

***Pupil Premium Report 2018-2019 &
Pupil Premium Subject Improvement plan 2019-2020***



Icknield
High School
'Raising the achievement of all'

Pupil Premium report 2018-2019

Eligibility

Students eligible to receive Pupil Premium (PP) funding continue to fall into four groups:

- students entitled to free school meals (FSM);
- students that have been entitled to FSM during the last six years (Ever 6);
- children in care or looked after (CLA) or who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order;
- services children.

Funding

- In 2019-2020 students who receive FSM or are Ever 6 will continue to receive £935, CLA will receive £2300 and services children will receive an additional £300 of funding. All PP students at Icknield High School fall into the first 3 categories.
- Due to the introduction of the new Universal Credit system, up until 2023 PP students will only be removed from a school's roll at a parent's request. Where students are no longer eligible to receive PP funding directly, the government will provide schools with a top up of fee of £440.
- As a result of the introduction of Universal Credit, the government expects that 50,000 more pupils will benefit from PP funding over the next four years

Purpose

- The Education Endowment's *Guide to Pupil Premium* (2019), acknowledges that 'closing the attainment gap between disadvantaged children and their peers as the greatest challenge facing schools'. This challenge is great as the reasons PP students underachieve are 'complex and often entrenched from an early age.'
- Whilst the gap in England has closed between PP students and their non-PP peers since the introduction of the PP grant in 2011, disadvantaged students in 2018 still achieved over half a grade less than their non-PP peers nationally. This gap is projected to widen in 2019. At current rates research shows it will take over 100 years to close the disadvantage gap completely.
- Resultantly, the government continues to make the achievement of PP students a top priority, and they provide schools with the additional funding outlined above to help address these inequalities.
- However, as the EEF's report rightly states, the PP grant represents much more than money. It 'ensures there is an ongoing focus of raising the achievement of children from disadvantaged backgrounds in our education system'.
- The report also acknowledges that 'there are no simple solutions and the grant money can detract from some of the most effective strategies such as investing in quality teaching staff'.
- This has also signalled a shift by the Department for Education and Ofsted, moving the focus from the attainment gap to a more realistic focus on checking schools are using the grant money to ensure 'PP students are given the best opportunities possible to succeed in life'.

Key aims outlined in 2018-2019 strategy plan

1. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Outcomes</i>
A.	Pupil Premium students to achieve a positive progress 8 score across all buckets.	<ul style="list-style-type: none"> • Overall P8 score of -0.06. • Positive progress 8 scores for maths and English buckets (+0.35 and 0) • Negative progress 8 scores for Ebacc and Open buckets (-0.26 and -0.27). •
B.	The attainment gap between Pupil Premium and non-Pupil Premium students to be within 10% across all curriculum areas at KS4.	<ul style="list-style-type: none"> • Subjects where gaps were below 10% at 9-5: Biology, Business Studies, Chemistry, Computer Science, Film, Food and Nutrition, History, Physics, Spanish, ICT, Science, Health and Social Care. • Subjects where gaps were above 10% at 9-5: Art and Design, Drama, DT, English Language, English Literature, Ethics and Philosophy, French, Geography, German, Graphics, Maths, Music, PE, Textiles. •
C.	80-85% of Pupil Premium students in Years 7 and 8 making expected progress in all subjects; 15-20% of students in Years 7 and 8 to make 'above' expected progress in all subjects.	<ul style="list-style-type: none"> • 91% of PP students made expected progress in all subjects in Year 7 and Year 8. • 18% of PP students made above expected progress in Year 7 and Year 8.
D.	Attendance rates for Pupil Premium students to be in line with national average.	<ul style="list-style-type: none"> • Attendance rates were within 1% of the whole school average. • Attendance rates were 2% below the national average (93%).

On reflection, a number of these targets were extremely ambitious, particularly when taking into account the disparity in starting points between the PP and non-PP students in this cohort (see FFT 20 targets below). The new targets outlined in the 2019-2020 strategy document are much more realistic whilst still being ambitious. They also place less focus on gaps in line with new DfE reports and guidance.

