Pupil Premium Strategy Statement 2026 - 2029



Pupil premium strategy statement – Icknield High School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1457
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026 - 2029
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Mr K Mason (Deputy Headteacher)
Pupil premium lead	Ms U Qayyum (Assistant Headteacher)
Governor / Trustee lead	Mr Jon Perry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£452,100
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£452,100

Part A: Pupil premium strategy plan

Statement of intent

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

At Icknield High School we ensure that the grant money we receive for our Pupil Premium students is used strategically to support their learning and development, rather than spent on a series of ad hoc or bolt-on measures. The allocation is spent using a three-tier approach focused around quality first teaching, targeted intervention and behaviour and welfare as guided by the Education Endowment Foundation.

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

- Teachers are now much more aware of Pupil Premium students in their classes and the strategies to support them.
- At GCSE level, Pupil Premium students achieve results above the national average.
- The achievement gap between disadvantaged students and their non-disadvantaged peers at Key Stage 3 is continuing to close.
- A literacy catch-up program is in place to support students who read below their chronological age, at both Key Stage 3 and 4.
- Students receive additional small group tutoring to ensure they achieve at least a grade 4 in both maths and English.
- Disadvantaged students are more engaged in their learning and have higher aspirations due to opportunities provided by our well-structured careers program.
- Attendance for disadvantaged students is prioritised and is at or above the national average for disadvantaged students.
- Students are more ambitious as a result of carefully planned careers programme.

Challenges

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

Challenge number	Detail of challenge
1	50% of PP students to achieve a grade 5+ in Basics.
2	Reduce the gap between NPP and PP attendance to 1%, with PP attendance being higher than national average for this group.
3	Digital Divide, ensure Pupil Premium students have access to an electronic device as more online packages are being explored by the school.
4	Increase motivation for Pupil Premium students by taking part in the Bedfordshire Futures Programme

5	For students who are dual disadvantaged, SEND/PP, ensure robust key stage 3 interventions are in place to support students progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve attainment in English and Maths for PP students so that at least half achieve a Grade 5 or above in both subjects.	• At least 50% of PP students achieve Grade 5+ in English and Maths combined. • Internal tracking shows consistent progress across KS3 and KS4. • Targeted interventions (e.g., tutoring, revision sessions) are attended and show impact through assessment data.
Narrow the attendance gap between PP and non-PP students, ensuring PP attendance exceeds national benchmarks.	• PP attendance improves to within 1% of NPP attendance. • PP attendance is above the national average for disadvantaged students. • Reduction in persistent absenteeism among PP students. • Attendance interventions (e.g., mentoring, parental engagement) show measurable impact.
Eliminate the digital divide by providing PP students with the necessary technology to access online learning resources.	• 100% of year 11 PP students have access to a suitable device for home learning. • Increased engagement with online platforms (e.g., homework portals, revision tools). • Feedback from students and families confirms improved access and usage.
Raise aspirations and academic motivation among high-ability PP students through participation in enrichment programmes.	• Identified PP students complete the Bedfordshire Futures Programme • Students demonstrate increased confidence and ambition through pupil voice and progress data. • Participation leads to improved outcomes and post-16 progression routes.
Accelerate progress for students who are both SEND and PP through tailored interventions at KS3.	• SEND/PP students show measurable progress in core subjects. • Interventions (e.g., literacy/numeracy catch-up, mentoring) are tracked and evaluated for impact. • EHCP and support plans reflect academic and pastoral progress. • Improved engagement and reduced behaviour incidents.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching priorities for 2026 - 2027

Measure	Activity	Challenge number
Priority 1	Implementation of a knowledge-rich curriculum with a focus on embedding strategies shown to best support disadvantaged students, including: 1. Expert instruction 2. High level of challenge 3. Regular retrieval practice 4. Excellent modelling *Understanding How We Learn* (Weinstein et al., 2018)	1, 3
Priority 2	Raising the profile of Pupil Premium across the school through appropriate staff training and embedding of the PP TLR roles in English and Maths.	1, 2, 5
Priority 3	Engagement in the Bedfordshire Futures Programme to motivate Pupil Premium students.	4
Projected spending	£211,482	

