

Pupil Premium Statement 2025-26

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Pupil premium strategy statement – *Ixworth High School* 2025/26

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	519
Proportion (%) of pupil premium eligible pupils	29.4%
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)	2025/26
Date this statement was published	8 th September 2025
Date on which it will be reviewed	8 th September 2026
Statement authorised by	Alistair Gibb
Pupil premium lead	Chris Beales
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,728
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£49,999

Part A: Pupil premium strategy plan

Statement of intent

Our goal is for all students to make good or better progress, achieving high attainment across the curriculum. Equally important is the development of the whole student, recognizing that personal growth beyond academics is central to our mission.

Following a recent set of poor results, we are prioritizing the improvement of disadvantaged (PP) students' attainment across the entire school, not just in Year 11. Our aim is for PP students to perform at the same level as their non-PP peers nationally. To support this, we will ensure that all Year 11 PP students have access to the best available resources to enhance their progress.

At the heart of our strategy is a commitment to providing high-quality teaching and learning for all students. Research shows this is the most effective way to close the attainment gap. As we raise the standard of teaching, we also aim to sustain and enhance the progress of non-disadvantaged students, ensuring that no student is left behind.

Our approach is proactive, anticipating common challenges faced by disadvantaged students while being flexible enough to address new and emerging needs. Success will be measured against clear, targeted criteria rather than relying on processes alone. Every disadvantaged student will be challenged across all areas of the curriculum, supported by a school-wide culture of high expectations.

Beyond academic support, we are also committed to providing opportunities for personal development. We will offer more chances during breaks and lunch for students to develop their interpersonal skills, fostering growth beyond the classroom. By supporting disadvantaged students holistically, we aim to help them overcome barriers and improve their long-term prospects, both post-16 and in their future careers.

All staff share responsibility for the outcomes of every student, with a special focus on identifying and addressing the unique needs of PP students. By taking a long-term approach to tracking their progress, we can ensure that interventions are timely and effective, helping to raise both expectations and aspirations. Our goal is not just short-term success but sustained achievement throughout their educational journey and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Underperformance in public exams: The attainment of PP students in English and Maths has closed the gap but are still 7% off their peers and the A8 score is also 5 points off the cohort
2	Attendance: Attendance of PP students last year improved slightly but was still only at 87%
3	Student Engagement: Last year PP students turned the behaviour points around and average less negatives than the cohort but still had 30 less house points on average
4	Parental Engagement: The current year 11 pupil premium students still only averaged in the high 70% range for parents evening appointments

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
Improved performance on the KPI English and Maths crossover measures	PP students to break the school record set this year for 4+ which was 57%, target is 60% To break school PP 5+ record of 32%, target 35% To break the school A8 PP record, target 42
To close the gap from PP attendance to whole school attendance	PP attendance to hit 90% + this year
To close the gap in house points as a crude measure of student engagement	PP students to achieve at least as many house points on average as their peers
To increase the levels of interaction between PP families and the school	PP families attendance at parents evenings to be greater than the cohort average

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Money has been spent up front on staffing to ensure all students have subject specialist teachers in-front of them in the classroom</i>	"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending." — EEF, 'Effective Use of the Pupil Premium'	1, 2, 3
<i>SLT to use new lesson drop in QA system to ensure that the quality of teaching is continually fed back on and improved on in line with the schools CPD priorities</i>	"Regular feedback and professional development for teachers based on structured lesson observations can significantly improve the quality of teaching and student outcomes, especially for disadvantaged students." — DfE, 'Standards for Teachers' Professional Development'	1
<i>New Head of Faculties have been recruited so all faculties have a specialist leader in order to improve the quality of teaching within each department.</i>	"The quality of maths teaching is one of the most powerful factors in raising attainment, particularly for disadvantaged students. Leadership in maths needs to focus on evidence-based practice to close gaps." — EEF, 'Improving Mathematics in Key Stages 2 and 3'	1,3