2018-2019 Fisher Family Trust (FFT) 20 attainment targets for English and mathematics

It is important to note the FFT 20 targets for the 2018-2019 PP cohort as they had significantly lower starter points than their non-PP peers:

	Pupil Premium	Non-Pupil Premium	Gap
Achieving maths and English 9-4 (standard pass)	55%	70%	15%
Achieving maths and English 9-5 (strong pass)	33%	48%	15%
English 9-4 (standard pass)	63%	78%	15%
Maths 9-4 (standard pass)	62%	75%	13%
English 9-5 (strong pass)	46%	61%	15%
Maths 9-5 (strong pass)	38%	53%	15%

2018-2019 attainment outcomes for English and mathematics

	2016-2017			2017-2018			2018-2019				
Measure	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap	National average (non-PP)	National average (like for like)
Achieving maths and English 9-4 (standard pass)	60%	64%	4%	55%	67%	12%	50%	78%	28%	72%	44%
Achieving maths and English 9-5 (strong pass)	35%	38%	3%	34%	53%	19%	35%	55%	20%	43%	24%
English 9-4	72%	75%	3%	66%	76%	10%	63%	87%	21%	71%	NA
Maths 9-4	68%	76%	7%	67%	74%	7%	62%	82%	24%	72%	NA
English 9-5	52%	57%	5%	52%	64%	12%	53%	73%	20%	55%	NA
Maths 9-5	44%	47%	3%	37%	57%	20%	38%	62%	24%	51%	NA

Areas of strength

- Achieving maths and English at 9-5 was 2% above the FFT 20 target.
- Achieving English at 9-4 and 9-5 was in line with FFT 20 target.
- Achieving Maths at 9-4 and 9-5 were in line with FFT 20 targets.

Areas for improvement

- The gaps between PP and non-PP students widened across all key measures based on FFT 20 starting points.
- Whilst PP students met the majority of their FFT 20 targets, the non-PP students significantly out-performed their targets by an average of 9% across all measures. This is compared to an average of 1% for PP students.
- Achieving maths and English at 9-4 was 5% below the FFT 20 target and more than 10% below national average.
- Achieving maths at 9-5 was more than 10% below national average.

2018-2019 Progress 8 and Attainment 8 outcomes

	2016-2017			2017-2018			2018-2019			
Measure	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap	National average
Progress 8	0.06	0.27	0.23	0.03	0.4	0.37	-0.06	0.56	0.62	0.12
Maths	0.17	0.38	0.21	0.3	0.7	0.39	0.4	0.96	0.61	0.11
English	0.06	0.29	0.25	0.06	0.5	0.43	0	0.7	0.7	0.11
EBacc	-0.28	0.09	0.37	-0.07	0.4	0.46	-0.25	0.3	0.56	0.14
Open	0.28	0.34	0.06	-0.08	0.3	0.38	-0.21	0.45	0.72	0.12
Attainment 8	43	46	3	42	48	6	39	50	11	50

2018-2019 Pupil Premium Progress 8 outcomes by gender and prior attainment

	Overall P8	High	Mid	Low	Male	Female	High Male	High Female	Mid Male	Mid Female	Low Male	Low Female
Maths	0.35	0.49	0.36	0.21	0.52	0.18	0.38	0.58	0.44	0.28	0.7	-0.49
English	-0.01	-0.2	0.39	-0.44	-0.76	0.22	-0.76	0.26	0.03	0.75	-0.21	-0.77
EBACC	-0.26	-0.18	-0.16	-0.48	-0.19	-0.34	-0.52	0.09	-0.19	-0.12	0.06	-1.2
Open	-0.27	-0.05	-0.23	-0.53	-0.3	-0.23	-0.48	0.3	-0.45	-0.01	0	-1.29

Areas of strength

- The overall PP progress 8 (P8) score is classed as 'average' by the DfE. The score was initially higher (+0.1) but 3 students with an average P8 score of +0.5 were not included in the final DfE measure due to their Ever 6 ending prior to result's day. Similarly, unlike in previous years, we had 3 students with significant social and emotional needs who were non-attenders and achieved an average progress 8 score of -2.0 which has adversely impacted the final P8 score for PP students.
- Whilst the outcomes for PP students are compared nationally to non-PP students, it is important to acknowledge that the national Progress 8 score for PP students only was -0.39.
- Maths and English both had positive progress 8 scores.

- High and mid prior attainers both achieved overall positive progress 8 scores (0.01 and 0.09).
- The progress score for PP students with a Special Educational Need-K improved to +0.05.

