

*Pupil Premium Report 2019-2020 and
Pupil Premium 2020-2021 Subject Improvement Plan*



Pupil Premium report 2020-2021

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 2020-2021 students who receive FSM or are Ever 6 will receive a £20 increase in funding (from £935 to £955), CLA will receive a £40 increase (from £2300 to £2,345) and services children will receive an additional £10 of funding (from £300 to £310). All PP students at Icknield High School continue fall into the first 3 categories.
- Whilst this increase is welcomed, particularly in light of the adverse effects of school closures on disadvantaged students, new statistics published by the Department for Education have revealed 'funding per pupil is almost 2% lower in real-terms than in 2010'.
- The Education Policy Institute and Confederation of School Trusts are calling for PP funding to be 'doubled for year 11 disadvantaged students' as a result of the pandemic.
- To ensure families are not disadvantaged during the roll out of the Universal Credit benefit system, protection arrangements have now been extended.

This means that:

- Any child who was eligible for FSM on 31st March 2018 will retain their eligibility until December 2023, regardless of whether their circumstance change.
- Any child who becomes eligible during the rollout of universal credit (from April 2018 to December 2023) will retain eligibility until December 2023, regardless of whether their circumstances change.
- Once the rollout of universal credit is complete, no child will their entitlement and will continue to be transitionally protected until the end of year 11.

Purpose and updates

- 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, the full impact of school closures in 2019-2020 on disadvantaged students is not yet fully known. Modest estimates in the government commissioned EEF report on the potential impact of Covid-19 suggest that school closures could cause 'the disadvantaged gap to widen to anywhere between 11% and 75%, with a median estimate of 36%. This is likely to mean 'the poorest, who are already nine months behind, slipping back a further three months.'
- As well as academic gaps widening, the Confederation of Schools Trust note in their post-pandemic impact report that 'disadvantaged students are more likely to have a range of well-being needs as a result of long break from school, and are more likely to have suffered abuse, neglect and/or bereavements' during this period.
- Even when schools do reopen more widely, getting disadvantaged students caught up will be challenging and the EEF warns of 'a risk of high levels of absence for disadvantaged pupils.'
- All of the Covid-19 impact reports recognise that sustained support for disadvantaged pupils will be needed to get them caught up. Simply put, 'if more is not done to support those from lower socio-economic background, 10 years of progress in closing the gap between disadvantaged students and more advantaged peers will be lost.'
- 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 *Guide to Pupil Premium* (2019) 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'.

Progress in 2019-2020 (CAGs) based on key aims outlined in 3-year strategy plan

Areas	Aims	Outcomes for CAGs (taken from SISRA analytics due to no performance tables)
Progress 8	Achieve a positive progress 8 score across all buckets (with a focus on EBACC and Open).	<ul style="list-style-type: none"> Overall P8 score of - +0.06. Positive progress 8 scores for maths and open buckets (+0.19, +0.29, +0.03) Negative progress 8 scores for Ebacc bucket (-0.16)
Attainment 8	Achieve national average for attainment for all pupils.	Data not published.
Percentage of Grade 5+ in English and maths	Continue to exceed FFT 20 targets.	FFT 20 target of 38% and 41% achieved 9-5 in English and Maths.
Other	<p>Attendance to be at national average.</p> <p>Improve parental engagement and involvement with the school.</p>	<ul style="list-style-type: none"> PP attendance at 93% compared to non-PP attendance of 95%. Attendance at parents' evening for PP students in line with non-PP. Luton Borough Council held workshops for a number of disadvantaged parents. 89% turnout at PP parental engagement evenings.

2019-2020 Fisher Family Trust (FFT) 20 attainment targets for English and mathematics

It is important to note the FFT 20 targets for the 2019-2020 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)	60%	72%	12%
Achieving maths and English 9-5 (strong pass)	38%	49%	11%
English 9-4 (standard pass)	66%	76%	10%
Maths 9-4 (standard pass)	64%	76%	12%
English 9-5 (strong pass)	48%	59%	11%
Maths 9-5 (strong pass)	41%	53%	12%

2019-2020 attainment outcomes for English and mathematics

	2017-2018			2018-2019			2019-2020 (CAGSs)		
Measure	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
Achieving maths and English 9-4 (standard pass)	55%	67%	12%	50%	78%	28%	63%	77%	14%
Achieving maths and English 9-5 (strong pass)	34%	53%	19%	35%	55%	20%	41%	55%	13%
English 9-4	66%	76%	10%	63%	87%	21%	77%	89%	12%
Maths 9-4	67%	74%	7%	62%	82%	24%	67%	81%	14%
English 9-5	52%	64%	12%	53%	73%	20%	61%	72%	11%
Maths 9-5	37%	57%	20%	38%	62%	24%	49%	64%	15%

Areas of strength

- Achieving maths and English at 9-5 was 3% above the FFT 20 target.
- Achieving maths and English at 9-4 was 3% above the FFT 20 target.
- Achieving English at 9-4 and 9-5 were 11% and 13% above the FFT 20 targets.
- Achieving Maths at 9-4 and 9-5 were 3% above the 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.

