

Pupil premium strategy statement: Learning Academy partnership SW: Ilsham Church of England Academy 2024/25 Evaluation

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	2,506
Proportion (%) of pupil premium eligible pupils	18%
Academic years that this strategy statement covers	3 years (2024-2027)
Date this statement was published	31 st September 2024 Updated July '25
Date on which it will be reviewed	1 st December 2025
Statement authorised by	Miss Tracey Cleverly
Pupil premium lead	Mrs Evie Semmens
Governor / Trustee lead	Mrs Jo Tisdall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£684,780 Amount per pupil To £1,515
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 684,780

Part A: Pupil premium strategy plan

Statement of intent

Our School Trust is committed to ensuring that every disadvantaged pupil receives the best possible education and that gaps in outcomes are closed in all key outcomes. We want our disadvantaged pupils to flourish in all aspects of their education, with social mobility and sense of belonging as core foundations to this. We do this by investing in people enabling every child to be taught by the very best teachers so that we can achieve social change and all children flourish.

The disruption children and young people have faced to their education during the pandemic has been extensive nationally and will likely continue to have profound consequences. Attainment and educational progress particularly for those disadvantaged has been affected, but so too has their emotional and social development.

This pupil premium strategy plan aims to close the considerable gaps in attainment as a result of the pandemic and mitigate the continued impact of the pandemic on children's lives.

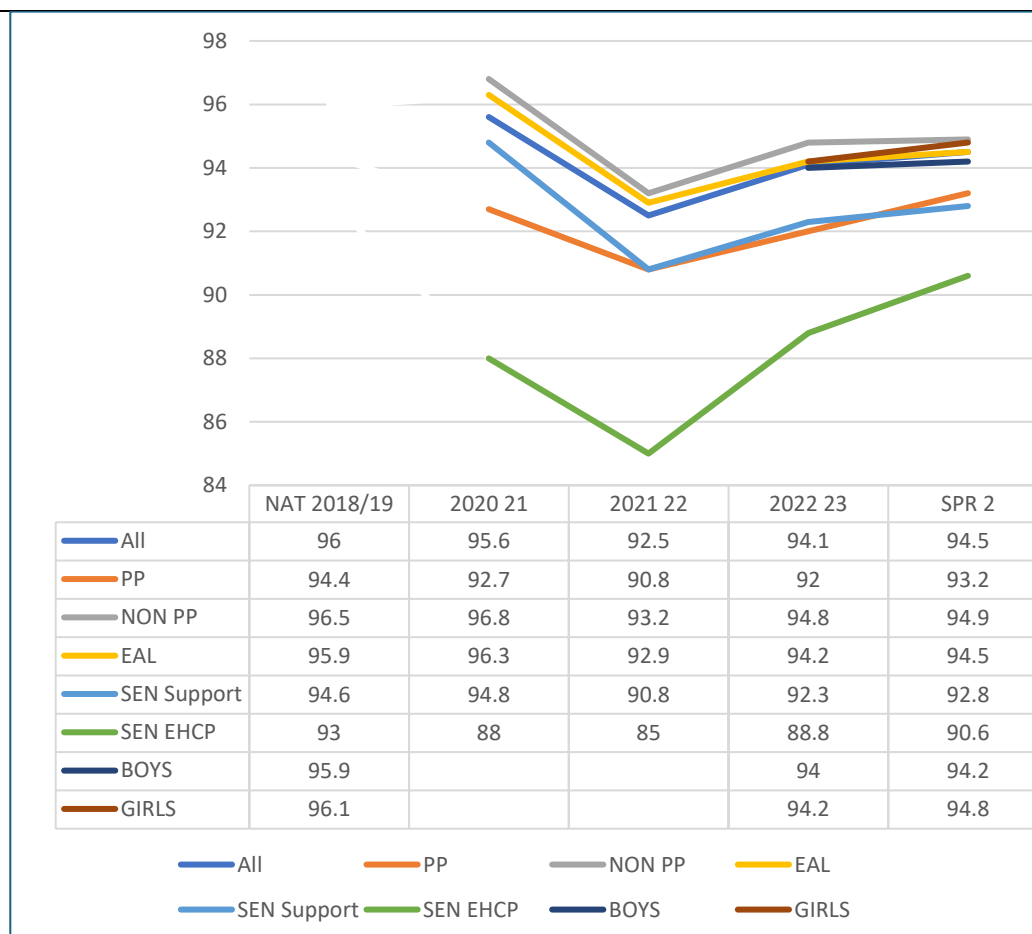
The key principles of this strategy plan is to build sustainable, long-term support in order to overcome the barriers of:

