



**Northern Lights**  
LEARNING TRUST



**Ian Ramsey CE Academy**

**Pupil Premium Strategy 2021-2024**

*'Train up a child in the way he should go; even when he is old, he will not depart from it.'*

**- Proverbs 22:6**

## 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	Ian Ramsey CE Academy
Number of pupils in school	1170
Proportion (%) of pupil premium eligible pupils	21.75% (254 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 (Review) 2022/23 - 2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	March 2024/Sept 2024
Statement authorised by	Local Governing Body
Pupil premium lead	Mrs E. Cook
Governor / Trustee lead	Mrs B. Miller

### Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	£228,218
Recovery premium funding allocation this academic year	£53,820
<b>Total budget for this academic year</b>	<b>£282,038</b>

## Part A: Pupil premium strategy plan

### Statement of intent

**The pupil premium is a sum of money given to schools each year by the Government to improve the attainment and progress of disadvantaged children.** The intention of Pupils Premium funding is to directly benefit the children who are eligible, helping to narrow the attainment and progress gap between them and their classmates.

At Ian Ramsey CE Academy, we identify the specific barriers to progress that this cohort present and develop annual strategies to support all those in receipt of the funding to achieve their potential. 254 (21.75%) pupils of our 1170 pupils are identified as 'Pupil Premium', and yet over 26% are in the lowest IDAQL index, we have invested heavily in whole school approaches underpinned by specific intervention for identified groups rather than placing all the finance in one area. We have developed our approach this year considering successful interventions and where research has shown the greatest impact.

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The intent of this strategy is to '**level the playing field**' for **all** pupils within the school to ensure that they have a greater chance of success in life and to act as a springboard for social mobility. The strategy and curricular offer for disadvantaged pupils offers pupils a broad and balanced curriculum, providing support for **all** disadvantaged pupils regardless of prior attainment or current performance. Our curriculum intent focuses on providing **EQUITY** for disadvantaged pupils, so they have the same opportunities, experiences, support, and aspirations as non-PP. Simultaneously, we will be employing strategies to support all pupils and address the gaps created because of the coronavirus pandemic which resulted in a countryside lockdown for pupils and affected their ability to access face-to-face teaching.

Through our **DEEP** curriculum, we intend that every child will:

- **Develop** a love of learning, academic excellence, and **perseverance** in a Christian context.
- **Engage** in a wide range of opportunities in **joyful**, meaningful contexts to develop self-worth and **wisdom** through the mastery of knowledge and skills.
- **Encourage** themselves and others to be aspirational and make wise choices so that they are prepared for life.
- **Practise** equality of opportunity by valuing diversity, actively challenging prejudice, and demonstrating **forgiveness** and **hope**.

## Challenges

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

Challenge number	Detail of challenge
C1	<p><b>Attendance</b></p> <p>Disadvantaged attendance is below that of non-disadvantaged pupils and all attendance figures have been amplified negatively because of the Covid-19 pandemic.</p>
C2	<p><b>Engagement with learning</b></p> <p>Engagement of some disadvantaged pupils can be limited and family engagement in learning variable - improving pupil engagement and the curriculum engagement of families in learning is crucial in raising achievement and improving outcomes for youngsters.</p>
C3	<p><b>Aspirations and destinations</b></p> <p>Aspirations of some disadvantaged pupils can be limited due to family experiences of education, and this can impact on pupils' desires to progress to further/higher education and future opportunities. Not all pupils experience sufficient wealth of enrichment experiences to widen their horizons so that they understand why they need to try to reach their full potential.</p>
C4	<p><b>Social, emotional, and general welfare support</b></p> <p>Many pupils have additional pastoral needs e.g., SEMH, uniform, support at home, breakfast etc. and require mentoring/counselling or additional support. 'Home learning', due to Covid-19, has highlighted a huge gap between DA and non-DA in terms of access to work, completion of work and independent study skills.</p>
C5	<p><b>Reading</b></p> <p>Reading levels of disadvantaged pupils are significantly below national average on entry, and this has been compounded by the COVID-19 pandemic. Low levels in reading skills have an impact across the curriculum, which is also shown through extended writing tasks, SPAG, and pupils' ability to communicate effectively, using subject specific vocabulary. Their vocabulary and cultural capital is also affected, due to lack of wider reading.</p>
C6	<p><b>Mathematical fluency</b></p> <p>Mathematical fluency, for those who are eligible for DA, is lower than other pupils on entry to Year 7. The same pupils often struggle to apply skills to problem-solving and choosing the most appropriate methods to solve a given task.</p>