2019-2020 Progress 8 and Attainment 8 outcomes
(taken from SISRA analytics due to no performance table data)

	2017-2018			2018-2019			2019-2020		
Measure	PP	Non-PP	Gap	PP	Non-PP	Gap	PP	Non-PP	Gap
Progress 8	0.03	0.4	0.37	-0.06	0.56	0.62	0.01	0.44	0.43
Maths	0.3	0.7	0.39	0.4	0.96	0.61	0.29	0.82	0.53
English	0.06	0.5	0.43	0	0.7	0.7	0.19	0.60	0.41
EBacc	-0.07	0.4	0.46	-0.25	0.3	0.56	-0.16	0.25	0.41
Open	-0.08	0.3	0.38	-0.21	0.45	0.72	-0.12	0.28	0.4
Attainment 8	42	48	6	39	50	11	44	51	7

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	0.29	0.23	0.44	0.03	0.20	0.65	0.38	0.58	0.44	0.28	0.7	-0.49
English	0.19	-0.09	0.56	-0.32	-0.32	0.22	-0.76	0.26	0.03	0.75	-0.21	-0.77
EBacc	-0.16	-0.32	0.40	-0.16	-0.20	-0.34	-0.52	0.09	-0.19	-0.12	0.06	-1.2
Open	-0.12	-0.52	0.48	0.08	-0.35	-0.23	-0.48	0.3	-0.45	-0.01	0	-1.29

Areas of strength

- The overall PP progress 8 (P8) would be classed as 'average' by the DfE.
- Maths and English buckets had positive progress 8 scores.
- Mid and low prior attainers both achieved overall positive progress 8 scores (0.17 and 0.01).
- The progress score for females was +0.46.

Areas for improvement

- The EBacc and Open buckets had negative P8 scores although these were an improvement on 2018/2019.
- The progress score for high prior attainers was -0.23
- The progress score for males was -0.49.
- The progress 8 score for CLA was -0.48, although this was an improved from -0.78 in 2018-2019.
- The progress score for PP students with an Educational Health Care plan was -1.24.

2019-2020 Pupil Premium outcomes by subject

Name	Disadvantaged	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	Residual	SPI	% A8 basket
Art & Des	All	2.8	8.5	23.9	36.6	57.7	76.1	88.7	98.6	100	0.06	-0.26	77.5
	F	3.9	9.8	23.5	33.3	54.9	76.5	86.3	98	100	0.01	-0.22	80.4
	T	0	5	25	45	65	75	95	100	100	0.18	-0.35	70
	GAP	3.9	4.8	-1.5	-11.7	-10.1	1.5	-8.7	-2	0	-0.17	0.13	
Biology	All	9.1	24.2	54.5	90.9	97	100	100	100	100	-0.03	0.37	90.9
	F	3.8	23.1	50	88.5	96.2	100	100	100	100	-0.15	0.3	88.5
	T	28.6	28.6	71.4	100	100	100	100	100	100	0.41	0.61	100
	GAP	-24.8	-5.5	-21.4	-11.5	-3.8	0	0	0	0	-0.56	-0.31	
Business	All	6.6	15.3	23.4	33.6	54	70.1	87.6	96.4	99.3	-0.01	0.21	75.2
	F	5.6	14.8	25	36.1	59.3	75.9	90.7	98.1	100	0.07	0.35	78.7
	T	10.3	17.2	17.2	24.1	34.5	48.3	75.9	89.7	96.6	-0.29	-0.32	62.1
	GAP	-4.7	-2.4	7.8	12	24.8	27.6	14.8	8.4	3.4	0.36	0.67	
Chemistry	All	12.1	33.3	57.6	84.8	100	100	100	100	100	0.09	0.6	81.8
	F	7.7	30.8	57.7	88.5	100	100	100	100	100	0.09	0.64	84.6
	T	28.6	42.9	57.1	71.4	100	100	100	100	100	0.12	0.44	71.4
	GAP	-20.9	-12.1	0.6	17.1	0	0	0	0	0	-0.03	0.2	
Computer Science	All	2.1	10.6	14.9	29.8	48.9	68.1	85.1	93.6	97.9	-0.39	-0.12	83
	F	2.9	11.8	17.6	32.4	52.9	70.6	88.2	97.1	97.1	-0.32	-0.04	85.3
	T	0	7.7	7.7	23.1	38.5	61.5	76.9	84.6	100	-0.58	-0.36	76.9
	GAP	2.9	4.1	9.9	9.3	14.4	9.1	11.3	12.5	-2.9	0.26	0.32	
Drama	All	0	0	4.8	23.8	28.6	71.4	76.2	95.2	100	-0.64	-0.98	57.1
	F	0	0	7.1	21.4	28.6	78.6	85.7	92.9	100	-0.84	-0.92	57.1
	T	0	0	0	28.6	28.6	57.1	57.1	100	100	-0.24	-1.09	57.1
	GAP	0	0	7.1	-7.2	0	21.5	28.6	-7.1	0	-0.6	0.17	
DT	All	0	2	7.8	15.7	27.5	56.9	76.5	94.1	100	-0.4	-0.81	68.6
	F	0	0	7.9	18.4	31.6	60.5	76.3	97.4	100	-0.37	-0.59	71.1
	T	0	7.7	7.7	7.7	15.4	46.2	76.9	84.6	100	-0.5	-1.43	61.5
	GAP	0	-7.7	0.2	10.7	16.2	14.3	-0.6	12.8	0	0.13	0.84	
English	All	2.2	6.9	17.8	35.9	60.1	81.2	95.7	99.6	100	0.19	0.22	93.8

