

# Pupil premium strategy statement – Ibstock School

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	753
Proportion (%) of pupil premium eligible pupils	(170) 22.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2028
Date this statement was published	
Date on which it will be reviewed	Sep 15 <sup>th</sup> 2025
Statement authorised by	Nicola Koncarevic, Headteacher
Pupil premium lead	Ailsa Pape, Deputy Head
Governor / Trustee lead	Simon Ingram

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£166,950

# Part A: Pupil premium strategy plan

## Statement of intent

The mission statement for Ibstock School is '*inspiring our community to thrive.*'

The Pupil Premium Strategy Plan for IB is focussed on ensuring that this mission is successful for all pupils, no matter what socioeconomic disadvantages that they may experience.

IS has 22.5% of its pupils (years 7-11) who are in receipt of pupil premium. Further to this 21% of the pupils who are disadvantaged are deemed to be 'persistently disadvantaged', meaning that they have been eligible for this funding for 80% of their educational life

At IS our aim is to ensure that all pupils here are given the *opportunity* to thrive through quality first inclusive teaching; a wide range of educational opportunities that works towards reducing the gap between those that are disadvantaged and those that are not; an understanding that all pupils must develop a *responsibility* for themselves and the *understanding* that they can aspire high.

For disadvantaged pupils to be able to take advantage of all opportunities at IS they must attend well, and improving attendance for all but especially disadvantaged pupils is a high priority as evidence shows that poor attendance can have a significant negative impact on a pupil's outcomes.

**OUR** Values represent who we are, what we do and how we do things. At IS we demonstrate daily **OUR** values

**Opportunity, Understanding, Responsibility**

## Challenges

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

Challenge number	Detail of challenge
1	<b>Literacy</b> – external assessments (E.g., SATs tests, GL Assessment CATs tests, reading age tests and spelling tests) and internal assessment, have identified that low levels of literacy are a key barrier to accessing the curriculum. 27% of current year 8 have a Year 6 SAT reading level below average (24% of

	Y8 PP). 19% of current year 9 have a Year 6 SAT reading level below average (19% of Y9 PP). 50% of current year 10 have a reading age below their chronological age (48% of Y10 PP).
2	<p><b>Attendance</b> – Absence rates at IS has historically been below national average. (Secondary absence rate is 7.6% - meaning attendance rate is 92.4%% on average in England)</p> <p>IS 2022-23 = 91.0% (there was no Year 11)</p> <p>IS 2023-2024 = 87.1%.</p> <p>Current YTD attendance is 88.82% for all, compared to 75.00% for PP pupils.</p>
3	<p><b>Outcomes</b> – PP pupils achieved on average half a grade lower than Non-PP. 31.3% of PP pupils gained 4+ Basics compared to 51.3% Non-PP, and 21.4 5+ Basics compared to 35.9% Non-PP</p>
4	<p><b>Behaviour</b> – PP pupils are 0.5 times more likely to be excluded than Non-PP pupils at IS. 39% of PP pupils truant internally compared to 43% of Non-PP pupils, however, 43% of repeated truancy internally are PP.</p>
5	<p><b>Aspirations</b> – Some PP students do have high aspirations for their future education and career aspirations; however, a lower percentage of PP pupils in 2024 (26.1%) went to onto a L3 qualification compared to Non-PP, 26. In 2023 only 4 PP pupils had not yet accepted a place at college, training, or employment.</p>

## 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
<b>Literacy</b> – pupils improve their skills and confidence in reading with direct correlation to reading age, through a range of whole school and targeted interventions, so that they can access their curriculum	Disadvantaged pupils will close the gap between their initial reading age and their chronological age.
<b>Attendance:</b> Improved attendance of disadvantaged pupils to national average because high attendance positively impacts academic progress, behaviour, and attitude to learning.	Disadvantaged pupils to have attendance figures at the same level or higher than those nationally.
<b>Aspirations</b> - All disadvantaged pupils have careers and post-16 guidance throughout KS4 to ensure they are successful into adulthood.	Increase in the proportion of students who progress onto level 3 courses or apprenticeships at KS5. Zero NEETs (unless unavoidable due to ill health)
<b>Behaviour</b> - To ensure that disadvantaged pupils are not suspended to a disproportionate level compared to their counterparts as well as truant disproportionately; by providing first-class	Pupil suspension and truancy data shows disadvantaged pupil figures are the same or lower than non-disadvantaged students

pastoral support with a range of interventions	
<b>Outcomes</b> – That all disadvantaged pupils are able to access aspirational Post 16 courses as their outcomes are strong	Disadvantaged pupils achieve in line with National Averages

