

Pupil Premium Strategy Statement 2021-2024



School overview 2021-2022

Metric	Data
School name	Icknield High School
Number of pupils in school	1469
Proportion (%) of pupil premium eligible pupils	469 PP (32%); 296 FSM (20%)
Academic year or years covered by statement	2021/2022 –2023/2024
Publish date	October 2021
Review date	January 2022
Statement authorised by	Kamran Ahmed (Deputy Headteacher)
Pupil premium lead	Stephanie Hamilton (Assistant Headteacher)
Pupil Premium Governor lead	Jon Perry

Funding overview 2021-2022

Detail	Amount
Pupil premium funding allocation this academic year	£371,495
Recovery premium funding allocation this academic year	£57,762
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£8,422,323

Part A: Pupil Premium strategy plan

Statement of intent

The school's mantra of 'raising the achievement of all' has at its heart our disadvantaged students. We believe that every student, regardless of their background, should be afforded the same opportunities to be successful. Simply put, nothing should hold a child back from pursuing their talents and passions.

At Icknield High School we ensure that the grant money we receive for our Pupil Premium students is used strategically to support their learning and development, rather than spent on a series of ad hoc or bolt-on measures.

The allocation is spent using a three-tier approach focused around quality first teaching, targeted intervention and behaviour and welfare as guided by the Education Endowment Fund.

We believe that because of the strategic use of the Pupil Premium grant money:

- Teachers are significantly more aware of Pupil Premium students in their teaching groups and the strategies they can use to support them.
- At GCSE level, Pupil Premium students make progress in line with their non-disadvantaged peers nationally.
- Outcomes at GCSE level are particularly strong in mathematics and English.
- The gaps between disadvantaged students and their non-disadvantaged peers at Key Stage 3 continue to diminish.
- Disadvantaged students are more engaged in their learning and have higher aspirations for themselves.

Challenges 2021-2022

Challenge number	Detail of challenge
1.	Missing gaps in learning due to pandemic (particularly literacy)
2.	Pupil Premium attendance since return to full time in-school.
3.	Engagement with tutoring programmes outside of school hours.
4.	Parental engagement and attendance at key events e.g. parents' evening, parental engagement evening.
5.	Increasing EBacc take up for students who have a significantly weaker entry profile.

Intended outcomes 2021-2024

Intended outcome	Success criteria	Target date
Progress 8	Achieve a positive progress 8 score across all buckets.	September 2022
Attainment 8	Achieve national average for attainment for all pupils.	September 2022
% Grade 5+ in English and maths	Continue to exceed FFT 20 targets, ensuring gaps from primary school do not increase	Ongoing
Other	Improve parental engagement and involvement with the school.	September 2023
Ebacc entry	Ensure the number of PP students following the Ebacc rises above 50% and is within 5% of the whole school average	September 2024

Teaching priorities for 2021-2022

Measure	Activity	Challenge number
Priority 1	Implementation of a knowledge-rich curriculum with a focus on embedding strategies shown to best support disadvantaged students, including: 1. Expert instruction 2. High level of challenge 3. Regular retrieval practice 4. Excellent modelling <i>Understanding How We Learn</i> (Weinstein et al., 2018)	1, 5.
Priority 2	Raising the profile of Pupil Premium across the school through appropriate staff training and embedding of the PP TLR roles in English and maths.	1, 5
Projected spending	£100,000*	

Targeted academic support for 2021-22

Measure	Activity	Challenge number
Priority 1	Embedding new literacy interventions across key stage 3 for PP students who have low rates of literacy on entry and have been further impacted by the pandemic.	1, 5
Priority 2	Small group interventions for underachieving PP students at key stage 4 through internal intervention as well as external tuition support.	3
Projected spending	£220,000**	

Wider strategies for 2021-2022

Measure	Activity	Challenge number
Priority 1	Ensure 1:1 meetings and nudge cards are used to intervene when PP attendance falls below national average.	2.
Priority 2	Hold revision evenings and cultural capital courses (in conjunction with Luton Borough Council) to raise aspirations of parents and students.	4.
Projected spending	£140,000***	