## 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
C1	<ul style="list-style-type: none"> <li>The attendance of pupils is improved so that pupils can make good progress.</li> <li>The proportion of pupils who are PA is reduced.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of absence will show increasing levels of attendance and reduction in the number of PA disadvantaged pupils will show a continued downward trend, specifically those who are disadvantaged.</li> <li>PA for disadvantaged pupils will reduce to be in line with PA for all pupils or lower.</li> </ul>
C2	<ul style="list-style-type: none"> <li>Staff capacity in targeting the individual needs of pupils, with strategies to challenge, overcome barriers to learning and develop pupils' resilience is enhanced.</li> <li>Enhanced pupil engagement in lessons which impacts positively on progress</li> <li>Inclusion system continues to have a positive impact on pupils' behaviour and attitudes</li> <li>Pupils are active and independent learners who strive to achieve their best in every learning situation</li> </ul>	<ul style="list-style-type: none"> <li>The proportion of pupils achieving 4+/5+ in English and Maths improves and the gap between DA and Non-DA pupils will narrow.</li> <li>Improved A8 and P8 figures and the gap between DA and Non-DA pupils will narrow.</li> <li>Reduced numbers of fixed term suspensions and narrowing of the DA gap for rates of FTS.</li> <li>Observations of learning will show increasingly high proportions of active and independent learners striving to achieve their best.</li> </ul>
C3	<ul style="list-style-type: none"> <li>Aspirations of all pupils are raised. Opportunities to enhance 'cultural capital' through enrichment and experience are cultivated.</li> <li>Pupils are supported to access extra-curricular activities and learning outside the classroom.</li> <li>Increased parental support for pupils in parents' evenings/options/careers, to ensure DA pupils are supported to post-16 education, employment, or training.</li> <li>Appropriate post-16 destinations are secured.</li> </ul>	<ul style="list-style-type: none"> <li>NEET figure for pupils, including those categorised as disadvantaged will remain low with a target of 0% for 2023.</li> <li>Attendance of parents of disadvantaged pupils at events and parents' evenings will be high and increasing.</li> <li>Pupil, parent, and carer surveys will indicate that emotional, physical, and academic needs are met through networks of support and embedded strategies within school and the wider community.</li> </ul>
C4	<ul style="list-style-type: none"> <li>Strategies to support pupils with anxiety and wider issues linked to their mental health and wellbeing develop their character (particularly their resilience, confidence, and independence) which has a positive impact</li> <li>Pupils can access any external support needed as quickly as possible.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils in receipt of Pupil Premium will have swift and easy access to all external agency support.</li> <li>All DA pupils will feel safe, secure, and supported to continue their education within the academy which in turn will lead to enhanced progress rates and narrowing of the progress/attainment gaps.</li> </ul>

<p><b>C5</b></p>	<ul style="list-style-type: none"> <li>• Reading skills, particularly reading for meaning and vocabulary are improved.</li> <li>• A visible reading culture across the Academy will develop a joy and love of reading for all, particularly disadvantaged pupils.</li> <li>• Vocabulary and cultural capital is acquired through wider reading</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and spelling ages will increase at a rapid rate, impacting on progress and narrowing the gap.</li> <li>• Pupils accessing targeted interventions will show increasing numbers making secure progress in all subjects.</li> <li>• The vocabulary gap between DA and non-DA pupils will continue narrow.</li> <li>• Increased engagement of pupils with reading activities and accessing specific packages of support.</li> </ul>
<p><b>C6</b></p>	<ul style="list-style-type: none"> <li>• Mathematical fluency and problem-solving skills, particularly in Maths and Science, are improved and have a positive impact on progress.</li> <li>• Confidence and ability to solve problems through reasoning will increase, particularly in maths and science, leading to improved progress across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils accessing targeted interventions will show increasing numbers making secure progress in all subjects where problem-solving and mathematical fluency are required – particularly in maths and science.</li> <li>• The mathematical fluency gap between DA and non-DA pupils will continue narrow.</li> <li>• Increased engagement of pupils with numeracy activities and accessing specific packages of support.</li> </ul>