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous Professional Learning (CPL)	<p>Through our lead practitioner for T&amp;L and Faculty Leads specific and personalised professional development is delivered to departments and whole school where appropriate.</p> <p>Areas of focus are:</p> <ul style="list-style-type: none"> <li>• Cognitive Load Theory (De Jong 2010)</li> <li>• Distribution of attention (Mccrea (2020)</li> <li>• Learning routines (Bennett 2017)</li> <li>• Use of Sisra Observe to record practice and develop areas of weakness as well as develop a coaching culture</li> </ul> <p>All staff can access the suite of qualifications that the National Professional Qualifications offer to develop.</p>	1, 3, 4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Intervention	<p>AH– Progress works closely with Lead Practitioner – Teaching &amp; Learning and Faculty Leads to monitor progress and intervene with students not fulfilling their potential; of which a significant proportion are PP pupils.</p> <p>AH responsible for homework closely monitor engagement and participation in GCSE POD</p> <p>EEF research indicates that effective homework provision can +5 impact on pupils</p> <p>Year 11 students are offered period 6 (after school) intervention by their class teachers. Registers are created to monitor attendance and disadvantaged pupils targeted by teachers, AH responsible for HMK tracks this data as well as liaising with parents/carers.</p> <p>EEF research indicates that extending school time can +3 impact on pupils</p> <p>The AH responsible for Progress will identify with the Core Faculty leaders pupils who need intervention in their subject areas which will take place in the morning registration period.</p> <p>EEF research indicates that small group tuition can +4 impact on pupils</p>	3

Literacy and Reading	<p>We have a designated lead for literacy who works collaboratively with the SEND Team to ensure all pupils receive daily 'read 9 aloud' intervention, and additionally those highlighted by SEND Team assessments and GL Assessments receive bespoke literacy and reading interventions led by Lianne Davies in the form of Lexonix</p> <p>EEF research indicates that reading comprehension development can have a +6 impact on pupils.</p>	1, 3
Reading Programme	<p>Lexonic is an evidence-based programme based on research in phonology, literacy, and dyslexia. A team of Teaching Assistants and English Teachers have been trained to plan and deliver to both significantly below and moderately below reading age. Lexonic Leap targets students with phonic gaps and allow them to achieve rapid progress in reading, spelling and oracy.  <a href="https://lexonik.co.uk/literacy-interventionprogrammes/lexonik-leap">https://lexonik.co.uk/literacy-interventionprogrammes/lexonik-leap</a>  Lexonic Leap targets students with comprehension, fluency, and vocabulary gaps to allow them to learn skills that support progress across the curriculum.  <a href="https://lexonik.co.uk/literacy-interventionprogrammes/lexonik-advance">https://lexonik.co.uk/literacy-interventionprogrammes/lexonik-advance</a>  EEF research indicates that reading comprehension development can have a +6 impact on pupils</p>	1, 3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase in Pastoral support and	A pastoral team of 6; 3 Attendance and Safeguarding Officers and 3	2, 4

restructuring of this system	<p>Behaviour Support Officers employed to support PP pupils with improving their attendance and supporting them with their welfare and SEMH needs as well as reducing internal truancy with the identification of bespoke interventions.</p> <p>Pupils who are experiencing difficulties are referred to our Team around the Child meeting which includes the ASO, SENCO, DDSL, DH (attendance and DSL), AH (culture) and RHa (Inclusion) a bespoke strategy for individuals that is created and shared with teaching staff</p> <p>EEF research indicates that behaviour interventions can have a +4 impact on pupils</p> <p>EEF research indicates that social and emotional learning can have a +4 impact on pupils</p>	
Attendance	<p>Senior Attendance Champion, Attendance Champion, Attendance ASOs and Attendance pastoral support provide a highly skilled team who are accountable for the attendance of our most vulnerable students. Disadvantaged pupils are tracked and targeted early, and support and intervention put in place. The Attendance Team feedback to SLT with weekly comparison data in order to evidence progress throughout the year. NIDirect research shows that 'going to school is directly linked to improved exam performance' and the NCfES reports that 'poor attendance has serious implications for later life outcomes.</p>	1, 2, 3, 4, 5
Post 16 and Careers Support	<p>All students: with a focus on PP students, receive careers advice and support. A one-to-one careers meeting is arranged, and those with additional learning needs will attend with a teaching assistant or parent.</p>	2, 4, 5

