



Pupil Premium Annual Report 2024-25 and Priorities for 2025-26

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1. Pupil Premium Cohorts by Year Group 2025-26

Please note that these numbers may fluctuate slightly over the course of an academic year. These figures are accurate as of 24/11/25.

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)).

Year Group 2025-26	Total number of students in year group	Number of Pupil Premium students	As a % of total cohort
Year 7	323	31	9.6%
Year 8	314	34	10.8%
Year 9	321	29	8.7%
Year 10	309	17	5.5%
Year 11	322	25	7.8%
Total	1589	136	8.6%

2. Pupil Premium Income 2020-25

Academic Year	Income and projected income	Based on:
2020-21	£126,402	Budgeted funding
2021-22	£124,824	Budgeted funding
2022-23	£120,820	Budgeted funding
2023-24	£134,766	Budgeted funding
2024-25	£128,545	Budgeted funding

3. Final Pupil Premium Expenditure for academic year 2024-25

Income PP and PP+	£128,545
Educational Resources incl. iPads	£634.97
Cost for tuition in addition to tutoring funding	£500
Therapeutic Support	£2,340.00
Notability	£990.00
Ingredients	£455.86

School breakfasts	£3,500.00
Transport	£550.20
Training	£789.00
Uniform	£1480.00
Trips	£12,896.92
Staffing	£139,601
Total	£163,737.95

4. Pupil Premium outcomes and evaluation 2022-25

a. Evaluation of impact 2022-23

The disadvantaged P8 score has remained broadly stable with 2021-22 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.

b. 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. 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. 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.

c) Evaluation of impact 2024-25

The Pupil Premium cohort was once again a diverse group of students with considerable co-occurrent needs. 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.

Additional Needs	No. of students
PP+ (Post LAC)	3 students
LAC	2 students (both Guardianship order)
EHCP	2 including 1 SRP
SEN K	6
Alternative Provision	1 student

Estimated Prior Attainment Band (discounting 3 students with no prior attainment)		
LPA	7	36.8%
MPA	10	52.6%
HPA	2	10.5% (lowest % in last two years. 14% in 2022-23)

This cohort of students did not take KS2 SATs therefore there is no national P8 figure for comparison. As such, any reference to progress or starting points, estimated using external baseline testing, is done so with caution. Internal data suggests students achieved a P8 score of -0.3, a significant improvement from -0.59 in 2023-24. 7 students made exceptional progress from KS2 starting points, from across all prior attainment categories (averaging either 1 or 2 grades higher than similar students with similar starting points, using collaboration data) A8 for the disadvantaged cohort exceeded national: 38.1 compared to a national figure of 34.9.

9 students (40.9%) achieved the Basics Measure securing English and maths at a grade 4+ compared to a national average of 43.5% with the gap trend narrowing between school disadvantaged compared to national non-disadvantaged. 14 students (63%) secured a 4+ in English. 6 students (27.2%) achieved a 5+ in English and maths in line with national averages. This is a positive 18% improvement at the 5+ measure and 9% improvement at the 4+ measure compared to 2024. Both humanities and science performed above national averages in their GCSE outcomes: humanities exceeded the national average for standard passes, while science exceeded it for strong passes. While the small, disadvantaged cohorts and wide confidence intervals mean there are limitations in using and drawing conclusions from data alone, the number of students achieving the Basics, particularly in maths, will continue to be a priority.

Destinations:

With regard to destinations, 11 students have continued their studies at IGS (an increase of 6 from 2023-24). 10 students have secured offers at college, studying a range of courses such as Computer Game Design, Joinery, Sports Coaching and Engineering Operations. A further bespoke pathway was designed for a student with additional needs, the result of the dedication and tenacity of Inclusive Learning and the careers team who continue to work tirelessly to ensure students, particularly those in receipt of Pupil Premium, have appropriate destinations. As a result, no students are recorded as NEET.

Attendance:

Pleasingly, attendance for Pupil Premium students improved by 4.1% by week 31 of 2024-25 (prior to year 11 study leave) however we recognise that attendance for this cohort is still below that of those not in receipt of

Pupil Premium, particularly for persistent absenteeism and it therefore continues to be a challenge and priority. In year 11, 9 students out of 22 were classified as persistently absent (less than 90% attendance). 1 out of 22 was classified as severely absent (less than 50% attendance). The reasons for absence were well known, with a range of support offered. This support included: 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.

Private tutoring and intervention

Pupil Premium students were overrepresented in the LP20 cohort with 7 students receiving 1:1 mentoring from a member of staff who supported revision habits, exam preparation and attending interventions. In addition, 8 students received private tuition from Kip McGrath for maths or English. Whilst 6 out of the 8 students achieved a grade 4+ in English, only 2 achieved a standard pass in Maths. Disadvantaged students in the LP20 cohort made improvements on average from the mock exams to the summer exams overall (+0.02), but engagement with the programme was inconsistent due to poor attendance from some students. Pupil Premium students, at risk of not getting a pass in English, also received weekly small group tuition from the English Pupil Premium Champion resulting in a positive English Language residual of 0.26 for this cohort with 63% of disadvantaged students achieving a 4+ in English.

3. Priorities for 2025-26

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. Implement a 'catch up' curriculum to prevent curriculum dysfluency after absence.
- b. **Maximising achievement:** 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 and LP20, ensuring quality first teaching responsive to need. Prioritisation of PP students in QA activities to allow the sharing of best practice and timely support and intervention.
- c. **Inclusion and Belonging:** Continue to support PP students to be active members of the IGS community so they thrive and feel a sense of belonging. Use CPD and close collaboration with Inclusive Learning to share powerful adaptations for those with co-occurrent SEND.

Year 11 Priorities for 2025-26 (in addition to the whole-school strategic priorities above)

The overall aim for 2025-26 for Year 11 will be to increase the number of PP students achieving the Basics measure in both maths and English so it is at least in line with Term 1 predictions (NB: there will be no P8 measure for the academic year) The Pupil Premium cohort for the current Year 11 continues to be diverse with many students having co-occurrent needs. The cohort comprises of 25 students with an estimated lower prior attainment profile to the previous cohort including no students who are HPA (7x LPA, 9x MPA, 7 with no prior attainment) In addition, 4 students have joined IGS during Key Stage 4, one of whom attends alternative provision full time in line with medical needs. There are fewer students with SEN E (2 students) and only 1 student classified as SEN K. 3 students are accessing Alternative Provision in line with their needs.

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. Student achievement English and maths, with a continued focus on maths, ensuring PP Champions are mobilised to coordinate and deliver impactful interventions. Use of mentoring, intervention and tutoring programmes to maximise achievement.
- 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, particular after mock examinations.