	F	2.5	8.8	20.6	38.7	62.7	83.8	98.5	100	100	0.16	0.3	92.6
	T	1.4	1.4	9.7	27.8	52.8	73.6	87.5	98.6	100	0.27	-0.02	97.2
	GAP	1.1	7.4	10.9	10.9	9.9	10.2	11	1.4	0	-0.11	0.32	
English Literature	All	4	8.7	22.2	41.5	65.5	84.4	93.8	99.6	100	0.39	0.5	91.6
	F	3.9	9.9	25.6	46.8	67.5	88.7	96.6	100	100	0.39	0.61	91.1
	T	4.2	5.6	12.5	26.4	59.7	72.2	86.1	98.6	100	0.4	0.19	93.1
	GAP	-0.3	4.3	13.1	20.4	7.8	16.5	10.5	1.4	0	-0.01	0.42	
Ethics	All	3.9	9.5	21.6	36.7	53.7	67.8	80.9	90.8	97.2	-0.07	-0.13	74.9
	F	3.8	11	23	39.2	55	69.9	83.7	92.3	98.6	-0.11	-0.05	74.2
	T	4.1	5.4	17.6	29.7	50	62.2	73	86.5	93.2	0.01	-0.35	77
	GAP	-0.3	5.6	5.4	9.5	5	7.7	10.7	5.8	5.4	-0.12	0.3	
Film	All	0	0	3.9	33.3	68.6	88.2	98	100	100	0.87	-0.15	90.2
	F	0	0	5.7	40	74.3	94.3	100	100	100	0.68	-0.09	85.7
	T	0	0	0	18.8	56.3	75	93.8	100	100	1.29	-0.26	100
	GAP	0	0	5.7	21.2	18	19.3	6.2	0	0	-0.61	0.17	
Food & Nutrition	All	0	4.2	12.5	29.2	41.7	62.5	87.5	100	100	-0.27	-0.29	75
	F	0	5.3	15.8	36.8	47.4	68.4	89.5	100	100	-0.24	-0.1	68.4
	T	0	0	0	0	20	40	80	100	100	-0.38	-1	100
	GAP	0	5.3	15.8	36.8	27.4	28.4	9.5	0	0	0.14	0.9	
French	All	2.6	17.9	51.3	51.3	82.1	92.3	100	100	100	0.23	1.01	92.3
	F	3	18.2	48.5	48.5	81.8	93.9	100	100	100	0.18	1.06	90.9
	T	0	16.7	66.7	66.7	83.3	83.3	100	100	100	0.53	0.79	100
	GAP	3	1.5	-18.2	-18.2	-1.5	10.6	0	0	0	-0.35	0.27	
Geography	All	1.6	7.9	17.5	28.6	47.6	65.1	76.2	92.1	96.8	-0.52	-0.22	90.5
	F	2	7.8	19.6	31.4	51	72.5	82.4	96.1	98	-0.43	-0.03	92.2
	T	0	8.3	8.3	16.7	33.3	33.3	50	75	91.7	-0.88	-1.05	83.3
	GAP	2	-0.5	11.3	14.7	17.7	39.2	32.4	21.1	6.3	0.45	1.02	
German	All	9.4	13.2	22.6	45.3	66	84.9	92.5	96.2	100	-0.25	0.3	84.9
	F	12.2	14.6	24.4	46.3	68.3	87.8	92.7	95.1	100	-0.31	0.35	80.5
	T	0	8.3	16.7	41.7	58.3	75	91.7	100	100	-0.05	0.14	100
	GAP	12.2	6.3	7.7	4.6	10	12.8	1	-4.9	0	-0.26	0.21	