- Achieving well in the cornerstones of English and Maths, as part of the broad, academic and knowledge rich curriculum.*
- Good attendance for all pupils, which contributes to their overall academic and emotional wellbeing.*
- Social, emotional and mental health needs of pupils.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Widening gaps for younger eligible pupils (EYFS and KS1) in early reading and overall outcomes, linked to increasing need in communication and language.</p> <p>2022-23</p> <ul style="list-style-type: none"> GLD all 78%/ pp 56% 22% gap Y1 PSC all 87%/ pp 81% 6% gap Y2 Reading all 65%/ pp 47% 18% gap
2	<p>Wide Writing gaps for eligible pupils, especially in KS1</p> <p>2022-23</p> <ul style="list-style-type: none"> KS1 all 55% / pp 37% 18% gap KS2 all 75% / pp 69% 6% gap
3	<p>Wide Maths gaps for eligible pupils.</p> <p>2022-23</p> <ul style="list-style-type: none"> KS1 all 74% / pp 60% 14% gap KS2 all 73% / pp 61% 12% gap
4	<p>Attendance rates for eligible groups remain below 'all' and have not returned to pre pandemic levels.</p> <p>Overall attendance and by group.</p>



Persistent Absentee for all and groups.

Groups	2021-22	2022-23	AUT 2 2023	SPR 2 24
ALL	23.5%	14.7%	14.3%	14.0%
PP	29.8%	17.9%	19.8%	19.6%
EHCP	47.8%	43.6%	37.2%	32.7%
SEND Support	23.6%	25.8%	18.7%	19.9%
EAL	17.1%	17.0%	17.3%	17.1%

5

Increase in pupil's social, emotional and mental health needs, with eligible pupils more likely to experience a Fixed Term Suspension. 2022-23

Trust data shows that 43% of all pupils with a Fixed term Suspension were eligible for PP, meaning that these pupils are twice as likely to receive a suspension than their peers.

End of Autumn 2023

Trust data shows that 83% of all pupils with a Fixed term Suspension were eligible for PP (Trust PP was 22%), meaning that PP pupils are twice as likely to receive a suspension that their peers.

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
1. Gaps in outcomes for eligible pupils in EYFS and KS1 are closed. Speech needs are identified early in EYFS, and supported so that more children are reading for the KS1 curriculum. The bottom 20% are targeted in a timely way to ensure that all pupils are reading by age 6.	Gaps in GLD for eligible pupils are reduced to 15% across the Trust, in the first year and reduced to less than 5% by the end of the 3 rd year. Sustain closing gaps in early reading outcomes for eligible pupils continue to be reduce PSC gap less than 5% across the Trust in the 1 st year, and inline by the end of the 3 rd year. Gaps in early reading outcomes for eligible pupils continue to be reduced: end KS1 less than 10% across the Trust in the 1 st year, and inline by the end of the 3 rd year.
2. Gaps in Writing for eligible pupils across the Trust, are closed at both expected and greater depth.	Gaps in Writing outcomes for eligible pupils in KS1 are reduced to 10% in the first year and in line by the end of the 3 rd year. The closing gap in Writing outcomes for eligible pupils in KS2 is sustained and continues to reduce to less than 5% in the first year, and in line by the end of the 3 rd year.
3. Gaps in Maths for eligible pupils across the Trust, are closed at both expected and greater depth.	Gaps in Maths outcomes for eligible pupils in KS1 are reduced to 8% in the first year and in line by the end of the 3 rd year. Gaps in Maths outcomes for eligible pupils in KS2 continue to reduce to 10% in the first year, and in line by the end of the 3 rd year.
4. The gap in Attendance for eligible pupils to close at both attendance and persistent absentees.	Gaps in attendance for eligible pupils to be reduced to less than 1 % in the first year and inline by end of year 3. Gaps in persistent absentees for eligible pupils to be reduced to less than 2% in the first year and inline by end of year 3.
5. Reduce number of eligible pupils reaching suspension levels through: A) Supporting pupils' wider cultural capital development through Residentials B) whole Trust Behaviour Policy which is trauma informed and provides practical advice and strategies to schools to embed a relational approach.	Reduce the proportion of eligible pupils receiving a fixed Term Suspension level from 83 % to below 40% of all in the first year and to be in line with 'all' by the end of the 3 rd year.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ £324,342