	<p>Meetings are not limited to 1 with PP and/or SEND students.</p> <p>All</p> <p>EEF research indicates that aspiration interventions can be unclear.</p>	
Wellbeing Support	<p>We have a mental health lead as well as a Wellbeing Mentor that support pupils as needed</p> <p>EEF research indicates that social and emotional learning can have a +4 impact on pupils</p>	1,2,3,4,5
Widening of our enrichment offer	<p>We have allocated all staff time to support with arts participation and widen our offer so that our pupils can experience a wide array of opportunities to support their academic and pastoral development.</p> <p>EEF research indicates that Arts participation can have a +3 impact on pupils</p>	1, 2, 3, 4, 5
Removal of financial barriers	<p>We have a yearly fund that is allocated to ensure that all PP pupils can access everything we offer at IS. This includes</p> <p>Funding school trips</p> <p>uniform and stationary</p> <p>sports equipment</p> <p>ingredients for technology lessons.</p>	1, 2, 3, 4, 5

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Activity	Impact																								
QFT/ HQT  Ensure all students have access to quality first teaching.	<p>Quality First Teaching has been central to the outcomes of our PP learners. However, there is still further work to be done to support the outcomes of our disadvantaged learners and this is reflected in the current PP strategy</p> <table><tr><td></td><td>PP</td><td>Non-PP</td><td>Gap</td></tr><tr><td>P8 Score</td><td>-0.93</td><td>-0.44</td><td>0.49</td></tr><tr><td>9-7 in English and Maths</td><td>0%</td><td>7.86%</td><td>7.86%</td></tr><tr><td>9-7 in English or Maths</td><td>10.7%</td><td>19.1%</td><td>8.4%</td></tr><tr><td>9-5 in English and Maths</td><td>21.4%</td><td>40.4%</td><td>19%</td></tr><tr><td>9-5 in English or Maths</td><td>39.8%</td><td>47.1%</td><td>7.3%</td></tr></table>		PP	Non-PP	Gap	P8 Score	-0.93	-0.44	0.49	9-7 in English and Maths	0%	7.86%	7.86%	9-7 in English or Maths	10.7%	19.1%	8.4%	9-5 in English and Maths	21.4%	40.4%	19%	9-5 in English or Maths	39.8%	47.1%	7.3%
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Reading Champion and Library coordinator implementing reading interventions (inc. reciprocal reader) and a focus on reading	<p>Year 7 pupils took part if reading tests at the start and end of the academic year using GL assessment.</p> <p>6.6% of students who were the focus of reading interventions during the last academic year were PP students. These students did well as a result of these interventions, either gaining a progress category score of “Higher” or “Much Higher”.</p> <p>Although progress was made by the majority of the learners to improve their reading age, there is still work to be done to ensure all learners make accelerated progress and are in line with their chronological reading age.</p>																								

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Raising Standards Leader	<p>Work was done to ensure that students who were working at grades lower than their predicted grades received intervention. Following the GCSE exams:</p> <table><tr><td></td><td>PP</td><td>Non-PP</td><td>Gap</td></tr><tr><td>P8 Score</td><td>-0.93</td><td>-0.44</td><td>0.49</td></tr><tr><td>9-7 in English and Maths</td><td>0%</td><td>7.86%</td><td>7.86%</td></tr><tr><td>9-7 in English or Maths</td><td>10.7%</td><td>19.1%</td><td>8.4%</td></tr><tr><td>9-5 in English and Maths</td><td>21.4%</td><td>40.4%</td><td>19%</td></tr><tr><td>9-5 in English or Maths</td><td>39.8%</td><td>47.1%</td><td>7.3%</td></tr></table> <p>Increasing parental engagement was a focus of the strategy.</p> <table><tr><td>Event</td><td>% of PP attendees</td></tr><tr><td>Revision Fest</td><td>7.4%</td></tr><tr><td>Year 7 Settling in</td><td>19.6%</td></tr><tr><td>Year 10 Settling in</td><td>16.3%</td></tr></table>		PP	Non-PP	Gap	P8 Score	-0.93	-0.44	0.49	9-7 in English and Maths	0%	7.86%	7.86%	9-7 in English or Maths	10.7%	19.1%	8.4%	9-5 in English and Maths	21.4%	40.4%	19%	9-5 in English or Maths	39.8%	47.1%	7.3%	Event	% of PP attendees	Revision Fest	7.4%	Year 7 Settling in	19.6%	Year 10 Settling in	16.3%
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Careers coordinator	<p>All year 11 students attended an CEAIG meeting face to face or by telephone</p> <p>PP and SEND students received 1+ meetings to ensure placements were appropriate challenge and met needs.</p> <p>All but 3 disadvantaged pupils gained a post 16 place for the start of September 24 (unvalidated data)</p>																																
DROPP Initiative	<p>To ensure that staff meet the DROPP (disproportionate representation of PP students) target, staff contact parents of PP students directly if the target of 22% PP attendance has not been met. In order to further support parents, PP students are offered a discount on many of our trips.</p>																																