Graphics	All	0	2.9	4.9	20.4	44.7	69.9	82.5	94.2	100	-0.74	-1.33	59.2
	F	0	3.7	4.9	22	46.3	74.4	86.6	96.3	100	-0.74	-1.19	59.8
	T	0	0	4.8	14.3	38.1	52.4	66.7	85.7	100	-0.74	-1.87	57.1
	GAP	0	3.7	0.1	7.7	8.2	22	19.9	10.6	0	0	0.68	
History	All	2.6	7.9	15.3	25.8	40	61.6	76.8	91.1	98.4	-0.65	-0.32	84.7
	F	2.9	8.6	17.9	30	45	65.7	81.4	92.9	99.3	-0.58	-0.16	85.7
	T	2	6	8	14	26	50	64	86	96	-0.83	-0.78	82
	GAP	0.9	2.6	9.9	16	19	15.7	17.4	6.9	3.3	0.25	0.62	
Maths	All	4.5	13.5	26	41	60.1	77.1	92	95.5	98.3	0.4	0.63	98.3
	F	4.7	16	29.6	44.6	63.8	80.8	95.8	96.7	98.1	0.44	0.77	98.1
	T	4	6.7	16	30.7	49.3	66.7	81.3	92	98.7	0.27	0.24	98.7
	GAP	0.7	9.3	13.6	13.9	14.5	14.1	14.5	4.7	-0.6	0.17	0.53	
Music	All	11.1	11.1	33.3	66.7	77.8	77.8	88.9	100	100	0.58	0.76	88.9
	F	20	20	60	100	100	100	100	100	100	0.99	1.25	80
	T	0	0	0	25	50	50	75	100	100	0.08	-0.07	100
	GAP	20	20	60	75	50	50	25	0	0	0.91	1.32	
Physics	All	15.2	30.3	63.6	84.8	100	100	100	100	100	0.15	0.66	87.9
	F	15.4	26.9	65.4	84.6	100	100	100	100	100	0.16	0.72	88.5
	T	14.3	42.9	57.1	85.7	100	100	100	100	100	0.12	0.44	85.7
	GAP	1.1	-16	8.3	-1.1	0	0	0	0	0	0.04	0.28	
Spanish	All	9.5	19	28.6	47.6	81	90.5	100	100	100	0.31	0.88	100
	F	6.7	13.3	20	40	73.3	86.7	100	100	100	0.19	0.68	100
	T	16.7	33.3	50	66.7	100	100	100	100	100	0.6	1.35	100
	GAP	-10	-20	-30	-26.7	-26.7	-13.3	0	0	0	-0.41	-0.67	
Textiles	All	1.7	11.7	28.3	40	63.3	85	95	98.3	100	0.53	-0.04	86.7
	F	2.2	11.1	26.7	35.6	62.2	84.4	95.6	97.8	100	0.36	-0.17	82.2
	T	0	13.3	33.3	53.3	66.7	86.7	93.3	100	100	1.04	0.35	100
	GAP	2.2	-2.2	-6.6	-17.7	-4.5	-2.3	2.3	-2.2	0	-0.68	-0.52	
Summary	All	3.8	10.4	22.1	37.9	58.1	76.1	88.7	96.1	99.1	0.03	0.09	85.2
	F	3.8	11.2	24	40.5	60.6	79.4	91.5	97.1	99.4	0.02	0.19	84.9
	T	3.8	8	16.5	30.2	50.6	66.2	80.6	93.1	98.2	0.08	-0.2	86.1