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed a whole Trust approach to the development of communication and language and early reading all schools.</p> <p>Establish a whole Trust EYFS approach to communication and interaction to support all pupils but particularly those who are eligible, through regular CPD and incremental coaching.</p> <p>Embed Speech Link assessments as EYFS screening to ensure early identification of need and precision of support needed.</p>	<p>The CST recommends using EEFs tiered methodology which is why we have looked at whole school approaches, targeted approaches and wider strategies.</p> <p>DFE research shows that Early Years providers have found that more children are needing speech and language support than before the pandemic.</p> <p>https://www.gov.uk/government/publications/education-recovery-in-early-years-providers-summer-2022/education-recovery-in-early-years-providers-summer-2022</p> <p>EEF Communication and Language Report: Communication and language approaches: 7 months increased progress in learning.</p> <p>“There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>“The number of five and six year olds who need speech and language support at school has risen by 10% in England over the past year.” “There is also a huge backlog of children waiting for specialist help. Currently, 65,500 under the age of 18 are on the NHS waiting list to see a speech and language therapist, with an estimated 4,000 waiting for more than a year.” BBC 2022.</p> <p>Speech Link research demonstrates impact of early identification of speech needs.</p> <p>https://speechandlanguage.info/resources/perch/pdf/online-impact-brochure-sept-2023.pdf</p>	1
<p>Continue to embed whole Trust development of early reading with increased rigour and data analysis of the lowest 20% are regular intervals and targeted CPD for leaders of reading and teachers of reading. Investment in Trust offer external systematic Phonics provider to provide robust data analysis, development days, coaching, precision teaching and 1:1s.</p>	<p><i>High quality teaching for all remains the single biggest priority. We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom (Prof Becky Francis, CEO,EEF)</i></p> <p>DFE Guidance sets out that High quality teaching of English and Maths are the cornerstones of a broad, academic, knowledge- rich curriculum.</p> <p>Data outcomes show that nationally as well as within our Trust, attainment gaps have widened since pre pandemic.</p> <p>EEF guidance and reports ‘<i>further research confirms young pupils’ achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high income households remains wide</i>’.</p>	1
<p>Establish a whole school trust approach to the teaching of writing through investment in a central English role and writing</p>	<p>Having a consistent approach to writing will directly improve the quality of provision and thus focus on Quality First Teaching. As evidenced above the EEF clearly states that improving the quality of teaching in every classroom is essential for all pupils but more for those eligible for Pupil Premium.</p>	2

programme, including KS1 'Sentence Builders'.		
Development of a school trust wide approach to pedagogy to support all pupils but particularly those eligible through regular and iterative CPD and an incremental coaching offer. Champion teachers support development of maths curriculum and pedagogy.	<p>EEF Metacognition and self-regulation guidance shows that <i>'Pupils who are metacognitive demonstrate more independence and resilience throughout the learning process. The explicit teaching of metacognition can be particularly helpful for learners that come from socio-disadvantaged backgrounds'</i></p> <p><i>Explicitly teaching of metacognitive and self-regulatory strategies could encourage disadvantaged pupils to practice and use these skills, managing their own learning better.</i></p> <p><i>Reports indicates that this can add 7 months of progress.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulationn</p> <p><i>Explicitly thinking about how teaching can be made genuinely inclusive to benefit all children, while relentlessly identifying, understanding and overcoming barriers to learning outside are two foundations of what has been termed an 'equity-based approach' to education. (Major and Briant 2023)</i></p> <p><i>Improving the quality of teaching in every classroom through ongoing high quality CPD and can narrow the disadvantage gap.</i> EEF Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 72,076

Activity	Evidence that supports this approach	Challenge number(s) addresses
Embed precision teaching and targeted coaching support in the teaching of early reading and maths through reading leader CPD/Development Days and incremental coaching with an early reading and fluency in Maths focus. These are reiterative and build upon the school's starting points. Ensure that all teachers and	<p>EEF guidance reports on effective professional development, with a focus on the mechanisms, builds on prior knowledge and takes onto account of the context of school and its need.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1716290165</p> <p>Work as a National English Hub and leading iterative and developmental CPD.</p>	1 & 3

support staff have the relevant professional development to ensure effective CPD		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 288,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enact a culture of belonging and support, alongside robust data analysis and evaluation cycles to improve attendance for eligible pupils across all schools, through policy and practice development.	<p>DFE PPG guidance: "Absence rates in schools have been 50% higher since the pandemic, with persistent absence doubling to 22.3% in 2022/23. Disadvantaged pupils have higher absence rates than their peers, with pupils eligible for free school meals missing an average of 4 weeks of school in 2022/23/ and looked after children missing nearly 6 weeks in 2021/22."</p> <p>https://www.gov.uk/government/publications/pupil-premium</p> <p>EEF shows: "Pupils from socio-economically disadvantaged backgrounds were nearly twice as likely to be persistently absent than their classmates. With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils."</p> <p>"The interventions that show promise take a holistic approach in understanding pupils and their specific need."</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p> <p>Research demonstrating the importance of building holistic culture of belonging and feeling of safety for all in raising attendance.</p> <p>https://www.evaluation.impactgroup.uk/research-and-resources/understanding-attendance</p> <p>Research shows schools is the aspect of life children are most unhappy about and feeling listened to is a key barrier to this.</p> <p>https://www.childrenssociety.org.uk/information/professionals/resources/good-childhood-report-2023</p> <p>Trust research, validate the above research.</p> <p>Trust research and evaluations show that there is a need to have standard data analysis tools to monitor patterns of attendance and evaluative the approaches, to enable all</p>	3

