

3 year Pupil Premium Strategy Statement



School overview

Metric	Data
School name	Icknield High School
Pupils in school	1452
Proportion of disadvantaged pupils	31%
Pupil premium allocation this academic year	Approximately £430,000
Academic year or years covered by statement	2018/19 – 2019/20 – 2020/21
Publish date	November 2019
Review date	November 2020
Statement authorised by	Kamran Ahmed (Deputy Headteacher)
Pupil premium lead	Stephanie Hamilton (Assistant Headteacher)
Governor lead	Jon Perry

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.06
Ebacc entry	15%
Attainment 8	39
Percentage of Grade 5+ in English and maths	35% (FFT 20 target 33%)

3 year Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve a positive progress 8 score across all buckets (with a focus on EBACC and Open).	September 2020
Attainment 8	Achieve national average for attainment for all pupils.	September 2020
Percentage of Grade 5+ in English and maths	Continue to exceed FFT 20 targets.	September 2019
Other	1. Attendance to be at national average. 2. Improve parental engagement and involvement with the school.	September 2021
Ebacc entry	Ensure the number of PP students following the Ebacc rises above 50% and is within 5% of the whole school average.	September 2021

Teaching priorities for 2019-2020

Measure	Activity
Priority 1	<p>Implementation of a knowledge-rich curriculum with a focus on embedding strategies shown to best support disadvantaged students, including:</p> <ol style="list-style-type: none"> 1. Expert instruction 2. High level of challenge 3. Regular retrieval practice 4. Excellent modelling <p><i>Understanding How We Learn</i> (Weinstein et al., 2018)</p>
Priority 2	Raising the profile of Pupil Premium across the school through appropriate staff training and embedding of the new PP TLR roles in English and maths.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Ensuring all staff buy-in to new teaching and learning strategies and curriculum remodelling. 2. Retaining key staff in the English and maths departments.
Projected spending	£140,000*

Targeted academic support for 2019-2020

Measure	Activity
Priority 1	Embedding new literacy interventions across Key Stage 3 for PP students who have low rates of literacy on entry.
Priority 2	Six-weekly targeted small group interventions for underachieving PP students at Key Stage 4, with a focus on the Ebacc subjects.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. A significant number of PP students need support with literacy on entry (30% come with a reading age significantly below expectation). 2. The Ebacc progress 8 score for PP students has always historically been negative (currently -0.26).
Projected spending	£140,000**

Wider strategies for 2019-2020

Measure	Activity
Priority 1	Ensure 1:1 meetings and nudge cards are used to intervene when PP attendance falls below national average.
Priority 2	Hold revision evenings and cultural capital courses (in conjunction with Luton Borough Council) to raise aspirations of parents and students.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. PP attendance is below national average and below the whole school's non-PP average. 2. Attendance of PP parents at school events (e.g. Parents' Evening) is over 5% below the school's non-PP average.
Projected spending	£150,000***

Monitoring and implementation

*Teaching and Learning 2019-2020

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?
Second internal Pupil Premium review to take place in January 2019 to allow AHT to assess progress since first review in 2018.	The DfE recommends that Pupil Premium reviews are undertaken on a regular basis so schools have a thorough understanding how best to spend their allocated Pupil Premium grant within their own context. ⁱ	RAG rating of 2018/2019 Pupil Premium action plan and new one created after second review. Staff and student questionnaires to be used as part of the review.	SLT (SHN lead)	January 2020.
Implementation of knowledge-rich curriculum. Whole staff inset training to be delivered by expert, Steven Mastin, with a focus on quality first teaching strategies, including retrieval practice and direct instruction. Focus on knowledge-rich to be further 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 be knowledge rich', 2019 ⁱⁱ), the School's Standards minister Nick Gibb ('The Importance of knowledge-based education', 2017 ⁱⁱⁱ) and a number of academics including Mary Myatt, David Didau and Christine Council etc.	Investment in external CPD and continuation of training on knowledge-rich curriculum throughout the year as part of the staff CPD and lesson study action research projects. Staff to complete evaluation paperwork after each training session.	SLT, middle leaders	On-going

Continued creation and adaptation of knowledge organisers by curriculum/subject leaders to be 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 ^{iv}) 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, May 2020
Continuation of newly created TLR posts for Pupil Premium coordinators in maths and English. These posts will primarily focus on implementing research based teaching and learning initiatives.	The EEF 'Guide to Pupil Premium'. 2019 ^v and Ofsted's 'Report on Pupil Premium Funding', 2011 ^{vi} ^{vii}) 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.	SHN, SGI, ASI	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 be a standing item during	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 ^{viii} . The importance of staff CPD and high quality resources is recognised world-wide as vital for teacher progression.	Curriculum/subject leaders to be given time during Curriculum meetings to discuss their findings from their reading of research based literature. 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

curriculum/ subject leader meetings.				
In-class target sheets for underperforming Pupil Premium students to be 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 teacher. ^{ix}	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 ^x ; Hammnag, Effective Seating Arrangements, 2012 ^{xi}) 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	Studies show (UCL, 'Is Homework Worth the Hassle', 2016 ^{xii}) that homework is vital for students to consolidate the work they	Weekly tracking of homework. Heads of Year to support curriculum areas with regular homework offenders; letters to be sent home and parental	SHN, Heads of Year	Weekly

Homework with a focus on retrieval quizzing and strategic use of online platforms to support in-class teaching.	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 ^{xiii} highest rated strategies- self-regulation.	meetings with repeat offenders to take place with AHT.		
A staff member undertaking the NPQML with a focus on improving Pupil Premium outcomes in English.	The National College ('The Importance of Subject Knowledge', 2014 ^{xiv}) 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.	Completion of qualification, staff and student questionnaires.	SHN, SGI	Weekly
Creation of 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 ^{xv} , 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 ^{xvi}	Work scrutiny, staff and student questionnaires will inform yearly reviews department marking policies.	RLF, middle leaders	During termly work scrutiny.