	GAP	0	3.2	7.5	10.3	10	13.2	10.9	4	1.2	-0.06	0.39	
GCSE 9-1 Split Grade (Att8 Points)													
Name	Disadvantaged	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	Residual	Subject Progress Index	In A8 Basket %
Combined Sci	All	1.8	5.9	12.9	23.5	48.6	69.4	87.3	97.8	99.6	-0.06	0.18	99.2
	F	2.2	7.5	15.6	26.8	52.8	74	91.1	99.4	100	-0.03	0.33	100
	T	0.8	1.5	5.3	14.4	37.1	56.8	77.3	93.2	98.5	-0.14	-0.21	97
	GAP	1.4	6	10.3	12.4	15.7	17.2	13.8	6.2	1.5	0.11	0.54	
Level 1/2 (Att8 Points)													
Name	Disadvantaged	D*2 %	D*2 - D2 %	D*2 - M2 %	D*2 - P2 %	D*2 - D1 %	D*2 - M1 %	D*2 - P1 %	D*2 - U %	D*2 - X %	Positive SPI %	In A8 Basket %	
Creative iMedia	All	5.9	11.8	23.5	47.1	64.7	76.5	82.4	100	100	38.5	70.6	
	F	0	10	20	60	80	90	90	100	100	62.5	80	
	T	14.3	14.3	28.6	28.6	42.9	57.1	71.4	100	100	0	57.1	
	GAP	-14.3	-4.3	-8.6	31.4	37.1	32.9	18.6	0	0	62		
Health & Social	All	0	0	15.9	43.2	54.5	63.6	84.1	100	100	9.3	15.9	
	F	0	0	26.1	47.8	60.9	69.6	87	100	100	13.6	17.4	
	T	0	0	4.8	38.1	47.6	57.1	81	100	100	4.8	14.3	
	GAP	0	0	21.3	9.7	13.3	12.5	6	0	0	8		
Sports Studies	All	3.1	21.9	45.3	81.3	89.1	96.9	100	100	100	47.5	90.6	
	F	3.8	25	46.2	80.8	88.5	96.2	100	100	100	48	90.4	
	T	0	8.3	41.7	83.3	91.7	100	100	100	100	45.5	91.7	
	GAP	3.8	16.7	4.5	-2.5	-3.2	-3.8	0	0	0	2		
Summary	All	2.4	12.8	32	63.2	73.6	82.4	92	100	100	32.5	61.6	
	F	2.4	16.5	37.6	69.4	80	88.2	95.3	100	100	40	69.4	
	T	2.5	5	20	50	60	70	85	100	100	16.2	45	
	GAP	-0.1	11.5	17.6	19.4	20	18.2	10.3	0	0	23		

Subjects with gaps less than 10% across all key measures: Art and Design, Biology, Chemistry, Ethics, French, Physics, Spanish, Sports Studies, Textiles.

Subjects with gaps more than 10% across all key measures: Drama, DT, Film, Food and Nutrition, Geography, Graphics, History, Maths, Music, Combined Science.

Budget expenditure 2019-2020

Teaching and Learning 2019-2020

Chosen action / approach	Research supporting chosen action	Impact	Costing
Implementation of knowledge-rich curriculum. Whole staff inset training delivered by expert, Steven Mastin, with a focus on quality first teaching strategies, including retrieval practice and direct instruction. Focus on knowledge-rich was embedded as part of the staff CPD and action research programmes running throughout the year.	After an SLT visit to Bedford Free School earlier this year, (which is a successful local knowledge-rich school) and reading around various curriculum models, 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.	Strategies linked to knowledge-rich such as retrieval practice observed in lesson observation and learning walks. Positive staff feedback about teaching and learning strategies being implemented.	£6500
Continued creation and adaptation of knowledge organisers by curriculum/subject leaders shared with parents and students on the school website.	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.	Positive response from parents where departments have sent knowledge organisers home. Students long-term durable memories are clearly improving as a result of regularly revisiting core information.	£1000

Continuation of newly created TLR posts for Pupil Premium coordinators in maths and English, focused on implementing research based teaching and learning initiatives.	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.	Positive student and parent feedback about small group mentoring. Positive Maths and English progress 8 scores. Achieving maths and English at 9-5 and 9-4 was 3% above the FFT 20 target.	£10000
Purchased research based literature for curriculum/ subject leaders to improve their pedagogical knowledge of new curriculum model. Subject knowledge was also a standing item during curriculum/ subject leader meetings.	The Teacher Development Trust (with who the school is affiliated) recognise engaging with research literature, and undertaking action research 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.	Staff have access to up-to-date research to help inform their classroom practices. Improved curriculum sequencing seen in mapping across departments.	£2000
In-class target sheets utilised for underperforming Pupil Premium students used at KS3 after a successful trial with KS4 students in 2018/19.	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 ⁱ	Ensured regular dialogue between classroom and disadvantaged students too place; all staff aware of who their PP students were. Allowed more focused conversations about specific targets between disadvantaged students and SLT PP link. Improved targeted intervention for key students.	£1000
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.	Ensured regular dialogue between classroom and disadvantaged students too place; all staff aware of who their PP students were.	£5000