Monitoring and implementation 2021-2022

*Teaching and Learning 2021-2022

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Timetables restructured (where possible) to ensure all key stage 4 disadvantaged students are in optimal grouping and have access to quality first teaching.	The EEF 'Guide to Pupil Premium', 2019 also recognises 'quality first teaching' and direct intervention at classroom levels as the most important lever schools have for improving outcomes for disadvantaged students'. Research shows that Pupil Premium students makes 1.5 years' worth of progress with a highly effective teacher as opposed to 0.5 years with a poor teacher.	Staff and student feedback, exam outcomes.	KAD, SHN	Yearly
Continued implementation of knowledge-rich curriculum. Whole staff inset training to continue to focus on the 'Icknield Lesson' with direct instruction and modelling at the heart. Focus on knowledge-rich to be further embedded as part of the staff CPD throughout the year.	After SLT visits to various EEF similar secondary schools, it was decided we would implement a knowledge-rich curriculum suited to our context. This curriculum model is also supported by the EEF ('What do we mean by knowledge rich', 2019), the School's Standards minister Nick Gibb ('The Importance of knowledge-based education', 2017) and a number of academics including Mary Myatt, David Didau and Christine Council etc.	Continuation of training on knowledge-rich curriculum throughout the year as part of the staff CPD. Staff to complete evaluation paperwork after each training session.	SLT, middle leaders	On-going

Adaption of knowledge organisers by curriculum/subject leaders to address knowledge gaps as a result of the pandemic. Materials to be shared with parents and students via the school share point.	To coincide with a knowledge-rich curriculum, many schools use knowledge organisers as a way for students and parents to revisit important information outside of lesson time. Having looked at numerous examples, it was decided we would make our own format suited to our context. The use of knowledge organisers is supported by the Chartered College of Teaching (The Purpose of Knowledge Organisers, 2018) along with numerous academics.	Parent and student questionnaires will inform yearly reviews of the content of the knowledge organisers.	SLT, middle leaders	In weekly line management meetings.
Continuation of TLR posts for Pupil Premium coordinators in maths and English. These posts will primarily focus on implementing research based teaching and learning initiatives along with targeted intervention to help close knowledge gaps.	The EEF 'Guide to Pupil Premium'. 2019 and Ofsted's 'Report on Pupil Premium Funding', 2011) recognise that spending the grant money on staff retention and quality teachers is highly effective.	Staff and student questionnaires to be used by co-ordinators, and strategies adapted as and when necessary. Assessment outcomes.	SHN, ASI, GCE	Half-termly, with weekly meetings between SHN and the two leads also in place.
Purchasing of research based literature for curriculum/ subject leaders to improve their pedagogical knowledge of new curriculum model. Subject knowledge to also	The Teacher Development Trust (with who the school is affiliated) recognise engaging with research literature to be a key part of school's development. The importance of staff CPD and high quality resources is recognised world-wide as vital for teacher progression.	CPD sessions given over to curriculum/subject leaders to discuss their findings from their reading of research based literature and focus on subject enhancement. Minutes taken by senior and middle leaders to reflect continuous discussions on Pupil Premium and the importance of improving staff subject knowledge.	SHN, SFR, RLF, middle leaders	Half-termly

be a standing CPD calendared item.				
In-class target sheets to be completed for underperforming Pupil Premium students across all subjects and year groups.	The EEF 'Guide to Pupil Premium', 2019 also recognises 'quality first teaching' and direct intervention at classroom levels as the most important lever schools have for improving outcomes for disadvantaged students'. Research shows that Pupil Premium students makes 1.5 years' worth of progress with a highly effective teacher as opposed to 0.5 years with a poor teacher.	Records of in-class targets sheets kept and correlated with data outcomes. Students added to intervention lists as and when necessary so that support is bespoke and targeted.	SHN, middle-leaders	Half-termly
Continued use of Mint Class seating software to allow staff to strategically place Pupil Premium students in optimum places in the classroom.	Research suggests (Didau, Seating plans, 2018; Hammnag, Effective Seating Arrangements, 2012) that regularly reviewing seating plans has a positive effect on low prior attainers without impacting high prior attainers. It also allows students to more confidently commit information to their long-term memories.	Checking the creation of seating plans on the software and during lesson observations.	SLT, middle leaders	Half-termly
Regular and consistent setting of homework through Show My Homework with a focus on interleaving and spaced	Studies show (UCL, 'Is Homework Worth the Hassle', 2016) that homework is vital for students to consolidate the work they have undertaken in-class. Investment in platforms such as GCSEpod and Doodle has been hugely successful, and	Weekly tracking of homework. Heads of Year to support curriculum areas with regular homework offenders; letters to be sent home and parental meetings with repeat offenders to take place with AHT.	SHN, Heads of Year	Weekly