**** Targeted support 2019-2020**

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?
Appointment of maths and English teachers as departmental Pupil Premium leads to undertake strategic interventions and raise the profile of Pupil Premium within the departments.	The EEF 'Guide to Pupil Premium', 2019 recognises small group and one-to-one tuition as effective for those who are underachieving.	Student questionnaires.	SLT (SHN lead)	Review after each data point.
Six-weekly targeted intervention for underachieving Pupil Premium students. These will be 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.	Parent information event in run up, student questionnaires, exam outcomes.	SHN, KAD, Heads of English, maths, Science and EBacc	Review after each data point.
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', 201 ^{xvii} 8; DfE 'Parent Engagement, 2011 ^{xviii}) show that parental engagement with their children's education is key to successful outcomes.	Letters, contact home via phone, parent questionnaires, exam outcomes.	SHN, KAD, Heads of English, maths, Science and EBacc	October 2019
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.	Looked After Children to have individual achievement plans including one-to-one mentoring in Maths and English.	JK, SISPO team	Weekly

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.	Attendance tracking at Luton Sixth form, student questions, exam outcomes	KAD	After each data point
One-to-one careers meetings and post -16 provision to be 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 ^{xix} '. Personalised advice is also vital for Pupil Premium students who often have not thought about their futures and lack aspiration.	All Pupil Premium students to have one-to-one careers interviews, destinations information.	KAD, JLM	Half-termly
Accelerated Reader, phonics and new Bedrock vocabulary programmes to help 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 ^{xx} . 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.	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.	RLF, SDN, GFY	Termly
Peer reading mentoring to run 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.	Gaps to close across year 7 and year 8.	RLF, SDN, GFY	Termly

Additional curriculum time to continue to be 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.	Maths and English to continue to have positive progress 8 scores.	SHN, KAD	Termly
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***Wider approaches 2019-2020

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 for home when Pupil Premium students fall below national average (95%)	The NfER briefing for school leaders, 2015 ^{xxi} , 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', 201) recognise Pupil Premium students are more likely to be persistent attenders due to SEMW issues.	Attendance tracking, review of attendance after meetings and follow up.	SHN, GFS, ABY, Heads of Year	Fortnightly
Parents phone calls to be made before parents' evenings.	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 Heads of Year.	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 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 Premium students are more likely to have cultural capital gaps.	Parent questionnaires.	SHN	January 2020
Expansion of extra-curricular trips for Pupil Premium students to be paid for from the grant.	Pupil Premium studies (Sutton Trust's, 'Cultural Capital', 2015 ^{xxii} ; Arts Council Engalnd, 'Enriching Cultural Capital, 2018 ^{xxiii}) show that enriching extra-curricular experiences is vital for closing cultural knowledge gaps between Pupil Premium students and their non- Pupil Premium peers.	Student questionnaires, exam results	SHN, middle leaders	Termly

Review: last year's aims and outcomes

Aim	Outcome
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).
The attainment gap between Pupil Premium and non-Pupil Premium students to be within 10% across all curriculum areas at KS4.	<p>Subjects where gaps were below 10% at 9-5:</p> <p>Biology, Business Studies, Chemistry, Computer Science, Film, Food and Nutrition, History, Physics, Spanish, ICT, Science, Health and Social Care.</p> <p>Subjects where gaps were above 10% at 9-5:</p> <p>Art and Design, Drama, DT, English Language, English Literature, Ethics and Philosophy, French, Geography, German, Graphics, Maths, Music, PE, Textiles.</p>
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.
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 internal 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%

References

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- i <https://www.gov.uk/guidance/pupil-premium-reviews#targetText=The%20purpose%20of%20the%20review,the%20achievement%20of%20disadvantaged%20pupils.&targetText=A%20guide%20for%20effective%20pupil,by%20the%20Teaching%20Schools%20Council>.
- ii <https://educationendowmentfoundation.org.uk/news/eef-blog-what-do-we-mean-by-knowledge-rich-anyway/>
- iii <https://www.gov.uk/government/speeches/nick-gibb-the-importance-of-knowledge-based-education>
- iv <https://impact.chartered.college/article/organising-knowledge-purpose-pedagogy-knowledge-organisers/>
- v <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>
- vi
- vii <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>
- viii <https://tdtrust.org/what-makes-effective-cpd-2>
- ix <https://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf>
- x <https://learningspy.co.uk/tag/seating-plans/>
- xi <https://www.teachertoolkit.co.uk/wp-content/uploads/2017/05/HammangA0812.pdf>
- xii <https://www.ucl.ac.uk/ioe/news/2016/sep/homework-worth-hassle>
- xiii <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>
- xiv <https://www.nationalcollege.org.uk/cm-mc-lt-aop-middlebrook.pdf>
- xv <https://www.gov.uk/government/publications/reducing-teachers-workload/reducing-teachers-workload>
- xvi <https://www.gov.uk/guidance/reducing-workload-in-your-school>
- xvii <https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/>
- xviii <https://www.gov.uk/government/publications/review-of-best-practice-in-parental-engagement>
- xix <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>
- xx <https://literacytrust.org.uk/research-services/research-reports/book-ownership-literacy-engagement-and-mental-wellbeing/>
- xxi <https://www.nfer.ac.uk/supporting-the-attainment-of-disadvantaged-pupils-briefing-for-school-leaders/>
- xxii <https://www.suttontrust.com/newsarchive/creating-cultural-capital/>
- xxiii <https://www.anewdirection.org.uk/asset/1687/download>