Regular and consistent setting of homework through Show My Homework with a focus on retrieval quizzing and strategic use of online platforms to support in-class teaching.	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 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.	Weekly tracking of homework, with homework letters sent home and parental meetings taking place with the AHT as necessary. 12% decrease in missed homework.	£5000
NPQML completed with a focus on improving Pupil Premium outcomes in English.	The National College ('The Importance of Subject Knowledge', 2014) recognises staff subject expertise as vital for successful knowledge transfer in the classroom and this is also alluded to numerous time in Ofsted's new research based framework.	Staff member completed NPQML and introduced academic reading as a core part of English lessons. Positive progress 8 score for English Achieving English at 9-4 and 9-5 were 11% and 13% above the FFT 20 targets.	£2500
Creation of individual subject marking policies which allowed 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.	Positive feedback from staff in regard to departments being given more autonomy over their marking policies. An array of research based marking (such as whole class feedback) approaches observed during work scrutinises.	£2000
Smaller teaching groups in maths, English and Science.	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 ⁱⁱ	Positive progress 8 score for maths and English.	£30000

SLT member (specialist English teacher) given sole responsibility for raising the attainment of disadvantaged students across the school.	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	Profile of disadvantaged students raised across the school. Positive progress 8 score in English.	£50000
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Approximate cost: £115,000

Targeted support 2019-2020

Chosen action / approach	Research supporting chosen action	Impact	Approximate costing
Appointed maths and English teachers as departmental Pupil Premium leads.	The EEF 'Guide to Pupil Premium', 2019 recognises small group and one-to-one tuition as effective for those who are underachieving.	Positive student and parent feedback about small group mentoring. Positive Maths and English progress 8 scores. Achieving maths and English at 9-5 and 9-4 was 3% above the FFT 20 target	£6000
Targeted intervention for underachieving Pupil Premium students, led by in-house Maths, English and Ebacc specialists.	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.	Positive student and parent feedback about small group mentoring. Positive Maths and English progress 8 scores and an improved score for Ebacc. Achieving maths and English at 9-5 and 9-4 was 3% above the FFT 20 target	£20000
Year 11 parent information evening led by the Heads of English, maths and science for 30 Pupil Premium students.	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.	Positive student and parent feedback about small group mentoring. Positive Maths and English progress 8 scores.	£3500
One-to-one tuition in place for Looked After Children.	The EEF 'Guide to Pupil Premium', 2019 recognises small group and one-to-one tuition as effective for those who are underachieving.	Achieving maths and English at 9-5 and 9-4 was 3% above the FFT 20 target Progress for LAC students improved by 0.3.	£8000

Liaison with Luton Sixth Form to ensure continued provision of maths holiday interventions for Pupil Premium students.	The EEF 'Guide to Pupil Premium', 2019 recognises small group and one-to-one tuition as effective for those who are underachieving. Often studying in other contexts is also beneficial.	<p>Positive student and parent feedback about small group mentoring.</p> <p>Positive Maths and English progress 8 scores and an improved score for Ebacc.</p> <p>Achieving maths and English at 9-5 and 9-4 was 3% above the FFT 20 target</p>	£2500
One-to-one careers meetings and post -16 provision in place for all Pupil Premium students.	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>All Pupil Premium students had one-to-one careers interviews.</p> <p>Post-16 places found for all disadvantaged students.</p>	£9000
Accelerated Reader, phonics and new Bedrock vocabulary programmes helped close the gap between Pupil Premium and non-pupil premium students at KS3.	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.	Pupil premium students made gains in line with Non PP and as a result there remains a gap of 12% (down from 13%). Mean PP progress was 23%	£4000
Peer reading mentoring ran with able KS4 students supporting struggling KS3 readers.	Peer mentoring is one of the EEF's Toolkit's top ranked intervention strategies for disadvantaged students.	<p>Positive student and parent feedback about peer mentoring.</p> <p>Reading improvement data unavailable due to partial school closure.</p> <p>Positive student and parent feedback about small group mentoring.</p> <p>Positive Maths and English progress 8 scores.</p>	£400

Additional curriculum allocated for underachieving KS4 students in English and maths.	The EEF 'Guide to Pupil Premium', 2019 recognises small group and one-to-one tuition as effective for those who are underachieving.	Achieving maths and English at 9-5 and 9-4 was 3% above the FFT 20 target	£25000
Revision packs and revision resources created for all disadvantaged students in year 11 and 1:1 revision support given by classroom teachers.	The EEF 'Guide to Pupil Premium', 2019 recognises small group and one-to-one tuition as effective for those who are underachieving. Often studying in other contexts is also beneficial.	<p>Achieving maths and English at 9-5 and 9-4 was 3% above the FFT 20 target</p> <p>Positive student and parent feedback about small group mentoring.</p> <p>Positive Maths and English progress 8 scores.</p>	£10000

