

Pupil premium strategy statement

School overview

Metric	Data
School name	Ipsley CE RSA Academy
Pupils in school	626
Proportion of disadvantaged pupils	31.4% (196 students)
Pupil premium allocation this academic year	£223,200
Academic year or years covered by statement	2019-2022
Publish date	October 2020
Review date	September 2021
Statement authorised by	Nicola Beech
Pupil premium lead	Rachel Barker
Governor lead	Alex French

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	No data due to no end of year tests.
Writing	
Maths	

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2 (TA)	57%
Achieving high standard at KS2 (TA)	7%
Achieving Secure learning in En/Ma at end of Y8 (TA)	En 71% Ma 74% No GL data
Achieving Mastery learning in En/Ma at end of Y8	En 19% Ma 26%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
KS2 Reading	75% NS / national average	Sept 2021

	25% HS -0.5 progress	
KS2 Writing	75% NS / national average 15% HS 0 progress	Sept 2021
KS2 Mathematics	85% NS / national average 30% HS +0.5 progress	Sept 2021
KS3 En/Ma outcomes	65% achieve Secure in En/Ma on exit 10% achieve Mastery in En/Ma on exit	Sept 2021
Barriers to learning	Close attendance gap between whole school and PP pupils to less than 1% Below 10% Persistent Absence Below 35% fixed term exclusions Increase in PASS scores	Sept 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1: Reading	<ul style="list-style-type: none"> Improve the quality of reading teaching across Y5/6 Improve the development of reading skills in non-English lessons in Y7/8
Priority 2: Curriculum	<ul style="list-style-type: none"> Ensure the curriculum in both Key Stages gives a solid knowledge foundation alongside robust skills development Ensure planning includes meaningful, cultural learning experiences Develop foundation subject knowledge of Y5/6 teachers Increase subject schemata links across KS2/3
Barriers to learning these priorities address	<ul style="list-style-type: none"> Boys' engagement in Y5/6 Cultural capital gaps Self-esteem and metacognition
Projected spending	£58,000

Targeted academic support for current academic year

Measure	Activity
Priority 1: Prompt gap closing in reading, writing and maths	<ul style="list-style-type: none"> Reading interventions and strategy for PP boys

	<ul style="list-style-type: none"> • Effective use of PiXL across Y5/6 • Responsive intervention strategy • Introduce academic filter meetings in KS3
Priority 2: Supporting academic learning outside of school	<ul style="list-style-type: none"> • Providing resources to support independent study (online tools and workbooks) • Workshops
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Quality of parental support for learning at home • Access to appropriate resources
Projected spending	£45,000

Wider strategies for current academic year

Measure	Activity
Priority 1: Reducing personal barriers to learning	<ul style="list-style-type: none"> • Non-teaching pastoral staff to increase availability / responsiveness • Breakfast Club • Externally facilitated programmes to build confidence and aspirations
Priority 2: increasing cultural opportunities	<ul style="list-style-type: none"> • Support for trips/visits with cultural emphasis • Instrument / singing lessons
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Social, emotional and mental health of pupils • Self-esteem and low confidence • Low aspirations and insular community experience
Projected spending	£120,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring consistency across year groups and subjects</p> <p>Time for CPD and coaching</p>	<ul style="list-style-type: none"> • QA calendar in place ensures frequency of monitoring • Middle leader involvement in QA • Build in supply costs • Use of CPD days where feasible
Targeted support	Balancing needs across subject areas and in best interest of whole child	<ul style="list-style-type: none"> • Pupil progress meetings at KS2 • Introduce academic filter meetings into KS3

Wider strategies	It is more difficult to gain quantitative data as evidence of impact	<ul style="list-style-type: none"> • Develop use of PASS survey • Build in systematic pupil voice • Completion of distinctiveness tracker to be monitored
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Review: last year's aims and outcomes

Aim	Outcome
RWM PP outcomes to be higher than national PP outcomes	<p>2020 Achieved 57% RWM PP School 51% RWM PP National (2019)</p> <p>2019 Achieved 53% RWM PP school 51% RWM PP national</p>
Reduce the RWM gap between PP and all pupils to 10%	<p>2020 Not achieved All data teacher assessed 12% gap RWM Reading – 64% ARE with 9% gap Writing – 62% ARE with 9% gap Maths – 67% ARE with 11% gap</p> <p>2019 Not achieved 20% gap RWM Reading – 58% NS with 18% gap Writing – 76% ARE with 9% gap Maths – 73% NS with 12% gap</p>
Increase Higher Standard outcomes for PP pupils	<p>2020 Not achieved RWM 7% (9% gap) R: 14% (10% gap) W: 7% (10% gap) M: 21% (9% gap)</p> <p>2019 Achieved RWM: 11% (+1% gap) R: 20% (10% gap) W: 11% (7% gap) M: 24% (6% gap)</p>
Improve PP attendance to above 95%	<p>2020 Not achieved 94.8% (to end of Spring 1) 2019 Not achieved – 94.7%</p>