Targeted academic support for 2026 - 2027

Measure	Activity	Challenge number
Priority 1	Embedding reading interventions for current year 7, 8, 9 and 10 students who have low rates of literacy.	1, 5
Priority 2	Small group interventions for underachieving PP students at key stage 4 through use of tutoring, particularly focusing on Maths and English.	1
Projected spending	£123,241	

Wider strategies for 2026 - 2027

Measure	Activity	Challenge number
Priority 1	Ensure timely interventions are in place to support students when PP attendance falls below national average.	2
Priority 2	Ensure year 11 students have access to free revision material so financial constraints do not hinder their learning.	1
Priority 3	Ensure all Pupil Premium students have access to a digital device.	3
Priority 4	Alternate provision or medical tuition for students that require it.	1,2,5
Projected spending	£166,000	

Total budgeted cost: £452,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils - Disadvantaged pupil performance over for last 3 years

	2023/2024	2024/2025	2025/2026
Progress 8	+0.02	NA	NA
Attainment 8	4.6	4.3	4.4
% Grade 5+ in English and maths	53%	47%	48%
Ebacc entry	43%	25%	27%

Outcomes in Basics – Disadvantaged (national outcomes in brackets)

Group	4+ M/E	5+ M/E	7+ M/E
Non-PP	76% (72%)	60% (53%)	23% (16%)
PP	64% (48%)	48% (29%)	15% (7%)
Gap	12%	12%	8%

Review of outcomes for 2024 - 2025

Aim	Target	Outcome
. +		
Attainment 8	Achieve national average for attainment.	Attainment 8 score of 4.4 v national attainment 8 of 5.0 (3.8 for PP students nationally).
% Grade 5+ in English and maths	Continue to outperform national outcomes.	48% achieved grade 9 – 5 compared to 46% nationally for all students and 29% for PP students.
% Grade 4+ in English and maths	Continue to outperform national outcomes.	64% achieved grade 9 – 4 compared to 65% nationally for all students and 48% for PP students.
Other	Attendance to be in line with national average.	90.9% PP attendance, a gap of 2.5% when compared to non-pupil premium students and 4.4% above national average for PP nationally.
Resources	Improve parental engagement and involvement with the school.	Parental engagement over: • Laptops • Food vouchers • Revision guides • Post 16 evenings • Year 11 consultation evening and parents evening.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Subject	Provider
Raising aspirations	Gila Learning, Learning Performance
Maths	Mathswatch, Dr Frost Maths
English	Educake, Bedrock vocabulary
Literacy	Sparx
Science	KayScience

SEND	Lexia, Sumdog
All PP students	STEM Tutoring

Pupil Premium Plan 2026 – 2027

Teaching and Learning 2025 - 2026

Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Timetables restructured (where possible) to ensure all key stage 4 disadvantaged students are in optimal groupings and have access to quality first teaching.	The EEF 'Guide to Pupil Premium', 2019 also recognises 'quality first teaching' and direct intervention at classroom levels as the most important lever schools have for improving outcomes for disadvantaged students'. Research shows that Pupil Premium students makes 1.5 years' worth of progress with a highly effective teacher as opposed to 0.5 years with a poor teacher.	Staff and student feedback, exam outcomes.	KMN, UQM	Yearly
Continued implementation of knowledge-rich curriculum. Whole staff inset training to continue to focus on the 'Provision for All' document with direct instruction and modelling at the heart. Focus on knowledge-rich to be further embedded as part of the staff CPD throughout the year.	The school has implemented 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.	Curriculum maps make explicit the substantive and disciplinary/procedural knowledge to be delivered each year. The curriculum maps also ensure that key topics and concepts are well sequenced so that component knowledge can be revisited to support new learning so that students can make explicit connections between what has been learnt and what is to come next.	SLT, Middle Leaders	On-going