Approximate cost: £88, 400

Wider approaches 2019-2020

Chosen action / approach	Research supporting chosen action	Impact	Approximate costing
Attendance 'nudge cards' sent for 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.	More engagement from parents. PP attendance improved to 93% prior to the school's partial closure.	£2000
Attendance officer held 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', 2011) recognise Pupil Premium students are more likely to be persistent attenders due to SEMW issues.	More engagement from parents. PP attendance improved to 93% prior to the school's partial closure.	£18000
Parents phone calls made before parents' evenings.	See above	PP attendance at Parents' Evening in line with non-PP attendance. More engagement from parents.	NA
Monitoring of statistics for Pupil Premium students who were repeat behavioural offenders (1s and isolation).	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.	Fewer incidences of 1s recorded on lesson monitor for disadvantaged students. Fixed term exclusions significantly down for disadvantaged students.	£3000
Luton Borough Council to run workshops for parents on budgeting and cultural capital	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	Uptake of 30 PP parents for TESOL and Maths courses to be run at the school. These unfortunately have had to be proposed due to partial school closures in light on COVID-19.	£5000

Expansion of extra-curricular trips for Pupil Premium students paid for from the grant.	Pupil Premium students are more likely to have cultural capital gaps. Pupil Premium studies (Sutton Trust's, 'Cultural Capital', 2015; Arts Council England, 'Enriching Cultural Capital, 2018) show that enriching extra-curricular experiences is vital for closing cultural knowledge gaps between Pupil Premium students and their non-Pupil Premium peers.	A number of trips ran such as University taster days, Careers fairs visits and Wembley experience days were funded for PP students. The feedback was positive for the students who attended. More trips were planned but had to be cancelled in light of the COVID-19 outbreak.	£6500
School councillor employed in SISPO to support LAC and other vulnerable children,	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.	Fewer incidences of 1s recorded on lesson monitor for disadvantaged students. Fixed term exclusions significantly down for disadvantaged students.	£30000

Approximate cost: £64, 500

Pupil Premium Data for Icknield High School 2020-2021

Year group	Total	Cohort	% of cohort
7	93	292	31%
8	85	292	29%
9	88	292	30%
10	86	291	30%
11	75	288	26%
TOTAL	427	1455	29%

- Overall the school is made up of 427 Pupil Premium students (as of September 2020) attracting a sum of approximately £380, 000. This money is not ring fenced and is used by the school to raise the attainment of Pupil Premium students.
- In 2020 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 2020-2021

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 0.25 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 based on KS2 starting points. • 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.

	<ul style="list-style-type: none"> Adult education sessions for Maths and TESOL to be held on the school site.
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	Restructure the timetable so all year 11 disadvantaged students are in optimal groupings and have access to the best quality first teaching.	KAD/SHN/CLs	Sept onwards	Sharing of quality first teaching strategies, Mint Class, access to PP data, SLT learning walks to check groups.	£2000	One year trial	Observations, monitoring of student progress, staff feedback	SHN	Half-termly
2	Middle Leaders to support teaching staff with use of Mint Class seating software and in-class pupil premium target sheets.	SNH, CLs	Ongoing	Mint Class, tracking sheets, SISRA	£2,200	On-going	Monitoring of seating plans, student progress, observations	SHN, CLs	Half-termly
3	CPD sessions to be delivered to all staff on supporting disadvantaged students and plugging the gaps by SLT PP lead.	SHN/SFR/RLF	Sept onwards	Access to educational research	£200	One year	Observations, staff feedback, monitoring of student progress, student outcomes	SHN	After session
4	Continuation of whole school disadvantaged provision in appraisals, as a standard item on meeting agendas etc. This is particularly important in light of rising numbers of FSM students due to unemployment	SLT	Sept onwards	Meeting time, work scrutiny time	-	-	Minutes of meetings, monitoring of feedback given to PP students	SLT	Fortnightly (meetings), termly (work scrutiny)