## Activity in this academic year (2023/2024)

This details how we intend to spend our pupil premium (and recovery premium funding) in **2023/2024** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £125,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased capacity to deliver our DEEP curriculum to support targeted teaching:</p> <ul style="list-style-type: none"> <li>• additional teaching groups in maths and science within all year groups (+70hrs)</li> <li>• additional teaching groups in English in Year 10 and 11 (+48hrs)</li> <li>• additional group in Year 7, providing more support for identified vulnerable pupils (+35hrs)</li> </ul>	<p><b>EEF:</b> Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. Through smaller groups, this can be more effectively about the output or outcome of the task the process of the task the pupil’s management of their learning or self-regulation.</p>	<p><b>C2</b> <b>C4</b> <b>C5</b> <b>C6</b></p>
<p>Enhance quality first teaching to ensure the progress of vulnerable groups is in line with their peers. Through high-quality training and CPD opportunities for curriculum leaders across the academy to develop their excellence in leading the curriculums.</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Research indicates that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. <a href="#">EEF Research Link – Effective Professional Development</a></p>	<p><b>C2</b> <b>C5</b> <b>C6</b></p>
<p>Metacognition and self-regulation approaches to teaching to support pupils to think about their own learning more explicitly by teaching them specific strategies for planning, monitoring, and evaluating their own learning.</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective and that these approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content, although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. <a href="#">EEF Research Link – Metacognition and Self-regulation</a></p>	<p><b>C2</b> <b>C3</b> <b>C4</b> <b>C5</b> <b>C6</b></p>

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

Budgeted cost: £118,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective diagnostic assessment across the curriculum to effectively target appropriate and timely support.	'Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) was identified as the top priority by headteachers, both primary (32%) and secondary (43%), to support disadvantaged students when schools reopen for all pupils' [Source: TeacherTapp, May 2020] <a href="#">EEF Blog Link – Meaningful and Manageable Assessment</a>	C2 C3 C5 C6
<p>Focused programmes of support across the curriculum to address gaps and improve DA pupils' <b>reading skills</b>. Implementing of targeted reading strategies for all pupils to develop vocabulary, reading and communication skills.</p> <ul style="list-style-type: none"> <li>• Bedrock Vocabulary</li> <li>• Small group and 1:1 intervention</li> </ul>	<p><b>EEF:</b> reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>Strategies are often taught to a class and then practiced in pairs or small groups.</p> <p><a href="#">EEF research Link – Teaching Assistant Interventions</a></p> <p><a href="#">EEF Research Link - Reading Comprehension</a></p>	C2 C5
<p>Improve numeracy through planned interventions and online resources:</p> <ul style="list-style-type: none"> <li>• Sparx Maths</li> <li>• Small group and 1:1 intervention</li> </ul>	<p>DA, on intake, are statistically more likely to have gaps in numeracy. Programmes chosen based on evidence of successful impact seen in other schools.</p> <p><a href="#">EEF Research link - One to one tuition</a></p> <p><a href="#">EEF research Link – Teaching Assistant Interventions</a></p>	C2 C6
Targeted interventions linked to both academic and behaviour to support identified pupils in developing their learning and reduce challenging behaviours in school.	<p><b>EEF:</b> behavioural interventions improve attainment by reducing challenging behaviour in school including interventions aimed at reducing a variety of behaviours.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an</p>	C1 C2 C3 C4



	intervention to small groups or individuals has a higher impact	
Alt. Ed provision targeted to the needs of identified DA pupils requiring an alternative setting to safeguard their access to relevant educational provision.	<b>EEF:</b> individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.	<b>C1</b> <b>C2</b> <b>C3</b>