Areas for improvement

- The EBacc and Open buckets had negative P8 scores despite increased funding and intervention in those areas.
- The progress score for high prior attaining boys was -0.35.
- The progress score for low prior attainers was -0.31.
- The progress 8 score for CLA was -0.75, although this was again adversely effected by one student who received alternative provision due to social and emotional difficulties.
- The progress score for PP students with an Educational Health Care plan was -0.6.

2018-2019 PP outcomes by subject

Name	Disadvantaged	Students	9 - 7 %	9 - 5 %	9 - 4 %	Residual	Residual/6	In A8 Basket %
Art & Des	All	56	23	52	75	0.45	0.08	84
	NPP	45	27	56	76	0.41	0.07	82
	PP	11	9	36	73	0.65	0.11	91
	GAP		18	19	3	-0.24	-0.04	
Biology	All	39	44	90	95	-0.08	-0.01	92
	NPP	34	47	91	97	-0.06	-0.01	94
	PP	5	20	80	80	-0.24	-0.04	80
	GAP		27	11	17	0.18	0.03	
Business	All	126	21	52	66	0.1	0.02	78
	NPP	95	23	53	67	0.13	0.02	78
	PP	31	16	52	61	0	0.00	77
	GAP		7	1	6	0.13	0.02	
Chemistry	All	38	47	87	100	-0.03	-0.01	87
	NPP	33	46	88	100	-0.09	-0.02	85
	PP	5	60	80	100	0.36	0.06	100
	GAP		-15	8	0	-0.45	-0.08	
Computer Science	All	61	13	44	62	-0.95	-0.16	61
	NPP	52	14	42	60	-1.05	-0.18	58
	PP	9	11	56	78	-0.39	-0.07	78
	GAP		2	-13	-18	-0.66	-0.11	
Drama	All	21	0	29	43	-1.1	-0.18	38
	NPP	15	0	40	60	-0.94	-0.16	47
	PP	6	0	0	0	-1.49	-0.25	17
	GAP		0	40	60	0.55	0.09	
DT	All	45	7	29	49	-0.57	-0.10	71
	NPP	32	6	34	50	-0.69	-0.12	69
	PP	13	8	15	46	-0.25	-0.04	77

	GAP		-1	19	4	-0.44	-0.07	
English	All	272	15	59	78	0.38	0.06	94
	NPP	200	18	64	83	0.37	0.06	94
	PP	72	8	44	64	0.41	0.07	93
	GAP		10	20	19	-0.04	-0.01	
English Literature	All	271	21	62	78	0.46	0.08	94
	NPP	199	25	68	84	0.5	0.08	95
	PP	72	13	47	61	0.34	0.06	92
	GAP		12	21	23	0.16	0.03	
Ethics & Philosophy	All	273	19	51	62	-0.06	-0.01	79
	NPP	201	22	56	69	-0.01	0.00	82
	PP	72	10	38	43	-0.2	-0.03	71
	GAP		13	18	26	0.19	0.03	
Film	All	56	4	52	79	0.39	0.07	89
	NPP	35	6	51	77	0.3	0.05	91
	PP	21	0	52	81	0.53	0.09	86
	GAP		6	-1	-4	-0.23	-0.04	
Food Prep & Nutrition	All	28	18	43	64	0.38	0.06	89
	NPP	22	18	41	64	0.35	0.06	86
	PP	6	17	50	67	0.5	0.08	100
	GAP		2	-9	-3	-0.15	-0.03	
French	All	26	58	85	96	-0.03	-0.01	85
	NPP	23	61	87	100	0.05	0.01	87
	PP	3	33	67	67	-0.62	-0.10	67
	GAP		28	20	33	0.67	0.11	
Geography	All	120	15	46	64	-0.56	-0.09	89
	NPP	94	18	52	71	-0.52	-0.09	88
	PP	26	4	23	39	-0.71	-0.12	92
	GAP		14	29	33	0.19	0.03	
German	All	24	13	46	75	-0.5	-0.08	75
	NPP	16	6	50	75	-0.57	-0.10	75