	<table><tr><td>Total educational visits</td><td>Number of funded places</td><td>Total cost</td></tr><tr><td>14</td><td>103</td><td>£5240.05</td></tr></table>	Total educational visits	Number of funded places	Total cost	14	103	£5240.05						
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Pupil Premium Matters	<p>Our PP Matters focus ensured that staff were aware of both the learning and pastoral needs of our PP students.</p> <table><tr><td></td><td>Respect</td><td>Behaviour</td></tr><tr><td>Non-PP</td><td>46</td><td>-6</td></tr><tr><td>PP</td><td>40</td><td>-13</td></tr><tr><td>Gap</td><td>-6</td><td>7</td></tr></table> <p>Whilst a gap between PP and Non-PP students is still present, the gap between Respect points has decreased hugely, from a gap of –30 in the previous academic year. However, the gap between behaviour has increased slightly from 5 points, to 7.</p> <p>Exclusion data shows a slight decrease in PP exclusions (<b>22/23: 48.9%, 23/24: 47.8%</b>), this was a 1.1% decrease, missing our 20% decrease target. However, this is a significant decrease from November 2023, where PP students made up <b>63.41%</b> of exclusions.</p>		Respect	Behaviour	Non-PP	46	-6	PP	40	-13	Gap	-6	7
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Hive Interventions	<p>7 Double Disadvantages students received interventions from the Hive. The way in which grades and progress are recorded for KS3 was changed during the last academic year, making like for like comparisons for individual student progress more difficult. However, comparisons to the rest of the cohort can be made. The average end of year grade difference for the 6 year 8 students was –0.02 at the end of year 7, this compares to –0.2 for the whole year 8 cohort. This gap had risen to –4.48 at the end of year 8, compared to –2.9 for all year 8 students. following a year of interventions. The 7<sup>th</sup> student was in Year 7, so there is no comparison data available. However, they ended year 7 with an average grade difference of –12.8. This compares to –2.4 for the whole Year 7 cohort.</p>												
Support for music therapy, instruments, and	<p>5 students received funding for extra-curricular music lessons for the last academic year. Of these, 2 were Year 11 GCSE students. One of these took the GCSE music exam, gaining an SPI of +1.19, and an SPI of +1.22 overall. The other student did not complete GCSE Music and received an overall SPI of –1.39.</p>												

extra-curricular music lessons	<p>2 of these students were Year 9 KS3 students. With one going on to take music as a GCSE option. Both students received a positive grade difference score in music (0.54 and 0.15).</p> <p>One year 8 student received funded music lessons. They received a residual of +0.38.</p>
<i>Electronic devices to support homework and home learning where appropriate</i>	<p>28.5% of those students who purchased a school iPad this academic year were PP students who received funding support to do so. An increase in the amount of KS4 students engaging with GCSE Pod at this point in the academic year can be seen. After the first school half term 23/24, PP students had watched 1.5 Pods on average. After the first half term 24/25, PP students have watched 11.4 Pods on average.</p>
Online learning platforms to support students – My Maths, Active Learn, Seneca, GCSE Pod	<p>One of the main Online Learning Platforms across school being used is GCSE Pod. From the below, we can see that PP students during the 23/24 academic year were less engaged with this platform.</p> <p>Average Pods Watched (<b>PP</b>): 31.7</p> <p>Average Pods Watched (<b>Non-PP</b>): 39.6</p>
Funding for Food Tech resources	<p>Around 75% of all PP students made use of this over the last academic year, across both KS3 and KS4. At GCSE, a gap of –0.30 SPI was present following the 23/24 GCSE Exams. Whilst our KS3 data does not allow us to look specifically at Food and Preparation, the PP gap for Design Technology was Year 9: 0.18, Year 8: 0.03, Year 7: -0.31</p>
Enhanced attendance monitoring and interventions	<p>The attendance gap reduced from 13.5% in the 22/23 academic year to 11.6% in the 23/24 academic year. However, the attendance of PP students decreased, with the gap reduction being a result of the decrease in Non-PP attendance.</p> <p>One PP targeted initiative that took place was the “Christmas Dinner Raffle”. Students were given a raffle ticket for each week between October half term and Christmas where they had 100% attendance. 5 students won a Tesco voucher towards Christmas Dinner, and 3 students won a hamper of</p>