5	Monthly blogs on PP research to be collated and sent to staff for regular discussion in CL meetings.	SHN	Half-termly	Access to educational research, creation of online blog.	£500	One year trial	Staff feedback, department minutes, student outcomes	SHN	Half-termly
6	Purchasing of visulisers to allow for high quality teacher modelling in all classrooms across the school.	SFR, RLF, SHN	By Sept	Visulisers	£3500	One year	Observations, staff feedback.	SFR, RLF, SHN	Half-termly
7	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, ASN	Fortnightly
8	SLT PP link to meet with year 8 disadvantaged students prior to picking options and encourage them to follow an ambitious curriculum, including the Ebacc.	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
9	Fortnightly updated PP lists to be sent out to all staff. Subject teachers to contact all disadvantaged students who are a concern. Feedback to be sent SLT PP lead to follow-up where necessary.	SHN	Sept onwards	SIMs data, tracking sheets, Mint Class	-	-	Monitoring of student progress, staff feedback	SHN	Fortnightly
10	Parental logins details for Show My Homework to be resent to	SHN, JLB	Sept	Meetings, phone calls, letters,	£500	One year	Parent feedback,	SHN	Termly

	all disadvantaged parents in the post, and time slots allocated to support those who cannot login or are digitally disadvantaged.		onwards	SMHW data			homework statistics		
11	Revision guide packs covering all subjects to be given to KS4 students. Packs to be hand delivered to disadvantaged students who are not attending school due to COVID-19.	KAD, SHN, JLB	By January 2021	Revision guides, phone calls, equipment	£8000	One year	Student feedback, parent feedback, student outcomes	SHN	Termly
12	Targeted out of hours subject support classes to be in place across the curriculum, with a continued focus on improving outcomes for the EBACC subjects.	SHN, CLs, ASN	Ongoing	Intervention classes, relevant resources	£20,000	One year	Monitoring of students' progress and standards	KAD, SHN, ASN	After each progress point.
13	Closer monitoring of KS3 PP data with action planning sheets completed leading to targeted in-class conversations and intervention.	SHN	Half-termly	Tracking sheets, intervention.	£2,000	One year	Monitoring of students' progress and standards	SHN, ASN, CLs	After each progress point.
14	Continued monitoring and sharing with both parents and students of online support packages including GCSE Pod, Hegerty Maths, My Science, PIXL apps, Quizlet etc.	SHN, CLs	Ongoing	Meetings, PS Engage, computer facilities, PP information evening	£20,000	One year	Usage data, student feedback, student outcomes	SHN	After each progress point
15	One-to-one careers meetings and post- 16 provision to be in place for all disadvantaged	SHN, JLM	Sept onwards	College/university visits, support with applications, careers network meetings,	£20,000	One year	Destination figures, analysis of	JLM	Termly

	students to help raise aspirations.			student feedback			questionnaire data		
16	Accelerated Reader and Bedrock 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,	£6,000	One year	Monitoring of student progress on software packages, analysis of student progress	RLF, SDN, JRN, GFY	Termly
17	Use of external motivational speakers to help raise the aspirations of pupil premium students and promote meta-cognition.	SHN	When possible	External visitors, questionnaires, case studies	£6,000	One year	Analysis of questionnaire data, case studies, analysis of grade outcomes	SHN	Termly
18	Continued contact and discussions with parents in the form of information evenings and coffee mornings.	SHN, BJS, JK	When possible	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 Maths, TESOL and budgeting adult education courses to support disadvantaged parents.	SHN	When possible	External visitors, computer rooms, questionnaires, phone calls, letters	£4, 000	One year	Analysis of questionnaire data, case studies	SHN	Termly
20	Closer monitoring and intervention of pupil premium attendance, particular persistent absentees due to Covid-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
21	Greater extra-curricular opportunities afforded to disadvantaged students (including reward trips) to help close the knowledge gaps e.g.	SHN, ASN, JLB	When possible	Visits	£20,000	One year	Tracking of PP student percentage on trips, student feedback	SHN, KST	Termly

	theatre trips, visits to books stores etc.								
22	Arrangements in place with Luton Food Bank and Luton Youthscape 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.	SHN	Sept onwards	Letters, phone calls, signposting on social media	£2000	Ongoing	Parent feedback, statistics of usage from agencies	SHN	Weekly
23	Regular signposting for unemployed and/or struggling parents to LBC's FSM application form. In-school help to be provided for EAL parents and/or those without internet access.	SHN	Sept onwards	Letters, phone calls, signposting on social media	£500	Ongoing	Parent feedback, statistics of usage from LBC	SHN	Weekly
24	Digital devices to continue to be sourced through local charities and providers and be distributed to disadvantaged students in years 7-10.	SHN	Ongoing	Letters, phone calls, bid letters	£200	Ongoing	Monitoring of student progress on software packages, analysis of student progress	SHN	Half-termly

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