	PP	8	25	38	75	-0.37	-0.06	75
	GAP		-19	13	0	-0.2	-0.03	
Graphics & Digital Media	All	99	5	37	63	-0.6	-0.10	66
	NPP	74	5	42	66	-0.8	-0.13	60
	PP	25	4	24	52	-0.02	0.00	84
	GAP		1	18	14	-0.78	-0.13	
History	All	134	14	37	60	-0.44	-0.07	90
	NPP	97	14	38	58	-0.45	-0.08	92
	PP	37	14	32	68	-0.42	-0.07	87
	GAP		1	6	-10	-0.03	-0.01	
Maths	All	277	26	56	76	0.56	0.09	98
	NPP	203	29	62	82	0.59	0.10	99
	PP	74	18	38	61	0.48	0.08	95
	GAP		12	24	21	0.11	0.02	
Music	All	14	14	36	50	0.19	0.03	79
	NPP	9	22	56	67	0.24	0.04	89
	PP	5	0	0	20	0.11	0.02	60
	GAP		22	56	47	0.13	0.02	
P.E.	All	30	3	67	83	-0.79	-0.13	63
	NPP	24	4	71	88	-0.89	-0.15	58
	PP	6	0	50	67	-0.39	-0.07	83
	GAP		4	21	21	-0.5	-0.08	
Physics	All	38	61	97	100	0.31	0.05	95
	NPP	33	61	97	100	0.27	0.05	94
	PP	5	60	100	100	0.56	0.09	100
	GAP		1	-3	0	-0.29	-0.05	
Spanish	All	18	33	83	89	0.32	0.05	100
	NPP	13	31	85	92	0.31	0.05	100
	PP	5	40	80	80	0.36	0.06	100
	GAP		-9	5	12	-0.05	-0.01	
Textiles	All	58	21	53	86	0.32	0.05	83

	NPP	44	23	57	91	0.37	0.06	84
	PP	14	14	43	71	0.18	0.03	79
	GAP		8	14	20	0.19	0.03	
IT/Media	All	36	0	0	39	-1.24	-0.21	33
	NPP	20	0	0	40	-1.28	-0.21	35
	PP	16	0	0	38	-1.18	-0.20	31
	GAP		0	0	3	-0.1	-0.02	
Science Combined	All	232	9	43	62	-0.09	-0.02	100
	NPP	167	10	46	67	-0.11	-0.02	100
	PP	65	9	34	50	-0.02	0.00	99
	GAP		1	12	17	-0.09	-0.02	
Health & Social	All	48	0	6	21	-1.56	-0.26	23
	NPP	33	0	6	24	-1.67	-0.28	21
	PP	15	0	7	13	-1.33	-0.22	27
	GAP		0	-1	11	-0.34	-0.06	
P.E. VCert L1	All	12	17	100	100	-1.2	-0.20	42
	NPP	4	0	100	100	-0.97	-0.16	50
	PP	8	25	100	100	-1.31	-0.22	38
	GAP		-25	0	0	0.34	0.06	
P.E. VCert L2	All	18	6	22	100	0.68	0.11	94
	NPP	15	7	27	100	0.62	0.10	93
	PP	3	0	0	100	0.94	0.16	100
	GAP		7	27	0	-0.32	-0.05	

Subjects with notable small gaps across all key measures: Business Studies, Chemistry, Computer Science, Film Studies, Food and Nutrition, History, Physics

Subjects with notable high gaps across all key measures: Drama, English Literature, EP, French, Geography, Maths, Music

Budget expenditure 2018-2019

Original grant: Approximately £400, 000

Action	Pupil premium allocation	Outcomes	Impact
Subject intervention and support	£80, 000	<ul style="list-style-type: none"> • Out of hours revision sessions ran for all subjects, with a particular focus on English, Maths and EBacc sessions • Revision guides and equipment bought across a range of subjects. • 1:1 intervention for key students in English and Maths with specialist teachers. • Small group intervention at KS3 with a focus on literacy and numeracy. • In-class target sheets used by teachers to provide targeted support to students. 	<ul style="list-style-type: none"> • More strategic and timely intervention programme in place across KS3 and KS4. • Progress 8 score of -0.06 for PP students which is in line with national average. • Positive progress 8 scores for PP students in English and maths. • Achieving maths and English at 9-5 was 2% above the FFT 20 target. • Achieving English at 9-4 and 9-5 was in line with FFT 20 target. • Achieving Maths at 9-4 and 9-5 were in line with FFT 20 targets. • Year 7 students classed as 'Reading below expectation' reduced by 24%. • Year 7 students classed as 'Reading above expectation' increased by 22%.
Student Individual Support Plan	£80, 000	<ul style="list-style-type: none"> • The school's SISPO unit worked with students that required extra support. This was either in the form of 1:1 lesson support, small group 	<ul style="list-style-type: none"> • Appropriate social and emotional support in place for CLA students which helped ensure that complex individual student needs were met.

