



## **Pupil Premium Annual Report 2023-24 and Priorities for 2024-25**

### **Contents**

1. Cohorts by year group
2. Income 2018-24
3. Final Pupil Premium expenditure for 2023-24
4. Outcomes and evaluation
  - a. 2021-22
  - b. 2022-23
  - c. 2023-24
5. Priorities for 2024-25

## 1. Pupil Premium Cohorts by Year Group 2024-25

Please note that these numbers may fluctuate slightly over the course of an academic year. These figures are accurate as of 24/11/24.

The term 'disadvantaged' in this document aligns with the DfE definition (those eligible for FSM at any time during the last 6 years and children looked after (in the care of the LA for a day or more or who have been adopted from care)).

<b>Year Group 2024-25</b>	<b>Total number of students in year group</b>	<b>Number of Pupil Premium students</b>	<b>As a % of total cohort</b>
Year 7	312	34	10.8%
Year 8	319	26	8.1%
Year 9	315	16	5%
Year 10	320	22	6.8%
Year 11	314	22	7%
<b>Total</b>	<b>1580</b>	<b>120</b>	<b>7.6 %</b>

## 2. Pupil Premium Income 2018-23

<b>Academic Year</b>	<b>Income and projected income</b>	<b>Based on:</b>
<b>2018-19</b>	£139,484	Budgeted funding
<b>2019-20</b>	£137,442	Budgeted funding
<b>2020-21</b>	£126,402	Budgeted funding
<b>2021-22</b>	£124,824	Budgeted funding
<b>2022-23</b>	£120,820	Budgeted funding
<b>2023-24</b>	£134,766	Budgeted funding

## 3. Final Pupil Premium Expenditure for academic year 2023-24

Income PP and PP+	£132,845
Educational Resources incl. iPads	£1950.00
Cost for tuition over and above grant	£19,712.50
Therapeutic Support	£2,340.00
Notability	£957.00
Ingredients	£683.96
School breakfasts	£3,500.00
Transport	£421.50
Training	£200.00

Uniform	£394.70
Trips	£8,457.00
Staffing	110,289
Total	148,905.66

## **4. Pupil Premium outcomes and evaluation 2021-24**

### **a. Evaluation of impact 2021-22**

Students achieved a P8 score broadly in line with national averages (-0.07), this is an increase of a third of a grade compared to the last validated data of 2018-19. There has been an increase in all attainment thresholds from 4+ through to 7+. The percentage of 4+ entries has increased by almost 12%. Over 50% of students accessed maths tuition, of these 2/3 showed improvements from their mock exams to final grade, with student voice showing improving confidence in mathematical ability. Priorities for 2021-22 include securing at least the standard pass and above for all regardless of starting targets, as well as an increase in the percentage of HPA students achieving grade 8s and 9s.

### **b. Evaluation of impact 2022-23**

The disadvantaged P8 score has remained broadly stable with last year at -0.09, the PP P8 figure is -0.02. The P8 gap between disadvantaged students and their peers has more than halved since 2019 and has reduced by a quarter since 2022. Nearly a third of disadvantaged students achieved a strong pass (5+) in English and Maths, this is an increase of 5 percentage points compared to 2019. The disadvantaged vs. Non disadvantaged gap for a strong pass at both English and Maths has reduced to 28.7 percentage points, a reduction of over 11 percentage points from 2022 and over 13 percentage points from 2019. These results are especially pleasing as the cohort of disadvantaged students this year was only 14% HPA, the lowest percentage seen in over 5 years. Within the HPA cohort there was strong performance with A8 and anticipated P8 scores both higher for disadvantaged students compared to their Non-disadvantaged peers (A8 73.38 vs 70.59). Our disadvantaged results are pleasing this year, particularly in a year when national gaps for disadvantaged students have widened.

### **c. Evaluation of impact 2023-24**

The Pupil Premium cohort was a far more diverse group than has been previously seen. The cohort included nearly a quarter of students for whom there is known trauma and adverse life experiences (ACEs) through being either a child looked after (CLA) or a post looked after child. There were 8 students who had SEND and 6 who were not educated in fulltime mainstream education in order to support their medical or SEMH needs.

<b>Additional Needs</b>	<b>No. of students</b>
PP+ (Post LAC)	2 students
LAC	2 students
MHNES	3 students
Alternative Provision	3 students
SEN E	5 students
SEN K	3 students

<b>Prior Attainment Band (discounting 3 students with no prior attainment)</b>
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LPA	6	31-5%
MPA	11	57.9%
HPA	2	10.5% (lowest % in 6 years 14% in 2022-23 and including one student not in mainstream education)

Students achieved a P8 score of **-0.59** compared to a whole school P8 score of **0.57**. However, when taking into account students in alternative provision, we are pleased that the 16 disadvantaged students who were educated entirely in mainstream IGS provision resulted in an expected P8 score of -0.09 (72% of the small cohort of 22 students). This is a pleasing increase from the Term 3 predictions for this cohort which stood at **-0.28**, showing the impact of close monitoring and targeted interventions. When comparing this to previous data, PP students are achieving consistently with P8 scores that are in line with year-on-year performance, with a figure of -0.08 in 2022-3 and a similar -0.07 in 2021-22. When comparing this to national data sets, IGS disadvantaged students achieve more highly than similar students nationally with the average P8 score for disadvantaged in 2023 at -.57. Whilst there has been an increase in students achieving at least a Standard Pass in Maths, this, alongside achievement in English, will continue to be a priority.