Continuation of TLR posts for Pupil Premium coordinators in Maths and English. These posts will primarily focus on implementing research-based teaching and learning initiatives along with targeted intervention to help close knowledge gaps.	The EEF 'Guide to Pupil Premium', 2019 and Ofsted's 'Report on Pupil Premium Funding', 2011) recognise that spending the grant money on staff retention and quality teachers is highly effective.	Staff and student questionnaires to be used by coordinators, and strategies adapted as and when necessary. Assessment outcomes.	UQM, ASN	On-going
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 CPD calendared item.	The Teacher Development Trust (with who the school is affiliated) recognise engaging with research literature to be a key part of school's development. The importance of staff CPD and high-quality resources is recognised world-wide as vital for teacher progression.	CPD sessions given over to curriculum/subject leaders to discuss their findings from their reading of research based literature and focus on subject enhancement. Minutes taken by senior and middle leaders to reflect continuous discussions on Pupil Premium and the importance of improving staff subject knowledge.	RPK	CPD programme
Target setting for underperforming Pupil Premium students across all subjects and year groups.	The EEF 'Guide to Pupil Premium', 2019 also recognises 'quality first teaching' and direct intervention at classroom levels as the most important lever schools have for improving outcomes for disadvantaged students'. Research shows that Pupil Premium students makes 1.5 years' worth of progress with a highly effective teacher as opposed to 0.5 years with a poor teacher.	Records of target spreadsheet completed with bespoke support.	Middle Leaders	Termly

Continued use of EduLink seating software to allow staff to strategically place Pupil Premium students in optimum places in the classroom.	Research suggests (Didau, Seating plans, 2018; Hammnag, Effective Seating Arrangements, 2012) that regularly reviewing seating plans has a positive effect on low prior attainers without impacting high prior attainers. It also allows students to more confidently commit information to their long-term memories.	Checking the creation of seating plans on the software and during lesson observations.	Middle Leaders, NCE	Half-termly
Regular and consistent setting of homework through Teams with a focus on interleaving and spaced learning to support metacognition.	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 Educake, Mathswatch, Quizlet etc. 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. Pastoral leaders to support curriculum areas with regular homework offenders; letters to be sent home and parental meetings with repeat offenders to take place with AHT.	MAA	Half-termly
Revisiting individual subject marking policies with greater autonomy given to curriculum/subject leaders in order to cut down on unnecessary work and give staff more time to prepare quality lessons.	The DfE's report 'Reducing teacher workload', 2018, advocates cutting back burdensome marking to allow teachers to plan better sequenced and thoughtful lessons. This is supported by their 'Workload Reduction Toolkit, 2019' and 'Reducing workload in your school', 2019.	Work scrutiny, staff and student questionnaires will inform yearly reviews department marking policies.	RPK, Senior Leaders, Middle Leaders	Half-termly

Blogs on PP research to be collated and sent to staff for discussion in CL meetings.	The Teacher Development Trust (with who the school is affiliated) recognise engaging with research literature to be a key part of school's development.	Minutes taken by senior and middle leaders to reflect continuous discussions on Pupil Premium and the importance of improving staff subject knowledge.	RPK/UQM	Termly
Embedded use of purchased visualisers to allow for high quality teacher modelling in all classrooms across the school.	The EEF 'Guide to Pupil Premium', 2019 recognises 'quality first teaching' and modelling at classroom level as the most important lever schools have for improving outcomes for disadvantaged students'. Research shows that Pupil Premium students makes 1.5 years' worth of progress with a highly effective teacher as opposed to 0.5 years with a poor teacher.	Checking for evidence of modelling during lesson observations, learning walks and work scrutiny.	RPK, Senior Leaders, Middle Leaders	Termly

Targeted support 2026 - 2027

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?
Maths and English teachers appointed 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.	Staff and student questionnaires to be used by coordinators, and strategies adapted as and when necessary.	UQM, ASN	Review after each data point.

Targeted intervention programme for underachieving Pupil Premium students. This will be a mixture of in-house specialist teaching before and after school hours, along with tutoring through Stem tutoring and, Tutorbook.	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 letters, student questionnaires, text message reminders to be sent home.	UQM, MAA, EGD, KMN, KAD	Review after each data point.
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.	MAA	Weekly
One-to-one careers meetings and post -16 provision to be in place for all Pupil Premium students, with a focus on interviewing and supporting high prior attaining boys first.	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 may have a lack of aspirations.	All Pupil Premium students to have one-to-one careers interviews, destinations information.	UQM, JLM	Half-termly
Sparx Reader, and Bedrock vocabulary programmes to help close the literacy gap between Pupil Premium and non-pupil premium students at KS3.	The Literacy Trust states that improving literacy is the most important strategy for improving outcomes across all subject areas. Pupil Premium students 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 and KS4.	Parent literacy sessions and information events, Sparx reader classes taking place weekly for all year 7s. The NGRT and Key Stage 2 data is used to identify students who	EGD, SDN	Termly