Office		<p>work, 1:1 tuition, home visits and/or access to social and emotional support via the school's councillor.</p> <ul style="list-style-type: none"> • CLA coordinator ensured CLA, Virtual School Heads and Luton Borough meeting were adhered to and action plans provided. 	<ul style="list-style-type: none"> • Progress 8 score of -0.57 for CLA, which is an improvement of over half a grade on 2017-2018. This score is also adversely affected by a student with extreme social and emotional issues who was educated off-site.
Leadership and Management Pupil Premium lead	£ 50, 000	<p>Clear leadership responsibility given to a member of the leadership team to focus on overseeing effective provision for PP students. The following were actioned:</p> <ul style="list-style-type: none"> • Clear Subject Improvement Plan with measureable impacts in place. • Internal review of whole school provision and resultant action plan put in place. • Rigorous tracking and monitoring of student progress to allow for swift and timely intervention to take place. • Training delivered on the importance of quality first teaching in improving outcomes for PP students. • PP became a standing agenda item during Curriculum Leader and Curriculum Area meetings. • Introduction of strategic seating plan software. • Closer work undertaken with literacy coordinator to ensure greater focus on closing the word gap at KS3. • Statutory reports were published on the school's website. • Introduction of in-class target sheets for 	<ul style="list-style-type: none"> • Greater focus on quality first teaching, including knowledge rich and embedding retrieval practice. • Greater whole school understanding of PP and the importance of strategic support in the classroom. • Funding monitored and the impact regularly assessed. • Positive progress 8 scores for PP students in English and maths. • Achieving maths and English at 9-5 was 2% above the FFT 20 target. • Achieving English at 9-4 and 9-5 was in line with FFT 20 target. • Achieving Maths at 9-4 and 9-5 were in line with FFT 20 targets. • Year 7 students classed as 'Reading below expectation' reduced by 24%. • Year 7 students classed as 'Reading above expectation' increased by 22%.

		<p>underachieving PP students.</p> <ul style="list-style-type: none"> • More extra-curricular trips and experiences provided for PP students across both key stages. 	
Transition and Attendance	£35, 000	<ul style="list-style-type: none"> • Student attendance tracked throughout the year and records kept by attendance officer. • Parents' Evening attendance tracked and phone calls made to PP parents who could not attend. • Where possible, students who were below 90% had meetings to discuss the impact of their absence on their academic achievement. 	<ul style="list-style-type: none"> • PP attendance was in line with the whole school average. • Higher attendance of PP students at Parents' Evening. • High student retention rates.
Careers education, information, advice and guidance.	£30, 000	<ul style="list-style-type: none"> • 1:1 career interviews for all disadvantaged students in year 11. • 1:1 support with writing of post-16 applications. • Pupil Premium students in year 10 attended a number of careers and skills fairs. • A number of More Able PP students attended University experience days. • Five year 11 PP students attended a University of Cambridge immersion weekend. • Careers carousel activities were expanded for year 7 Pupil Premium students. • 1:1 interviews were held with year 8 PP students regarding their options choices. 	<ul style="list-style-type: none"> • All Year 11 Pupil Premium students applied for a post-16 course, with nearly all securing their first choice. • 95% of our students go on to further education which is above national average of 93%. • Students have higher aspirations for themselves.
Accelerated reader, Bedrock Vocabulary software and purchasing of	£25, 000	<ul style="list-style-type: none"> • A variety of books bought to support Accelerated Reader. • A book purchased for all Pupil Premium students to encourage reading for pleasure. • Programmes to support the acquisition of 	<ul style="list-style-type: none"> • Positive progress 8 scores for PP students in English. • Achieving English at 9-4 and 9-5 was in line with FFT 20 target. • Year 7 students classed as 'Reading below expectation' reduced by 24%.