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

Budgeted cost: £25,000

£ 708.50 on revision guides, £5850 on Laptops per trolley

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>All year 11 PP students to be given tailored high quality CGP revision guides to ensure that they have the best quality resources to revise from.</i>	"High-quality revision materials can have a positive impact on students' retention and understanding, especially when combined with targeted support and study strategies." — EEF, 'Homework (Secondary)'	1,3
<i>Purchasing a bank of laptops to support students access learning in lessons and in study sessions.</i>	"Providing technology to disadvantaged pupils can improve access to learning resources and boost engagement. Digital learning is most effective when supported by teacher guidance and effective use of the technology." — EEF, 'Using Digital Technology to Improve Learning'	1,3
<i>Improved tracking of student data with more scrutiny given to PP students progress lower down the school. Including highlighting PP students explicitly on registers and in mark books. New DSEF process to provide a consistent lens to view data through.</i>	"Effective use of data helps schools to identify which pupils need additional support and enables more precise interventions to improve learning outcomes." — EEF, 'The Guide to Pupil Premium'	1,4
<i>New Invigilators recruited to ensure all year 11s get the conditions they need to perform to their best in their exams. Within this we are also recruiting a dedicated Exams Officer</i>	"Creating supportive exam conditions, such as well-trained invigilators, can reduce anxiety and improve the performance of disadvantaged pupils in high-stakes assessments." — Ofqual, 'Research on Exam Anxiety'	1
<i>Fund to provide key resources to help PP students access the curriculum as needs arise.</i> <i>Parental forum to run twice a year to highlight emerging needs throughout the year.</i>	"Ensuring that disadvantaged pupils have access to essential learning resources can prevent barriers to learning, helping to level the playing field with their peers." — EEF, 'Removing Barriers to Learning: Pupil Premium'	<i>Fund to provide key resources to help PP students access the curriculum as needs arise</i>
<i>Revision sessions in Easter to boost PP performance in addition</i>	"Extending learning time through targeted revision sessions can lead	<i>Fund made available to</i>

<p><i>to the afterschool revision sessions taking place throughout the year</i></p> <p><i>PP students given priority in tutor time revision to ensure that they can get access to intervention where transport to afterschool sessions may be an issue</i></p>	<p>to positive gains for disadvantaged students, particularly when delivered by experienced staff and timed close to the exams."</p> <p>— EEF, 'Extending School Time'</p>	<p><i>pay staff to provide extra revision sessions in May and Easter to boost PP performance in addition to the afterschool revision sessions taking place throughout the year</i></p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 24,999

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A stock of spare uniform and equipment to be purchased so lack of Uniform isn't a barrier to attendance</i>	"Pupils who feel included and prepared for school, including having the right uniform, are more likely to attend and engage with learning, which is crucial for closing the attendance gap." — DfE, 'Improving Attendance: Good Practice'	1,2,3
<i>Purchase equipment to improve the school experience for PP students at break and lunchtimes to increase engagement in the wider school</i>	"Well-structured activities during break and lunch can improve pupils' social skills, reduce behaviour issues, and foster a sense of belonging, especially for disadvantaged students." — EEF, 'Social and Emotional Learning'	2,3
<i>Bromcom Student app to be launched along with homework set on Bromcom to address two key parental concerns. One about homework not being set and Two about communication being sub par.</i>	"Improving communication between home and school, and providing clear guidance on homework, has a direct impact on student achievement and parental engagement."	1,3,4

	— EEF, 'Parental Engagement: Evidence Review'	
<i>CBE to run a series of parental focus groups across the year to improve home – school relations and react to the emerging needs of families and build stronger partnerships</i>	"Working closely with parents, especially those from disadvantaged backgrounds, through focus groups and regular communication can strengthen the home-school connection and positively impact pupil outcomes." — EEF, 'Working with Parents to Support Children's Learning'	4
<i>PP students to be given 10% discount on all overseas residential trips across the year both residential and day trips</i>	"Participation in enrichment activities, including school trips, helps develop cultural capital and provides disadvantaged students with experiences that positively impact their motivation and aspirations." — DfE, 'Cultural Capital and Disadvantage'	3
<i>All students take part in the ART reading strategy along with subsequent interventions to boost reading ages</i>	"Ensuring that all children achieve a reading age of 11, ideally by age 11, is seen as essential to their school career and their ability to make a successful transition into adulthood and the labour market." "Poor readers are less likely to achieve 5 A*–C grades at GCSE... and are less likely [to] complete compulsory education." — E. Mulcahy (published by CfEY, the Centre for Education and Youth)	1

Total budgeted cost:

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Status of targets from last years strategy (2024/25):

Intended outcome	Success criteria	Verdict
Improved performance on the KPI English and Maths crossover measures	Last year 4+ PP crossover was 40%, 5+ 13%, both around 20% off the whole cohort, this year's target is to halve that gap.	Target met, 4+ crossover now 57% and 5+ crossover now 30% Gap closed from 20% to 7% on both measures
To close the gap from PP attendance to whole school attendance	PP attendance to hit 90% + this year	Not met yet, attendance for PP students has risen from 86% to 87%
To close the gap in behaviour points as a crude measure of student engagement	The gap was 20 points on average last year, the goal is to half theta gap to 10	Target met The gap has been reversed PP students had on average 5 negative behaviour points less than non PP
To increase the levels of interaction between PP families and the school	PP families attendance at parents evenings to be greater than the cohort average	Not Met yet PP attendance at parents evenings in line with cohort ranging from 75% to 85% depending on year group

Externally provided programmes

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

Programme	Provider