learning to support metacognition.	introduction of more platforms is something we are keen to continue to investigate. This has clear links to one of the EEF Toolkit's highest rated strategies-self-regulation.			
Revisiting individual subject marking policies with greater autonomy given to curriculum/subject leaders in order to cut down on unnecessary work and give staff more time to prepare quality lessons.	The DfE's report 'Reducing teacher workload', 2018, advocates cutting back burdensome marking to allow teachers to plan better sequenced and thoughtful lessons. This is supported by their 'Workload Reduction Toolkit, 2019' and 'Reducing workload in your school', 2019	Work scrutiny, staff and student questionnaires will inform yearly reviews department marking policies.	RLF, SFR, middle leaders	Termly
Monthly blogs on PP research to be collated and sent to staff for regular discussion in CL meetings.	The Teacher Development Trust (with who the school is affiliated) recognise engaging with research literature to be a key part of school's development.	Minutes taken by senior and middle leaders to reflect continuous discussions on Pupil Premium and the importance of improving staff subject knowledge.	SHN, ASN, GCE, Middle leaders	Half-termly
Embedded use of purchased visulisers to allow for high quality teacher modelling in all classrooms across the school.	The EEF 'Guide to Pupil Premium', 2019 recognises 'quality first teaching' and modelling at classroom level as the most important lever schools have for improving outcomes for disadvantaged students'. Research shows that Pupil Premium students makes 1.5 years' worth of progress with a highly effective teacher as opposed to 0.5 years with a poor teacher.	Checking for evidence of modelling during lesson observations, learning walks and work scrutinies.	SLT, middle leaders	Half-termly

**** Targeted support 2021-2022**

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Maths and English teachers appointed as departmental Pupil Premium leads to undertake strategic interventions and raise the profile of Pupil Premium within the departments.</p> <p>Targeted intervention programme for underachieving Pupil Premium students. This will be a mixture of in-house specialist teaching before and after school hours, along with tutoring through PET-XI, MasterClass and Complete Maths tutor.</p> <p>Year 11 parent information evenings led by SLT PP lead and the Heads of English, maths, science, History, Geography for Pupil Premium students and their families.</p> <p>One-to-one tuition in place for Looked After Children.</p>	<p>The EEF 'Guide to Pupil Premium', 2019 recognises small group and one-to-one tuition as effective for those who are underachieving.</p> <p>Intensive tuition in small groups is often provided to support lower attaining learners. Some studies (including the EEF's 'Guide to Pupil Premium, 2019) suggests that greater feedback from the teacher generates more sustained engagement.</p> <p>Numerous studies (EEF's 'Parent Engagement', 2018; DfE 'Parent Engagement, 2011) show that parental engagement with their children's education is key to successful outcomes.</p> <p>The EEF 'Guide to Pupil Premium', 2019 recognises small group and one-to-one</p>	<p>Staff and student questionnaires to be used by co-ordinators, and strategies adapted as and when necessary.</p> <p>Parent information event in run up to programme, student questionnaires, exam outcomes, text message reminders home.</p> <p>Letters to and phone calls made to parents to ensure good attendance, parent questionnaires, exam outcomes.</p>	<p>SLT (SHN lead)</p> <p>SHN, KAD, Heads of English, maths, Science.</p> <p>SHN, KAD, Heads of English, maths, Science and EBacc</p> <p>JK, SISPO team</p>	<p>Review after each data point.</p> <p>Review after each data point.</p> <p>September 2021</p> <p>Weekly</p>