books		English and low level reading ages purchased.	<ul style="list-style-type: none"> • Year 7 students classed as 'Reading above expectation' increased by 22%. • Improved literacy levels across all subjects. • Greater staff awareness of tier 2 and tier 3 vocabulary and cross curricular links. • Disadvantaged students given the opportunity to rapidly improve literacy skills.
Online revision platforms	£20, 000	<ul style="list-style-type: none"> • Use of GCSEpod, Doodle, Mathswatch and Maths Whiz. • All students given handouts with details of how to access the different software. • PP information evening held to raise parent awareness of successful revision strategies. 	<ul style="list-style-type: none"> • Increased usage of software packages by PP students outside of school. • Better parent engagement with revision strategies including interleaving and chunking of information. • Progress 8 score of -0.08 for PP students which is in line with national average.
Off-site provision	£20, 000	<ul style="list-style-type: none"> • Due to extreme social and emotional needs, the needs of a handful of students were best served through off-site provision. This was carefully monitored to ensure students were safe, happy and achieving their potential. 	<ul style="list-style-type: none"> • Students remained in education and were not permanently excluded and/or managed to gain some qualifications.
Hardship fund	£12, 000	<ul style="list-style-type: none"> • In cases of hardship support was given with uniform and PE kits, trips and educational visits, and subject-specific materials (e.g. art supplies) • All compulsory educational visits were paid for by the school. • All equipment and resources required for curriculum visits were paid for by the school. • A number of reward trips paid for PP students to promote inclusion. 	<ul style="list-style-type: none"> • No PP student was unable to participate in activities as a result of financial hardship. • All students had fair and equal access to the curriculum. • Cultural capital of PP students was boosted through participation in trips and activities.

Music lessons	10, 000	<ul style="list-style-type: none"> • Paid Music lessons offered to all PP students at KS3 and KS4. • Paid Music lesson attended by all PP students studying GCSE Music. 	<ul style="list-style-type: none"> • Increased uptake of Music by PP students at GCSE. • Fairer access to the Arts based curriculum subjects for all disadvantaged students.
PP coordinators appointed in Maths and English	£8, 000	<ul style="list-style-type: none"> • Creation of PP TLRs posts in English and Maths to raise the profile across the core subjects. • 1:1 and small group intervention across KS3 and KS4. • Introduction of Teaching and Learning strategies to ensure closing of knowledge gaps across both key stages. 	<ul style="list-style-type: none"> • Profile of PP raised across core subjects. • More strategic and timely intervention programme in place across KS3 and KS4. • Progress 8 score of -0.08 for PP students which is in line with national average. • Positive progress 8 scores for PP students in English and maths. • Achieving maths and English at 9-5 was 2% above the FFT 20 target. • Achieving English at 9-4 and 9-5 was in line with FFT 20 target. • Achieving Maths at 9-4 and 9-5 were in line with FFT 20 targets. • Year 7 students classed as 'Reading below expectation' reduced by 24%. • Year 7 students classed as 'Reading above expectation' increased by 22%.
Gifted and Talented and raising aspirations programmes	£8, 000	<ul style="list-style-type: none"> • A number of More Able PP students attended University experience days. • Five year 11 PP students attended a University of Cambridge immersion weekend. • Revision presentations by motivational speakers in school. 	<ul style="list-style-type: none"> • Progress 8 score for the most able Pupil Premium students was +0.02. • Students have higher aspirations for themselves.
Implementation of knowledge rich curriculum and research	£6, 000	<ul style="list-style-type: none"> • External CPD training provided to promote the importance of a knowledge rich curriculum in closing the attainment gaps between PP students and their non-PP peers. 	<ul style="list-style-type: none"> • Curriculum Leaders reviewed and started to revamp their curriculum models. • Introduction of knowledge organisers. • Introduction of regular retrieval practice in lessons to help

		<ul style="list-style-type: none"> Curriculum Leaders bought and read educational research e.g. Learning Scientists. 	<p>close knowledge gaps between PP students and their non-PP peers.</p> <ul style="list-style-type: none"> Refocus on improving staff subject knowledge in curriculum area meetings.
Breakfast club	£5,500	<ul style="list-style-type: none"> Breakfast club was open to all students and those who faced hardship were encouraged to attend. 	<ul style="list-style-type: none"> Attendance registers confirmed that breakfast club was accessed regularly by Pupil Premium students. This enabled better concentration in lessons as students were not hungry.
Staff mentoring programme	£2,000	<ul style="list-style-type: none"> Underperforming Pupil Premium students received individual assertive mentoring during tutor time. Revision planners and timetabling resources were bought to support students with study skills. 	<ul style="list-style-type: none"> Students received 1:1 support to enable to help them see the importance of achieving good outcomes. Bespoke revision timetables were created to aid with revision. Progress 8 score of -0.08 for PP students which is in line with national average.
Peer mentoring	£1, 000	<ul style="list-style-type: none"> Underachieving KS3 students were paired appropriately with a KS4 students who acted as tutors. All resources provided. 	<ul style="list-style-type: none"> Year 7 students classed as 'Reading below expectation' reduced by 24%. Year 7 students classed as 'Reading above expectation' increased by 22%. Building of confidence and aspirations due to working with peers.