Whilst the number of students entered for the EBacc Languages Element decreased by 33.3% pleasingly, all students entered achieved at least a Strong Pass.

With regard to destinations, 4 students have continued their studies at IGS with 17 students (including one student who is re-sitting the year due to illness) securing offers at college. This is the result of the dedication and tenacity of the careers team who continue to work tirelessly to ensure students, particularly those in receipt of Pupil Premium, have appropriate destinations. Despite the best endeavours by the pastoral and careers team, one student is now recorded as NEET. However, the careers team continue to support the student and family to secure an appropriate pathway.

#### **Attendance:**

The average attendance for the academic year (of the 18 in mainstream) was **78%** compared to a whole cohort attendance of **86.78%**. 15 out of 18 (**83%**) were classified as persistently absent (less than 90% attendance) compared to a cohort figure of **38%**. 2 out of 18 were classed as severely absent (less than 50% attendance) The reasons for absence were well known, with a range of support offered. This support included: MHNES, CAMHs, Nurture Centre referrals, Early Help referrals, youth worker sessions, home visits and pastoral check ins. Pupil Premium attendance continues to be a challenge and priority and will be a key focus for the newly appointed Behaviour, Attendance, Outreach specialist and attendance team as a whole.

#### **Private tutoring/intervention**

7 students (including one student as part of MHNES support) received private tuition from Kip McGrath for maths or English, with 3 students having tuition in both. Pleasingly, 3 out of the 4 students receiving English tuition achieved a grade 4, meeting or exceeding their Term 3 predictions. 3 out of the 6 students receiving maths tuition achieved at least a grade 4, again meeting or surpassing predictions.

### 3. Priorities for 2024-25

#### Whole school strategic priorities (priorities will vary slightly according to year group.)

- a. **Improved attendance:** Initiate a case worker model to ensure a key member of staff has strategic oversight over individual students where attendance is a barrier to achievement. Coordinate task force review meetings between safeguarding, attendance and pastoral teams to review progress and ensure swift intervention.
- b. **Relentless prioritisation:** prioritisation of PP students in existing school systems e.g. QA, strategic planning, Appraisal CPD to equip staff with the tools to tackle underachievement and share best practice.
- c. **Intervention and mentoring:** Continued strategic direction for Core PP champions and unified intervention approaches with Achievement Leader and PrExLs. Prioritisation of PP students as part of post-tracking Action 5 ensuring quality first teaching responsive to need.

#### Year 11 Priorities for 2024-25 (in addition to the whole-school strategic priorities above)

The overall aim for 2024-25 for Year 11 will be to increase the number of PP students achieving the Basics measure in both maths and English (NB: there will be no P8 measure for the next two academic years) The Pupil Premium cohort for the current Year 11 comprises of 22 students with a similar prior attainment profile to the previous cohort (7 x LPA, 10 x MPA and 2x HPA) There are fewer students with SEN E (two students, both who are accessing provision in line with their needs). There are 6 students classified as SEN K. Year 11 initial predictions, based on Baseline Assessment data (no national KS2 data) forecast a P8 of -0.09 compared to +0.78 for the full cohort. Our aim will be to ensure that all PP students have what they need to progress onto a successful post 16 pathway and that life chances are maximised.

- a. Improved timely and impactful attendance strategies, working with pastoral and attendance teams to improve attendance of those PP students who are <92%, targeting support to prevent becoming PA. Ensure that attendance for students on alternative provision is maximised and utilise Ed Tech to facilitate a catch-up curriculum responsive to need.
- b. The progress of Pupil Premium students in English and maths, with a particular focus on maths, ensuring that HPA and MPA students are adequately prepared to achieve high levels of attainment via the higher tier paper, for example, and through targeted intervention.
- c. Continued communication whole school to ensure the learning needs of PP students are met, regular liaising with tutors and teachers as to barriers to learning e.g., equipment that can be resolved by provision of resources (revision guides, calculators etc.) Ensure that disadvantaged students remain high on the agenda at all levels within the school including through one-to-one meetings with HOD/CL and PP Champions to identify and help reduce barriers at an individual student and subject level
- d. Reconceptualise approaches to intervention and private tuition for maths and English to maximise attendance and alignment with the IGS curriculum