	<p>Christmas Chocolates and treats. The overall PP attendance from the start of the school year until October half term was 77.5%, this decreased to 71.8% over the course of the competition. However, 37.7% did increase their attendance, including 4 students who gained 100% during the time of the competition. Students involved in the competition shared with staff members that they had been actively trying to win raffle tickets, and that their parents had been encouraging them to do so.</p> <table><tr><td>Attendance</td><td>21-22</td><td>22-23</td><td>23-24</td></tr><tr><td>Non-PP</td><td>91.6</td><td>92.7</td><td>89.4</td></tr><tr><td>PP</td><td>83.5</td><td>79.2</td><td>77.8</td></tr><tr><td>Gap</td><td>8.1</td><td>13.5</td><td>11.6</td></tr></table>	Attendance	21-22	22-23	23-24	Non-PP	91.6	92.7	89.4	PP	83.5	79.2	77.8	Gap	8.1	13.5	11.6
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Mental Health Lead and Ambassador model	<p>A range of mental health support was available to all students. Many of these services or support mechanisms were utilised by our PP students. Of those services available, the percentage of users who were PP were:</p> <p>MHST - 23.5%</p> <p>KisP – 36.8%</p> <p>Teen Health – 28%</p> <p>Love4Life – 50%</p> <p>Wellbeing Mentor– 25.3%</p>																
Implementation of Wellbeing mentor role	<p>Mental Health Lead – 26.6%</p> <p>The outcomes for many of these students were positive. All the 16 year 11 students that accessed support were able to complete their GCSE exams. 17 of the 43 students in other year groups saw a decrease in the incidences of truancy and an increase in attendance. 9 of these 43 students have moved on to be educated in a different setting. The majority of the remaining 17 students showed an improvement in areas of their mental health, with evidence that they are actively able to use strategies that have been put in place.</p> <p>During the PP student voice sessions in January 2024, most students stated that they felt confident in school and knew who to ask for help if they needed to.</p>																
MVP	<p>Only one PP student took part in MVP during the last academic year (12.5% of the group). This student went onto Ashby School for their GCSE course.</p>																

Uniform and sports equipment support	<p>During the 23/24 academic year, 17 items of school uniform were fully funded by the school. 13 students received support via payment plans, with the school covering the initial cost of the items and parents completing a payment plan. This ensures students feel included in the school community and can be reflected in behaviour and respect points.</p> <table><tr><td></td><td>Respect</td><td>Behaviour</td></tr><tr><td>Non-PP</td><td>46</td><td>-6</td></tr><tr><td>PP</td><td>40</td><td>-13</td></tr><tr><td>Gap</td><td>-6</td><td>7</td></tr></table> <p>Whilst a gap between PP and Non-PP students is still present, that gap between respect points has decreased hugely, from a gap of –30 in the previous academic year. This suggests a sense of belonging, made possible due to feeling part of the school community through such things as uniform. However, the gap between behaviour has increased slightly from 5 points, to 7.</p>		Respect	Behaviour	Non-PP	46	-6	PP	40	-13	Gap	-6	7
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After school and lunchtime clubs	<p>At Ibstock School we recognise that a range of opportunities is vital to ensure that our students and community are able to thrive. Once again, staff have worked hard to ensure that a range of extracurricular clubs and leadership opportunities are available to all students, including our disadvantaged.</p> <table><tr><td>Opportunity</td><td>Percentage of PP Participation</td></tr><tr><td>Christmas Concert</td><td>16.2%</td></tr><tr><td>Summer Concert</td><td>11.7%</td></tr><tr><td>Green Eco Ambassadors</td><td>50%</td></tr><tr><td>Mock GE Candidates</td><td>16.6%</td></tr><tr><td>Mental Health Ambassadors</td><td>37.5%</td></tr></table>	Opportunity	Percentage of PP Participation	Christmas Concert	16.2%	Summer Concert	11.7%	Green Eco Ambassadors	50%	Mock GE Candidates	16.6%	Mental Health Ambassadors	37.5%
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	Anti-Bullying Ambassadors	14.2%	
	Student Librarians	26%	
Forest School	11 PP students attended Forest School during the 23/24 academic year (41.6% of the Forest School Cohort). Of these, 8 of these students have returned to a full-time timetable, with 2 entering their GCSE year. 2 students will remain part of the Ibstock School Community, through their enrolment on the Ignite Pathway. 1 student left the school.		

## Externally provided programmes

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

Programme	Provider
External Alternative Provision	Cape Cabin Brooks Equestrian Elite Learning Fields & Farms First Class Tuition Invent Learning Shepshed Learning T.E.C.K UNeek Pet-Xi

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*