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

**Budgeted cost: £45,521**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated support systems built into the pastoral system, including staff trained in Pivotal and Thrive.	<b>EEF:</b> Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family, or community.  <a href="#">EEF Research Link – Behaviour Interventions</a>	<b>C3</b> <b>C4</b>
Attendance team track, monitor and intervene with all pupils, starting with DA families to secure improved attendance and reduce PA.	<b>EEF:</b> attendance to school is essential if pupils are to research their full potential. <b>EEF:</b> research into attendance and impact on outcomes clearly show the correlation. Equally, safeguarding pupils is the biggest priority, ensuring they are in school allows this to happen more effectively.	<b>C1</b> <b>C2</b> <b>C3</b> <b>C4</b>
Ensure increasing levels of parental engagement to ensure effective communication with school and parents.	<b>EEF:</b> It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is some evidence that personalised messages linked to learning can promote positive interactions  <a href="#">EEF Research Link – Parental Engagement</a>	<b>C1</b> <b>C3</b> <b>C4</b>
CEIAG support Ensure CEIAG information is delivered to DA pupils to ensure they are fully aware of their options post-16 to allow them to make informed decisions.	Effective careers education and guidance can give young people access to information to support their progression and social mobility. It allows specialists to provide them with skills and knowledge to successfully navigate their way through career choices and changes.	<b>C2</b> <b>C3</b> <b>C4</b>

<p>Work with external agencies including Early Help, CAMHS and Kooth to support pupils and families.</p>	<p>Current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (<a href="http://mind.org">mind.org</a>). Mental health issues are an increasing concern not only for adults but also children and young people. The last NHS 'Mental Health of Children and Young People' survey completed for children and young people was in 2018, which found that 1 in 8 children aged between 5 and 19 were reported as having a clinically diagnosed mental health disorder. Covid-19 has also had a negative impact - 54% of children and young people surveyed by Youngminds in Jan 2021 said that had needed. <a href="#">Link to survey</a></p>	<p>C4 C2</p>
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**Total budgeted cost:**

**£289,026**

**Allocation funding:**

**£282,038**

## Part B: Review of outcomes in the previous academic year (2022/2023)

### Pupil premium strategy outcomes (3-years)

Due to the impact of Covid-19, pupils were awarded Centre Assessed Grades\* in August 2020 and Teacher Assessed Grades\*\* in the summer of 2021. Comparable data for Progress 8 is not available.

Measure	2018/19	2019/20*	2020/21**	2021/22	2022/23
Attainment 8	46.54	46.09	51.45	49.00	47.52
Progress 8	-0.28	N/A	N/A	-0.27	-0.21
Number of disadvantaged pupils in P8	40	58	49	46	62
Progress 8 (English)	50%	N/A	N/A	48.3%	56.9%
Progress 8 (Maths)	35.4%	N/A	N/A	40.5%	37.1%
Progress 8 (EBacc)	35.0%	N/A	N/A	40.1%	37.9%
Progress 8 (Open)	44.7%	N/A	N/A	50.4%	54.3
Percentage Grade 5+ English & Maths	45.6%	41.7%	50.7%	49.8%	43.2%
EBacc entry	76.3%	73.7%	68.7%	45.5%	43.6%

### Review of Expenditure 2022/2023

- A. Improve Attendance
- B. Reading and mathematical thinking
- C. Resilience (ready to learn behaviour)
- D. Engagement
- E. Aspirations and self-esteem

Intervention	Cost	Subtotal
A: Improve Attendance		
Proportion of costs	£10,848	
Transport	£1,029	
Additional Attendance Officer Support	£17,770	
Home/School Communication	£8,967	£38,614
B: Reading and mathematical thinking		
Sparx Maths	£2,000	
My GCSE Science	£4,850	

Reading for pleasure texts	£5,000	
Reading intervention and Library Support	£16,233	
Data management (FFT/SISRA)	£2,808	£34,611
<b>C: Resilience (Ready to Learn)</b>		
Curriculum structure to focus planning	£38,859	
Alt. Provision to safeguard pupils' education	£26,675	
Pupil resources and provisions (incl. devices and internet support for DA pupils)	£23,514	
Revision guides	£1,797	
Uniform	£2,725	£93,097
<b>D: Engagement</b>		
HLTA interventions	£53,875	
One-to-one/Group Interventions	£27,644	£81,519
<b>E: Aspirations and self-esteem</b>		
Careers support	£3,200	
THRIVE Training	£3,777	
THRIVE Practitioners – mental health and wellbeing.	£30,055	
Extra-curricular	£1,250	£38,282
<b>Total Spend</b>		<b>£286,123</b>

## Review of 2022/23 aims and outcomes

The Covid-19 pandemic resulted in significant disruption to the planned interventions to support disadvantaged students during 2020-21. Furthermore, the resulting paucity of internal tracking data and no external examination data means that it is not possible to draw meaningful data-based conclusions about the success of interventions.