	schools to have the forensic leadership of attendance, that is needed.	
<p>A) Supporting cultural capital through finding places for eligible pupils on residential.</p> <p>B) Enact a Trust Positive Behaviour Policy with clarity and support for creating whole school relational approach, using the 4 stages of: Protect, Relate, Regulate and Repair. This focuses on prevention and proactive development of creating cultures of safety and belonging for all pupils.</p> <p>Ongoing tools and CPD, including TIS approaches, development to support all schools in</p> <p>Continued development of further strategies, such as Team Teach to provide expertise and leadership in de escalation and support.</p>	<p>EEF shows impact of 'poor behaviour': "it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons."</p> <p>EEG Guidance on Behaviour shows that 80% of the approach should be proactive, which aligns with the Trust development which is centred on building strong relationships and knowing pupils holistically.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=sit_e_search&search_term=behaviour</p> <p>The Timpson Review (2019) on suspensions found "A child who is distressed, angry, confused, lacking confidence and trust in others is a child that needs help. I have seen, on so many occasions, that without it, their behaviour and response to poorly understood interventions will only get worse," he said, adding that it is "important for schools to understand this context"- this reflects the importance of a TIS approach.</p> <p>National data shows that Suspensions increased 7% from Autumn 2022 to Spring 2023. This increase is being seen at the Trust with eligible pupils more than twice as likely to receive a suspension.</p>	4 & 5

Total budgeted cost: £684,780

Part B: Review of the previous academic year

- Trust Outcomes for disadvantaged pupils 2024-25 will be evaluated and published in autumn 2025.
- Trust Outcomes for disadvantaged pupils 2022-23 were evaluated and published on the Trust website.

Pupil premium strategy outcomes: Ilsham Church of England Academy

This details the impact that our pupil premium activity had on pupils in the **2024-2025** academic year. *Evaluation for this school

Intended Outcome	Impact
1.Gaps in outcomes for eligible pupils in EYFS and KS1 are closed. Speech needs are identified early in EYFS, and supported so that more children are reading for the KS1 curriculum. The bottom 20% are targeted in a timely way to ensure that all pupils are reading by age 6.	<p>Early identification and support have been central to our success in EYFS. Every pupil was screened for speech and language needs, allowing timely interventions that ensured more children could access the KS1 curriculum with confidence. This proactive approach laid strong foundations for learning.</p> <p>Reading by age six was a key priority, and robust targeting of the bottom 20% meant that all pupils achieved this milestone. Our phonics provision was highly effective, reflected in a 100% pass rate in the Phonics Screening Check, which is significantly above national averages.</p> <p>EYFS outcomes were exceptional, with 96% of all pupils achieving a Good Level of Development and 100% of Pupil Premium pupils meeting this benchmark. This closed the attainment gap and saw disadvantaged pupils outperform national figures.</p> <p>KS1 outcomes continued this strong trajectory. In reading, 88% of all pupils reached the expected standard, with eligible pupils achieving 100%. Writing outcomes were similarly impressive, with 84% of all pupils and 100% of eligible pupils meeting expectations. In mathematics, 88% of all pupils and 100% of eligible pupils achieved the expected standard.</p> <p>These results highlight key strengths in our approach: a clear, systematic focus on early intervention and phonics, combined</p>

