

Pupil premium strategy statement – IKB Academy

This statement details our school's use of pupil premium (and recovery 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	136
Proportion (%) of pupil premium eligible pupils	21.79%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mr R Pearsall
Pupil premium lead	Mr Peter Headeach
Governor / Trustee lead	Mr Bharath Ranganathan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,048
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
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>	£22,048

Part A: Pupil premium strategy plan

Statement of intent

IKB Academy is a STEM specialist Studio School. Our students join us in year 10 having decided to move from their previous school. In many cases this decision is due to the desire to follow a STEM pathway but for many, our school offers a smaller environment, different to previous experiences. Many of the students at IKB have experienced challenges at their previous setting and as such disadvantage.

Our aim is to ensure that students who are presently experiencing disadvantaged achieve greater equity through education and have an outstanding experience of education at IKB. We have high aspirations for our disadvantaged learners and expect them to make more progress than all students nationally. Disadvantage may be lengthy or transitory and manifests in different ways within our community; it does not apply only to our pupil premium students.

In line with the EEF's most recent guidance, which leans on a strong evidence base, we are determined to deliver high quality teaching, with targeted academic support alongside wider strategies to support the attendance, extra-curricular activities, out of class learning, cultural capital and wellbeing (physical and mental) of our students who are currently experiencing disadvantage. We understand that working closely with parents and carers will build our community in such a way as to benefit all.

We recognise the importance of high quality teaching and learning and focus on providing professional development to ensure teaching and learning is reaching the specific and individualised needs of all our students. We know this will disproportionately positively impact our disadvantaged students.

Our pastoral staff are crucial in ensuring our vulnerable students attend, engage, and learn successfully and we understand that good relationships between staff, students and parents / carers are essential to support students grow and develop as learners and young people in our community. We work hard to ensure social inclusion and support a sense of belonging for all students, particularly our disadvantaged students.

We are aware that in a school such as ours with a lower-than-average proportion of students in receipt of free school meals, disadvantaged students often have worse outcomes. Avoiding this must remain a priority in all aspects of their school life and we must not allow contextual data to be used to explain away lack of progress.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – there is an attendance gap between pp and non-pp students. The barriers to attendance are many and varied so we use a range of strategies to address this. In some cases, students have experienced significant barriers to attendance in KS3, prior to joining IKB. Supporting students to feel they belong in school and creating an environment where they want to attend is key to success, especially in changing previous patterns of attendance.
2	Progress and Attainment – Some of our disadvantaged students start from relatively low prior attainment. IKB students all join us in KS4 and may not have followed the same curriculum as each other in KS3. Many of our learners have experienced a disrupted KS3 which may have resulted in large gaps in knowledge and skills as well as lowered their confidence and self-esteem as learners. Some of our disadvantaged students have literacy levels below the expected level for their age.
3	Access to educational materials and technology - The families of some students experience severe financial hardship, with basic equipment, technological equipment and uniform proving a challenge given their available funds.
4	Behaviour incidences. Analysis of behaviour data shows a disproportionate number of students in receipt of the Pupil Premium are referred to our withdrawal room or suspended from school where they do not benefit from the teacher led interactions of the classroom. This further affects their engagement in school and their confidence and resilience as learners.
5	Resilience within lessons and success in learning. We recognise that lower levels of literacy and numeracy make accessing the curriculum more challenging. Coupled with gaps in learning identified above, and social, emotional and mental health needs, disadvantaged students can demonstrate a lack of resilience in their learning. This may result in some students struggling or failing to engage in lessons, refusing to attend and ‘desk top truancy’. High quality teaching and learning impacts more significantly on pp students.
6	Well-being and belonging Many of the students who have joined IKB have done so in order to access a smaller provision offering a fresh start. Some students who have recently joined us voiced that they had not felt like they belonged in their previous school and that since joining IKB this has improved significantly.
7	Aspiration Some disadvantaged students, whilst aspirational, have not had access to independent career advice and opportunities to develop employability skills. As a result, they may not have an appropriate plan

	for their post 16 and post 18 pathways linked to their, interests, aptitudes and career options.
8	Cultural capital Some students have experienced limited opportunity to enrich their learning, for example through participation in educational visits. Whilst this may in some cases be attributed to the effect of the pandemic on previous years in education in others this is a result of previously disrupted education, attendance challenges or behaviour sanctions in previous schooling.