Pupil Premium Data for Icknield High School 2019-2020

Year group	Total	Cohort	% of cohort
7	90	303	30
8	88	290	30
9	104	286	36
10	87	286	30
11	89	287	31
TOTAL	458	1452	32

- Overall the school is made up of 458 Pupil Premium students (as of September 2019) attracting a sum of approximately £430, 000. This money is not ring fenced and is used by the school to raise the attainment of Pupil Premium students.

- In 2018 the national average for PP students was 28%; the average for Luton Borough was 35%. This means that the number of PP students at Icknield is above national average but below the average for Luton Borough.

Pupil Premium Subject Improvement plan for 2019-2020

Priority 1:	Pupil Premium
Success Criteria/Expected Outcome(s)	<p>Whole school outcomes</p> <ul style="list-style-type: none"> • Less than 5% of Pupil Premium students to have reading scores below average by the end of KS3 as a result of the Accelerated Reader, paired reading and Year 7 catch-up programmes. • 30% of Pupil Premium students to have a reading score above average by the end of KS3, with an increase in the number of students identified as millionaire readers. • Progress 8 score of +0.1 or above for maths and English buckets. • Progress 8 score of 0 or above for EBacc and Open buckets. • Outcomes for Pupil Premium in key sub-groups (boys and low prior attainers) to achieve a progress score within 0.2 of the school's overall Pupil Premium progress 8 score. <p>English and maths outcomes</p>

	<ul style="list-style-type: none"> • Achieve PP FFT 20 targets at all key measures. • Gaps not to widen between PP and non-PP students. • Progress 8 score of +0.1 or above for maths and English buckets. <p>Other</p> <ul style="list-style-type: none"> • The number of Pupil Premium students following the EBacc pathway to be within 5% of their non-Pupil Premium peers. • 45% of Pupil Premium students in year 9 to follow the EBacc pathway (up from 35% in year 10 and 29% in year 11). • Fewer internal and fixed term exclusions for Pupil Premium students. • Fewer whole school behavioural incidents logged for Pupil Premium students. • Pupil Premium attendance to be in line with national average. • Attendance of Pupil Premium students with SEND to be within 5% of the whole school average • Unauthorised absences to be below 1%. • Fewer incidents of Pupil Premium students being late to school in a morning. • Attendance of Pupil Premium parents at Parents' Evening to be within 5% of their non-Pupil Premium peers. • 85% attendance at revision events and information evenings run specifically for parents of Pupil Premium students. • A sample group of parents to attend Luton Borough Council courses focusing on cultural capital and events in the local area
Led by:	S. Hamilton
Governor Link:	J. Perry

	Actions	Led By	Timescale	Resources/CPD	Cost	Term of Expenditure	Self-Evaluation/Monitoring		
							How?	Who?	When?

1.	Internal quality assurance review of pupil premium provision, with the report mapping progress against outcomes from last year's review.	SLT	Nov 2019	Meeting time, observation time, student questionnaires, staff questionnaires, work scrutiny	£1,000	-	Collation of findings (data, questionnaires etc.) and resultant training	SHN	After review is completed
2.	Closer monitoring and intervention of pupil premium attendance, particular persistent absentees (7% gap in 2018/19)	SHN, GFS, ABY	Sept onwards	Attendance 'nudge' cards, letters home, regular intervention meetings, home visits	£8,000	Half termly	Attendance figures	SHN, GFS, ABY	Half termly
3.	Inset training and educational literature on new curriculum and quality-first teaching strategies, with a focus on closing the knowledge gap for disadvantaged students.	SHN, KAD, RLF, SFR	Ongoing	Meeting time	£4,000	One year	Observations, analysis of questionnaire data	SHN, SFR	Curriculum leader meetings and inset days
4.	Regular strategy meetings with pupil premium coordinators for maths and English, with discussions centred on quality-first teaching strategies, embedding cultural capital, data tracking and timely intervention.	SHN	Sept onwards	Meeting time, external CPD course for coordinators	£6,000 (TLRs) and £500 training	One year	Observations, case studies, monitoring of student progress	SHN, SGI, Anwar	Fortnightly , ongoing
5.	Middle Leaders to support teaching staff with use of Mint Class seating software and in-	SNH, CLs	Ongoing	Mint Class, tracking sheets, SISRA	£2,200	One year	Monitoring of seating plans, student progress, observations	SHN, CLs	Half Termly