	with targeted support for disadvantaged pupils, which has led to exceptional outcomes across the board.
2. Gaps in Writing for eligible pupils across the Trust*, are closed at both expected and greater depth.	<p>Across the school, gaps in writing for pupils eligible for pupil premium have been closed at the expected standard in both Key Stage 1 and Key Stage 2, with strong progress evident at greater depth. At the end of Key Stage Two in 2024/25, 88% of all pupils and 88% of eligible pupils achieved the expected standard in writing, meaning the gap is fully closed and attainment is significantly above the national average of 72%. For pupils working at greater depth, 27% of all pupils achieved this higher standard compared to 12% of eligible pupils. While this represents a gap, both figures outperform the national averages, where only 13% of pupils nationally reach greater depth in writing. This demonstrates that, although further work is needed to secure parity at the higher standard, our pupils are achieving well above national benchmarks.</p> <p>At the end of Key Stage One, the picture is even stronger. The gap is closed at the expected standard, with 84% of all pupils and 100% of eligible pupils meeting age-related expectations. For greater depth, 24% of all pupils and 25% of eligible pupils achieved this level, again far exceeding the national figure. These outcomes reflect a clear trajectory of improvement and a systematic approach to early intervention and targeted support, ensuring disadvantaged pupils not only keep pace but, in many cases, outperform national expectations.</p>
3. Gaps in Maths for eligible pupils across the Trust*, are closed at both expected and greater depth.	<p>Across the school, gaps in mathematics for pupils eligible for pupil premium have been closed at the expected standard, with attainment significantly above national benchmarks. At the end of Key Stage Two in 2024/25, 92% of all pupils and 88% of eligible pupils achieved the expected standard in maths, compared to a national average of 74% for all pupils. This demonstrates exceptional performance and a fully closed gap at age-related expectations. For pupils achieving greater depth, 54% of all pupils and 25% of eligible pupils reached this higher standard. While this represents a gap, both figures substantially exceed the national average, showing that our pupils are performing far above national norms.</p> <p>At the end of Key Stage One, the gap is also closed at the expected standard, with 88% of all pupils and 100% of eligible pupils meeting expectations. For greater depth, 28% of all pupils and 25% of eligible pupils achieved this level, again outperforming the national figure. Across the school overall, 88%</p>

	<p>of all children and 93% of eligible pupils are working at the expected standard, confirming that the attainment gap is closed and that disadvantaged pupils are thriving.</p> <p>These outcomes reflect a clear and systematic approach to teaching mathematics, with targeted support ensuring disadvantaged pupils achieve highly and, in many cases, outperform national expectations. While further work is needed to secure parity at greater depth, the progress made demonstrates the effectiveness of our strategies and the strong impact of our provision.</p>
4.The gap in Attendance for eligible pupils to close at both attendance and persistent absentees.	<p>Closing the gap in attendance for pupils eligible for pupil premium remains a key priority, and significant progress has been made. Overall attendance last year was 96.7%, with attendance for eligible pupils at 95.3%. While this is not yet fully closed, both figures are well above the national average attendance rate of 93.3%. Persistent absence across the school is exceptionally low at 2.3%, with only two eligible pupils identified as persistently absent. This compares very favourably to the national persistent absence rate of 17.8%, demonstrating the impact of our proactive strategies to support regular attendance.</p> <p>These outcomes reflect a strong culture of attendance and effective early intervention, ensuring that disadvantaged pupils are supported to attend school consistently. While we continue to work towards closing the small remaining gap, our performance significantly exceeds national benchmarks and highlights the success of our approach.</p>
5. Reduce number of eligible pupils reaching suspension levels through: A) Supporting pupils' wider cultural capital development through Residentials B) whole Trust Behaviour Policy which is trauma informed and provides practical advice and strategies to schools to	<p>Reducing the number of eligible pupils reaching suspension levels has been a key focus, and our approach has combined proactive cultural capital development with a consistent, trauma-informed behaviour strategy across the Trust. All eligible pupils attended residential experiences, which have supported their wider personal development and strengthened relationships. Alongside this, we have embedded the Trust-wide behaviour policy, which is trauma-informed and provides practical advice and strategies to schools to implement a relational approach. Regulation zones have been introduced to help pupils manage their emotions effectively, and a clear, sustained approach to behaviour support has been maintained throughout the year.</p>

embed a relational approach.	As a result of these measures, we have had no fixed-term or permanent exclusions during this academic year. This reflects the success of our preventative strategies and the positive impact of our personal development offer, which ensures all pupils, including those eligible for pupil premium, engage in enriching experiences that build resilience and social skills.
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Part B: Review of outcomes in the previous academic year

Further information

This Trust Director for Vulnerable Pupils and Inclusion (DPVI) holds overall responsibility for the development, enactment and monitoring and evaluation of this strategy.

This Trust Pupil Premium Strategy created by identifying the challenges faced by the disadvantaged pupils in the Trust. This includes using achievement data, attendance data and behaviour and attitudes information. This was developed alongside Headteachers across the Trust and builds upon a wide evidence base.

This strategy has been designed alongside Headteachers, reflecting upon what is having impact on supporting eligible pupils. The DVPI, as part of The Education Team, will support Headteachers in evaluating the effectiveness of this Strategy in their schools, as well as evaluating at a Trust level.