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
High quality teaching and learning ensures that PP students make progress that is at least in-line with their non-disadvantaged peers nationally.	<p>Data from in-year tracking and public examinations demonstrate good progress in comparison to aspirational targets and the mean progress of non-disadvantaged students nationally.</p> <p>School Self Evaluation reveals that PP students are challenged and supported in lessons, and that the outcomes evident in their work are of comparable quality to their non-disadvantaged peers.</p> <p>Underachieving students are identified, and bespoke learning programmes are constructed for them by teachers and curriculum teams, with pastoral support. This will include, for example, academic board meetings, small group or one-to-one tuition and support with homework.</p>
Sustained and improved attendance for all pupils, particularly those that are currently disadvantaged.	Attendance rates for disadvantaged students match national non PP. PA for PP students matches non PP national. Severely absent students are supported to return to the school.
PP students display highly developed numeracy and literacy which enables them to successfully move into chosen areas of study or employment when they leave the school.	<p>Scrutiny of students work demonstrates high levels of literacy and numeracy</p> <p>The teaching of numeracy and literacy forms a key element of the school's self-evaluation and CPDL programmes.</p> <p>Ambitious targets are set for the 4+ and 5+ basics measure in KS4 and these are tracked meticulously.</p> <p>One-to-one and small group tuition are focussed on the literacy and numeracy needs of students in all key stages.</p>

<p>Improve engagement with disadvantaged parents/carers in the community and empower them in supporting and promoting the learning of their children.</p>	<p>Pastoral staff establish good relationships and communication strategies with disadvantaged families, ensuring that attendance of parent/carer evenings and other virtual or in-school events is above 90%.</p> <p>Regular contact with parents/carers, for example through academic reviews and calls home, ensures they feel informed and able to support their children with their work and their transition between key stages and post-16 or post-18 career opportunities.</p>
<p>Address issues caused directly by financial and social disadvantage.</p> <ul style="list-style-type: none"> • Ensure all PP students have a wide range of extra-curricular activities available to them to enrich their education, increase cultural capital and raise aspirations. • Guarantee no student is disadvantaged by a lack of access to learning resources at school or in the home. 	<p>Attendance of extra-curricular events and activities matches that of non-disadvantaged peers.</p> <p>Attendance of curriculum enrichment activities is complete.</p> <p>PP learners who will benefit from the provision of additional learning resources - such as laptops, broadband or additional study materials - are identified and supported appropriately.</p>

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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement teaching and learning approaches that develop the use of metacognition, enhancing the delivery of the 'Principles of Effective Teaching' and improving students' self-regulation in learning.	Metacognition and Self-regulated learning, EEF	1,2,4,5,6 & 7
Develop independent reading and reading comprehension throughout the curriculum	Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on Improving Secondary Literacy .	2,3,5,7 & 8

	There is significant evidence that improving pupils' reading comprehension and vocabulary skills impacts attainment at GCSE.	
Implement effective strategies for providing feedback, ensuring effective feedback on learning at the right time to ensure that the greatest impact on progress.	Teacher feedback to improve pupil learning guidance report from the EEF suggests that feedback, if delivered and used by the student effectively can greatly impact progress. Processes need to be implemented so that feedback is impactful with consideration given to teacher workload	2,5,6 & 7
Integrated programme of non-cognitive skills development Supporting the development of employability skills such as communication, teamwork, resilience and leadership	'Careers education works best when it is personalised and targeted to individuals' needs from an early age. This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people's transitions into education, training and employment.' EEF – careers education report	2,4,5,6 & 7