<p>One-to-one careers meetings and post-16 provision to be in place for all Pupil Premium students, with a focus on interviewing and supporting high prior attaining boys first.</p> <p>Accelerated Reader and Bedrock vocabulary programmes to help close the literacy gap between Pupil Premium and non-pupil premium students at KS3.</p> <p>Peer reading mentoring to run with able KS4 students supporting struggling KS3 readers (Covid-19 permitting).</p> <p>Additional curriculum time to be allocated for underachieving KS4 students in English and maths to make up gaps in learning with specialist PET-XI tutors.</p>	<p>tuition as effective for those who are underachieving.</p> <p>The DfE recognises careers education (CIAEG) as vital to student aims and aspirations in their 2016 report 'A strategy for Careers Education'. Personalised advice is also vital for Pupil Premium students who often have not thought about their futures and lack aspiration.</p>	<p>Looked After Children to have individual achievement plans including one-to-one mentoring in Maths and English.</p>	<p>KAD, JLM</p> <p>RLF, SDN, GFY</p> <p>RLF, SDN, GFY</p> <p>SHN, KAD</p>	<p>Half-termly</p> <p>Termly</p> <p>Termly</p>
	<p>The Literacy Trust says improving literacy is the most important strategy for improving outcomes across all subject areas. Pupil Premium student join the school with significantly lower reading ages than their non-Pupil Premium peers, so it is vital that we try to close these gaps at KS3.</p>	<p>All Pupil Premium students to have one-to-one careers interviews, destinations information.</p> <p>Parent literacy sessions and information events, accelerated reader classes booked for all year 7 and year 8 classes, gaps to close across year 7 and year 8.</p>		
	<p>Peer mentoring is one of the EEF's Toolkit's top ranked intervention strategies for disadvantaged students.</p> <p>The EEF 'Guide to Pupil Premium', 2019 recognises small group and one-to-one tuition as effective for those who are underachieving.</p>	<p>Gaps to close across year 7 and year 8.</p> <p>Maths and English to continue to have positive progress 8 scores.</p>		

Revision guide packs to be created and given to all PP students in year 11 with guidance given on how to revise effectively delivered at parents' information evening.	The EEF report of the potential impact of Covid-19 recognises that 'effective remote learning will limit the extent to which the gap widens', this is problematic as The Sutton Trust's recent Covid-19 parent survey found that '34% of disadvantaged parents said their child does not have access to a computer.'	Exam outcomes, student questionnaires.	SHN	November 2021
Revision strategies and small group and 1:1 mentoring sessions to be led by Gila Learning before and after each assessment point.	The EEF 'Guide to Pupil Premium', 2019 recognises small group and one-to-one tuition as effective for those who are underachieving. Working with external mentors and inspiration speakers is also	Exam outcomes, student questionnaires.	SHN	After each assessment point.
Meet with year 8 disadvantaged students prior to picking options and encourage them to follow an ambitious curriculum, including the Ebacc.	The EEF 'Guide to Pupil Premium', 2019 recognises raising aspirations as an important strategy for narrowing the attainment gap.	Rising numbers of PP students choosing the Ebacc, exam outcomes.	SHN, DCA	April 2022

***Wider approaches 2021-2022

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attendance 'nudge cards' to be sent home when Pupil Premium students fall below national average (95%)	The NFER briefing for school leaders, 2015, identified attendance as the key to closing gaps between Pupil Premium and non-Pupil Premium students.	Attendance tracking, review of attendance after nudge cards sent.	GFS, ABY, Heads of Year, SHN	Fortnightly
One-to-one meetings with disadvantaged students who are persistent non-attenders (90%).	The EEF 'Guide to Pupil Premium'. 2019 and Ofsted's 'Report on Pupil Premium Funding', 2018) recognise Pupil Premium students are more likely to be persistent non-attenders due to SEMW issues.	Attendance tracking, review of attendance after meetings and follow up.	SHN, GFS, ABY, Heads of Year	Fortnightly
Parent text messages to be sent before parents' evenings/events.	See above	Attendance tracking, review of attendance at Parents' Evenings, parent questionnaires.	SHN, Heads of Year	Prior to each parent evening.
LAC officer to monitor attendance for LAC students and meet carers/guardians on a half-termly basis.	See above	Attendance tracking, review of attendance, meetings with carers.	JK, SISPO team, SHN, ABY, Heads of Year	Half-termly