	class pupil premium target sheets.								
6.	Targeted out of hours subject support classes in place across the curriculum, with a continued focus on improving outcomes for the EBACC subjects.	SHN, CLs, SGI, ASN	Ongoing	Intervention classes, relevant resources	£20,000	One year	Monitoring of students' progress and standards	SHN, SGI, ASN	After each progress point.
7.	Closer monitoring of KS3 pupil premium data, with consideration of different research outlining effective intervention strategies.	SHN	Half-termly	External CPD course, research books, tracking sheets, intervention.	£2,000	One year	Monitoring of students' progress and standards	SHN, SGI, Anwar, CLs	Half termly
8.	Continued monitoring and sharing with both parents and students of online support packages. These include: GCSE Pod, Mathswatch, PIXL apps, Doodle, Quizlet, Seneca, Just Maths.	SHN, DCA	Ongoing	Meetings, PS Engage, computer facilities, PP information evening	£20,000	One year	Usage count correlation with progress	SHN	After each progress point
9.	Action research project (NPQML, NPQSL and lesson study) to focus on improving outcomes for disadvantaged students	SLT and project leaders	Sept onwards	Meetings, external training	£5,000	One year	Observations, case studies, monitoring of student progress	SHN and project leaders	Half termly
10.	The majority of disadvantaged students to be afforded the opportunity to study a broad and balanced curriculum,	KAD, SHN	Sept onwards	Meetings, options evening, discussions with students and parents	-	-	Pathway and achievement reviews, EBACC numbers for PP students to increase	SHN, KAD	Termly

	including the EBACC.								
11.	Pupil Premium to continue to be a standing item on line management meetings and be included in new termly work scrutinies.	SLT	Sept onwards	Meeting time, work scrutiny time	-	-	Minutes of meetings, monitoring of feedback given to PP students	SLT	Fortnightly (meetings), termly (work scrutiny)
12.	Greater extra-curricular opportunities afforded to disadvantaged students (including reward trips) to help close the knowledge gaps e.g. theatre trips, visits to book stores etc.	SHN, SGI, Anwar	Sept onwards	Visits	£20,000	One year	Tracking of PP student percentage on trips	SHN, KST	Termly
13.	1:1 careers meetings and post-16 provision to be in place for all disadvantaged students to help raise aspirations.	SHN, JLM	Sept onwards	College/university visits, support with applications, careers network meetings, questionnaires	£20,000	One year	Destination figures, analysis of questionnaire data	JLM	Termly
14.	Accelerated Reader, Bedrock and Maths Whizz programmes used to help close the literacy and numeracy gaps between pupil premium and non-pupil premium students at KS3.	RLF, SDN, GFY, JRN	On-going	Accelerated reader, Bedrock, Maths Whizz	£6,000	One year	Monitoring of student progress on software packages, analysis of student progress	RLF, SDN, JRN, GFY	Termly
15.	Use of external life-coaches and inspirational speakers to help raise the aspirations of pupil premium students.	SHN	On-going	External visitors, questionnaires, case studies	£10,000	One year	Analysis of questionnaire data, case studies, analysis of grade outcomes	SHN	Termly
16.	Staff mentoring programme in place to intervene with underachieving pupil premium students.	SLT to choose staff	From January 2020 onwards	SISRA, tracking sheets	£2,000	One year	Analysis of questionnaire data, case studies, analysis of student progress	SHN	Half-termly

17.	Continuation of paired reading between KS4 and KS3 students during tutor time.	RLF, GFY, SDN	From Oct onwards	SISRA, tracking sheets	£2,000	-	Analysis of questionnaire data, case studies, analysis of student progress	RLF, GFY, SDN	Termly
18.	Continued contact and discussions with parents in the form of information evenings and coffee mornings.	SHN, BJS, JK	From Nov onwards	Phone calls, PS Engage, letters, meetings, information evenings	£5,000	One year	Analysis of questionnaire data, case studies, analysis of student progress	SHN, BJS, JK	Termly
19.	Luton Borough Council to run courses focusing on cultural capital and events in the local area	SHN	Dec onwards	External visitors, computer rooms, questionnaires, phone calls, letters	£4, 000	One year	Analysis of questionnaire data, case studies	SHN	January 2020