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One to one or small group literacy and numeracy support</i>	Sutton Trust: Small group tuition +4 months, One to One tuition +5 months, Feedback +8 months	2, 5
<i>Small group reading tuition for students who are below their chronological reading age</i>	EEF Teaching and Learning Toolkit Reading comprehension strategies (+6)	1,2
<i>Careers advisor and Careers opportunities</i>	'Young people from poorer homes are more likely to be uncertain about the qualifications they need	8

	to access their chosen career and get the skills they need.' EEF Reduced NEET 20-21 PP Report	
<i>Learning mentor support / behaviour support</i>	EEF: Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.	4,5,6,7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality pastoral and SEMH support staff to be recruited and retained	The EEF Guide to the Pupil Premium. The tiered approach to Pupil Premium spending.	1,5,6,7,8
Support for extra-curricular activities including visits, clubs, ingredients and music lessons.	EEF Teaching and Learning Toolkit	1,3,6,8,9
Support for curriculum visits and activities such as performances, field trips and study visits	EEF Teaching and Learning Toolkit Examination board specifications – mandatory participation in study visits in some subject areas	1,2,6,8,9
Behaviour support mentor sessions	NFER – Building Blocks for Success (Meeting Individual Learning Needs) Mentoring +3 EEF Marc Rowland Addressing Educational Disadvantage in Schools and Colleges: The Essex Way Paperback – 15 Feb. 2021	4,5,6,7
Pastoral Leaders and staff focus on improving attendance through monitoring systems, intervention and praise.	NFER – Building Blocks for Success (Meeting Individual Learning Needs) Mentoring +3 EEF Success 20-21 PP Report	1,7,8

Uniform provision where needed	NFER – Building Blocks for Success (Meeting Individual Learning Needs) Success 20-21 PP Report	3,6
Purchase of equipment to support learning in the home or at school, for example laptops, website subscriptions and study guides.	EEF Teaching and Learning Toolkit	2,3,7,8,9

Total budgeted cost: £ 22,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

IKB is a studio school and due to the different curriculum model, is not measured using the P8 measures. P8 is used below to compare the progress made by disadvantaged learners in 23-24.

Whilst the overall progress (P8 score was -0.49) was low for all students, this represented an increase from the previous year. Unlike last year however, the disadvantaged cohort underperformed more significantly (-0.83).

The 14 students in this group did not achieve as well as the rest of the cohort with 21.4% Basics 9-4 and 14.3% Basics 9-5. Comparably, the cohort overall attained 50% basics 9-4 and 31.5% Basics 9-5. The gap in attainment is highlighted more significantly when reviewing data for non-disadvantaged only. 60% basics 9-4 and 37.5% basics 9-5.

Attainment 8 of the non-disadvantages cohort was 42.8 whilst the disadvantaged cohort was 26.64

Due to the nature of the school it is important to recognise that cohorts vary year on year and the profiles of those cohorts can change dramatically. This year, whilst the overall outcomes improved for students, the gap between the disadvantaged and non-disadvantaged increased. Last year, there was very little gap.

Engagement in interventions such as the reading programme has impacted on the outcomes, highlighting the need to support students with social inclusion and resilience. Where the engagement was seen significant progress was made. In some cases, several years of progress in reading was made during year 10.

Externally provided programmes

Programme	Provider
Mentoring - regular mentoring giving space to talk and reflect, developing coping strategies and emotional intelligence	Mentoring Plus
Mentoring - regular mentoring through practical activities such as urban arts, gardening, construction, cooking and weightlifting / training to develop social and emotional skills / resilience	Impact Mentoring
Turn on your potential - supporting young people to achieve their potential through sport.	Switch Rugby
Alternative Education programme - focusing on personal and social	Urban Pursuits

development through adrenaline sports and adventure activities.	
A range of services including counselling, listening support, youth participation, advocacy, support for care leavers and a LGBTQ+ focused youth group.	Off the record
Alternative learning provision.	ALP
A “whole child” approach, and we have established a community of therapists and mentors, as well as tutors, who provide education and therapeutic nurturing for all children. This includes those with anxiety and other mental health difficulties, particularly those who find the school atmosphere challenging.	Inspiring Kids
Alternative course provision.	City of Bristol College Tuition Fees
An alternative education provider with a farm, music studio and classrooms.	MIAG

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

As a small school with a diverse range of learners who change year on year, given the nature of the school, we aim to be flexible and address the needs of the students as they present themselves.