SENDCo to support monitoring of attendance for SEND students, and report concerns to the attendance officer and pastoral leaders.	See above	Attendance tracking, review of attendance, meetings with parents.	JK, BJS, ABY, Heads of Year	Half-termly
Monitoring of statistics for Pupil Premium students who are repeat behavioural offenders (1s and isolation), and consideration of different inclusion strategies.	As well as being likely to have poorer attendance, the EEF 'Guide to Pupil Premium'. 2019 and Ofsted's 'Report on Pupil Premium Funding', 2011) recognises Pupil Premium students are more likely to present with behavioral issues.	Behaviour tracking, review of data and trends, consideration of alternative strategies for repeat offenders to keep them in school and learning (e.g. My Tutor)	GFS, AHE, SHN, Heads of Year	Half-termly
Luton Borough Council to run adult education stalls advertising various course at tutor evenings.	Numerous studies (EEF's 'Parent Engagement', 2018; DfE 'Parent Engagement, 2011) show that parental engagement with their children's education is key to successful outcomes. Parents of Pupil Premium students are more likely to have cultural capital gaps.	Parent questionnaires, uptake of LBC sessions by parents.	SHN, middle leaders	January 2022

Arrangements in place with Luton Food Bank, Luton Youthscape and The Shared Learning Trust so out of school support and resources are available to the most disadvantaged. Letters sent home so all parents are aware of community support links.	The Trussell Trust's 2020 report reports a 61% increase in reliance on food banks during the pandemic, with families being hit the hardest. This is compounded by the loss of income and jobs for Luton Airport.	Parental awareness of local support networks available to them.	SHN	Termly
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Part B: Review of Outcomes

Disadvantaged pupil performance over for last 3 years

	2018/2019	2019/2020	2021/2022
Progress 8	-0.06	-	-
Attainment 8	39	-	-
% Grade 5+ in English and maths	35% (FFT 20 target 33%)	41% (FFT 20 target 38%)	44% (FFT 20 target 43%)
Ebacc entry	15% (whole school 18%)	30% (whole school 34%)	35% (whole school 38%)

Review of outcomes for 2020-2021

Aim	Target	Outcome
Progress 8	Achieve a positive progress 8 score across all buckets	NA- figure not available due to DfE not publishing exam results for 2020/2021.
Attainment 8	Achieve national average for attainment.	NA- figure not available due to DfE not publishing exam results for 2020/2021.
% Grade 5+ in English and maths	Continue to exceed FFT 20 targets.	44% (FFT target 43%)
Other	Attendance to be in line with national average.	NA- figures not comparable due to a pandemic.
Ebacc entry	Ensure the number of PP students following the Ebacc rises above 50% and is within 5% of the whole school average.	PP students studying the Ebacc: 2021 leavers- 35% (non-PP 39%) Year 11 2022 leavers- 45% (non-PP 56%) Year 10 2023 leavers- 50% (non-PP 60%)
Other	Improve parental engagement and involvement with the school.	Unable to run planned parental engagement evenings due to school closures, but online events and parents evening took place and regular letter correspondence was sent to parents signposting them to local support networks in Luton. Revision home learning packs and laptops were also collected or delivered to PP families to ensure these students had access to remote learning.

Externally provided programmes 2020-2021

Programme	Provider
Coaching, mentoring and revision sessions	Gila Learning
My GCSE Science	My GCSE Science
Hegerty Maths	Hegerty Maths
GCSE pod	GCSE pod
Educake	Educake
Bedrock vocabulary	Bedrock vocabulary
Accelerated reader	Accelerated reader

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