		have performed below the expected standard and targeted intervention is provided such as Bedrock, Lexia and phonics, small group, guided reading and Extra English lessons.		
Additional curriculum time to be allocated for underachieving KS4 students in English and maths to make up gaps in learning with specialist tutors.	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.	UQM, KMN, MAA, EGD, KAD	Termly
Revision guide packs to be created and given to all PP students in year 11 with guidance given on how to revise effectively.	The EEF report of the potential impact of Covid-19 recognises that 'effective remote learning will limit the extent to which the gap widens', this is problematic as The Sutton Trust's recent Covid-19 parent survey found that '34% of disadvantaged parents said their child does not have access to a computer.'	Exam outcomes, student questionnaires.	UQM	November 2026
Revision strategies and small group and 1:1 mentoring sessions to be led by Learning Performance before and after each assessment point.	The EEF 'Guide to Pupil Premium', 2019 recognises small group and one-to-one tuition as effective for those who are underachieving.	Exam outcomes, student questionnaires.	UQM	After each assessment point.

Meet with year 9 disadvantaged students prior to picking options and ensure they are on the most appropriate curriculum pathway leading to high levels of success.	The EEF 'Guide to Pupil Premium', 2019 recognise raising aspirations as an important strategy for narrowing the attainment gap.	Rising numbers of PP students choosing a positive progress score.	UQM, KAD, KMN, JLM, JRN	April 2027

Wider approaches 2026 - 2027

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 concern letter to be sent home when Pupil Premium students fall below national average (95%).	The NfER briefing for school leaders, 2015, identified attendance as the key to closing gaps between Pupil Premium and non-Pupil Premium students.	Attendance tracking, review of attendance after nudge cards sent.	IKD, ZZR, pastoral leaders,	Fortnightly
One-to-one meetings with disadvantaged students who are persistent non-attenders (90%).	The EEF 'Guide to Pupil Premium'. 2019 and Ofsted's 'Report on Pupil Premium Funding', 2018) recognise Pupil Premium students are more likely to be persistent non-attenders due to SEMH issues.	Attendance tracking, review of attendance after meetings and follow up.	IKD, ZZR, pastoral leaders	Fortnightly
Parent reminders to be sent before parents' evenings/events.	The EEF 'Guide to Pupil Premium'. 2019 and Ofsted's 'Report on Pupil Premium Funding', 2018) recognise Pupil Premium students are more likely to be persistent non-attenders due to SEMH issues.	Attendance tracking, review of attendance at Parents' Evenings, parent questionnaires.	UQM, pastoral leaders	Prior to each parent evening.

LAC officer to monitor attendance for LAC students and meet carers/guardians on a half-termly basis.	The EEF 'Guide to Pupil Premium'. 2019 and Ofsted's 'Report on Pupil Premium Funding', 2018) recognise Pupil Premium students are more likely to be persistent non-attenders due to SEMH issues.	Attendance tracking, review of attendance, meetings with carers.	IKD, ZZR, MAA UQM,	Half-termly
SENDCo to support monitoring of attendance for SEND students, and report concerns to the attendance officer and pastoral leaders.	The EEF 'Guide to Pupil Premium'. 2019 and Ofsted's 'Report on Pupil Premium Funding', 2018) recognise Pupil Premium students are more likely to be persistent non-attenders due to SEMH issues.	Attendance tracking, review of attendance, meetings with parents.	IKD Pastoral leaders, NCE, ZZR	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 behavioural 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).	IKD/DCA/AHE	Half-termly
Arrangements in place with Luton Food Bank, Luton Youthscape etc so out of school support and resources are available to the most disadvantaged. Letters sent home so all parents are aware of community support links.	The Trussell Trust's 2020 report reports a 61% increase in reliance on food banks during the pandemic, with families being hit the hardest. This is compounded by the loss of income and jobs for Luton Airport.	Parental awareness of local support networks available to them.	UQM, Pastoral Leaders, IKD, DCA, AHE	Termly

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