfare Officer and have a clear plan in place for pupils with low attendance. Staff are aware of difficulties that may impact PP learners and have plans in place to support these.</p>
<p><b>Exclusion</b></p> <p>PP pupils are not disproportionately excluded from school/lessons.</p>	<p>Staff are aware of difficulties that may impact PP learners and have plans in place to support these. PP Leads regularly monitor exclusion data and work with key pupils and staff to ensure these learners are accessing support and able to remain in lessons, enjoy and achieve. PP pupil exclusion data is equal to or</p>

	lower than that of non-disadvantaged pupils and lower than national.
<p><b>Parental Engagement</b></p> <p>Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.</p>	<p>The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. Parent /carers surveys show engagement and satisfaction with school and school life.</p>

## 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: £ 104,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Heads of Faculty</b></p> <p>closely monitor and intervene where the progress of disadvantaged learners is below that of non-disadvantaged learners or below that of their expected attainment pathway</p> <p>(£10,000)</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Heads of faculties promote positive engagement and teaching strategies with Pupil Premium Students. Heads of faculties track PP students progress and liaise with PP leads to help signpost needs for targeted intervention. “Evidence consistently shows the positive impact that targeted academic support can have.”</p>	<p>1, 2, 3, 5, 6</p>
<p><b>Raising Standards Lead (Literacy)</b></p> <p>promotes literacy, provides staff CPD and monitors and supports reading interventions.</p> <p>(£8,000)</p>	<p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.</p>	<p>2, 6</p>
<p><b>Raising Standards Lead (Numeracy)</b></p> <p>promotes numeracy, provides staff CPD and monitors and supports reading interventions.</p>	<p>Numeracy is a key determiner for academic and success and financial competency in adult life.</p>	<p>2, 6</p>

(£8,000)		
<p><b>Pupil Premium Leadership and Management</b></p> <p>The teacher in charge of SEND and the PP Leads work together to identify any staff who would benefit from further CPD to support the learning of vulnerable pupils.</p> <p>(£16,500)</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</p> <p>Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p>	3, 6
<p><b>Behaviour and rewards training.</b></p> <p>(£2,000)</p>	<p>Building positive relationships with students has been shown to help reduce the number of behaviour issues and increase students well-being and therefore engagement in learning.</p>	3, 7
<p><b>Staffing costs</b></p> <p>(£63,920)</p>	<p>Teaching has been shown to have one of the largest effects on pupil progress. Staffing costs also allow for dedicated staff posts regarding the use of the pupil premium.</p>	1, 2, 3, 5, 6

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

Budgeted cost: £ 25,295

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>MathsWatch</b></p> <p>Online numeracy package to be</p>	<p>Where students made regular use of the resource in primary settings and at SIS last year, it led to improved confidence in class and a secure functional maths foundation.</p>	2, 6

<p>deployed to lower ability KS3 students</p> <p>(£995)</p>		
<p>Small group <b>support maths</b> classes taught by Numeracy Learning Mentor</p> <p>(£7,500)</p>	<p>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."</p>	2, 6
<p>Small group <b>support literacy</b> classes taught by Literacy Learning Mentor</p> <p>(£9,000)</p>	<p>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."</p>	2, 6
<p><b>Home learning</b> and catch up support available after school through the library</p> <p>(£3,000)</p>	<p>Homework strategy from the EEF teacher toolkit "Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p>	5
<p>1:1 <b>pupil progress meetings</b> between targeted Year 11 students and SLT mentors</p> <p>(£4,800)</p>	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority.</p> <p>There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p>	1, 3, 6

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

Budgeted cost: £ 44,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Careers mentoring</b> - Pupil Premium learners prioritised and, where needed, receive additional support.</p> <p>(£1,500)</p>	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</p>	<p>3, 6</p>
<p><b>Educational Welfare Officer</b> closely monitors and support PP attendance</p> <p><b>Heads of Year</b> and Tutors monitor and support the attendance, engagement and readiness to learn of PP pupils.</p> <p>(£4,000)</p>	<p>“Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.”</p> <p>Behaviour interventions strategy from the EEF teacher toolkit.</p>	<p>3, 4, 6</p>
<p><b>Other Extra-curricular clubs and trip support. Including Year 9 Level 1 Qualification in Motor Mechanics and Hospitality.</b></p> <p>(£6,000)</p>	<p>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities – specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory</p>	<p>4</p>