<b>Aim</b>	<b>Outcome</b>
A. Improve Attendance	<ul style="list-style-type: none"> <li>The Attendance Officer prioritised attendance tracking and staged attendance interventions for DA pupils.</li> <li>Staged interventions (phone calls home, letters, home visits, offer of support from Early Help, CAMHS, counselling, referral to Academy Council, Referral to LA attendance team) were put in place by the Attendance Team.</li> <li>New systems of tracking and monitoring pupils' attendance were implemented (PowerBi) which allowed more proactive responses to attendance.</li> <li>Increased focus on attendance, in anticipation of the updates to KCSiE 2023 ed to the appointment of an AHT with specific responsibility to lead attendance.</li> </ul>

<p>B. Reading and mathematical thinking</p>	<ul style="list-style-type: none"> <li>• Discrete reading for pleasure lessons for pupils in Years 7&amp;8 were delivered throughout the year.</li> <li>• HTLA in English targeted pupils for intervention across all year groups.</li> <li>• Maths HTLA ran targeted intervention programmes for pupils across Years 7-11 whose problem-solving skills were a barrier to progress.</li> <li>• Both reading and maths interventions had a positive impact on the well-being and confidence of groups of pupils as well as improving their, reading, vocabulary and problem-solving skills.</li> <li>• CPD for all staff on the use of Reciprocal Reading and strategies to support the development of reading in the classroom, including vocabulary, highlighted as a strength during a Dioecian review of reading and review of provision in English and Ofsted in Nov 2022.</li> <li>• Improved use of appropriate mathematical vocabulary and problem-solving strategies observed across the curriculum but particularly in Science, DT and Geography.</li> <li>• The APS for DA pupils in GCSE English increasing from 4.28 in 2022 to 4.45 in 2023, with the proportion of pupils attaining 4+ and 5+ the highest it has ever been.</li> <li>• The APS for DA pupils in GCSE maths increased from 3.67 in 2022 to 3.95 in 2023, with science increasing from 3.25 in 2022 to 3.61 in 2023.</li> <li>• Across the curriculum, because of focused support in the teaching of reading and mathematical fluency, the APS for DA pupils increased from 4.08 in 2022 to 4.62 in 2023.</li> </ul>
<p>C. Resilience (ready to learn behaviour)</p>	<ul style="list-style-type: none"> <li>• Careful data management and robust whole school tracking systems enabled targeted interventions, across the KS4 curriculum, to be put in place for those falling behind or those with significant gaps.</li> <li>• Year 11 Interventions took place throughout the Autumn term.</li> <li>• Thrive support for identified pupils is implemented as part of the academy's behaviour support programme for those identified via our pastoral team.</li> </ul>
<p>D. Engagement</p>	<ul style="list-style-type: none"> <li>• Targeted events took place for parents and carers on how to support pupils' preparation for examinations, well as their wellbeing. Post-16 providers and other external agencies are present at all events such as curriculum evenings, options evenings and parents' evenings to provide support.</li> <li>• In maths, additional classes were provided in Year 7 (1 class) and Year 11 (2 classes). All Y11 DA pupils were also provided with revision guides.</li> <li>• Edulink fully set up and used to facilitate swift communication with parents/carers</li> <li>• Parents and carer surveys indicate that communication in 2020-21, including periods of partial school closure, was clear and timely.</li> <li>• Tutor groups meet each week, Wednesday morning, via Google Met to facilitate tutors speaking and talking with pupils outside of remote lessons.</li> <li>• Every parent/carers was contacted, via telephone, at least once during the period of partial school closure to enquire about their child's welfare – this was very positively received.</li> <li>• Classcharts proved to be a key tool in supporting the close working partnership between families and school around attendance and</li> </ul>

	behaviours for learning. An emphasis on positive recognition enabled a structured rewards system.
E. Aspirations and self-esteem	<ul style="list-style-type: none"> <li>• Work experience placements were unable to go ahead owing to government restrictions to combat the spread of Coronavirus - the CEIAG coordinator devised a virtual work experience activity to enable pupils to experience and practise work experience related skills within school.</li> <li>• All pupils had a one-to-one careers interview - either in person or via Google Met. Our careers advisor has continued to work with Year 11 leavers after results day.</li> <li>• Additional counselling capacity improved the wellbeing of our young people and encouraged resilience.</li> </ul>