	schooling.” Social Mobility Commission research.	
<b>Equipment and subject supplies</b>  (£10,000)	Removing potential barriers to participation increases attendance.	5, 7
<b>Other Support:</b> Transport support, Breakfast club, Alternative provisions, Data Management, Finance Management, Technology.  (£8,000)	Tracking and monitoring progress to implement interventions effectively. Removing barriers to participation increases attendance.	4, 7
<b>PP Recovery Premium:</b>  Pupil Premium School Led Academic Mentoring  (£15,000)	“Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.” EEF Teacher Toolkit Mentoring.	1, 3, 6, 7

**Total budgeted cost: £ 178,215**

## 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 2020 to 2021 academic year.

Aim	Outcome
<p>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.</p>	<p>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%.</p> <p>Persistent absence is moving towards national averages but remains a priority for the current academic year.</p>
<p>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.</p>	<p>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.</p> <p>Pupil premium students achieved a proportional number of House Points that were at least in line with their non-disadvantaged peers.</p> <p>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.</p>
<p>To improve progress and achievement of students eligible for pupil premium</p>	<p>Progress 8 score for Higher KS2 band students was -0.08 for disadvantaged</p>

<p>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.</p>	<p>students and 0.80 for all Higher KS2 band students.</p> <p>Attainment 8 score for Higher KS2 band students was 54.50 for disadvantaged students and 66.86 for all Higher KS2 band students.</p> <p>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.</p> <p>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.</p>
<p>D of E is an award which some students may not be able to access. Young people develop a whole range of skills and attributes such as resilience, confidence, commitment, drive, self-awareness, empathy, team working and problem solving, which support them in navigating adult life. The pupil premium funding is partly to help students access wider academic experiences.</p>	<p>3 Pupil Premium students took part in the D of E programme funded through the PP grant. These students worked towards achieving their bronze award. Achieving an Award gives skills, confidence and helps when applying for college, university or a job.</p>
<p>Less-privileged students have more limited access to careers advice at school, are less likely to have completed professional work experience, and lack the number of social networks to learn about careers or access work experience opportunities.</p>	<p>Careers sessions ran throughout the year online and in person with Year 11. Year 9 were prioritised in the summer term. Pupil premium students get access to careers advice and guidance to help with the choices they make when they leave school. This includes specialised workshops and presentations.</p>
<p>National data shows that too many of the most able students at state schools are still being let down by barriers that stand in the way of them benefiting from a wealth of opportunity afforded to the most advantaged. This includes access to tutoring</p>	<p>9 students took part in a 12 week programme. 4 of these were PP. Students were surveyed at the start of the intervention and then after they had finished. Meta-cognition increased by 4.5%, self-efficacy by 7.4%, and grit (resilience) by 14%. Students grades increased in English, science and Maths for PP students based on data</p>

	drop 1 and 2. Student feedback included: "I have got better grades on my exams" "high results in my practise tests"
Students who may not otherwise be able to access music tuition are supported in order to do so due to its cost. EEF toolkit highlights the potential progress made by arts based interventions being 2 months.	6 students are being supported through the PP budget this year for music or singing tuition.
Creative technology faculty equipment and resource support. Enables students to access the course and progress to Years 10-11. Research shows that arts interventions can help disadvantaged students progress. This enables them to access the curriculum fully.	PP students in the creative technology faculty (covering art, DT, food technology, graphics and creative design) have a positive residual (grade compared to how they are performing in other subjects in years 7-10). This ranges from an average residual of 0.17 in year 10 to 0.69 in Year 8.
To identify any SEN needs that may be affecting behaviour, access or progress. Students and staff may need strategies to support students which can be identified by a medical professional.	The educational psychologist reports helps identify barriers to learning for PP students who are disengaged and gives personalised strategies to use to support them. Helped towards the successful application for EHCP for two students. All reports have identified areas of need in students.

## Externally provided programmes

Programme	Provider
Pegasus Award	TfL Training and The Pegasus Award
Career Pilot	Next Steps South West
Duke of Edinburgh Award	Duke of Edinburgh
Ten Tors	Army
Level 1 Qualification in Motor Mechanics and Hospitality	Cornwall College