

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 | 690 |
| Proportion (%) of pupil premium eligible pupils | 24% |
| 1 | 2024-2028 |
| Date this statement was published | 18 th Dec 2025 |
| Date on which it will be reviewed | Sep 15 th , 2026 |
| Statement authorised by | Nicola Koncarevic, Executive Headteacher |
| Pupil premium lead | Ailsa Pape, Deputy Head |
| Governor / Trustee lead | Clare Spence |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £186,255 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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> | £186,255 |

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 socio-economic disadvantages that they may experience.

Ibstock School has 23% of its pupils (years 7-11) who are in receipt of pupil premium.

At Ibstock School our aim is to ensure that all pupils 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 Ibstock School 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 Ibstock School 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 | <p>Sense of Belonging:</p> <p>Disadvantaged pupils at Ibstock have a disproportionate low attendance compared to non-disadvantaged pupils. This may be because evidence shows that disadvantaged pupils are less likely to feel a sense of belonging or that they 'matter' to the school.</p> <p>Attendance 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> |

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| | <p>IS 2022-23 = 91.0% (there was no Year 11)</p> <p>IS 2023-2024 = 87.1%.</p> <p>IS 2024-25 = 89.17</p> <p>Attendance for PP students in 23-24 was 71.7%, 24-25 was 80.01% which still below N/A was a significant increase on the previous academic year</p> |
| 2 | <p>Love of Reading:</p> <p>Through the data for reading levels it is clear that OUR children do not read as much as a whole as NON-PP children and therefore, have lower reading levels for their ages.</p> <p>This has an impact on their outcomes as there is clear evidence to show that reading is intrinsically linked with academic ability.</p> <p>20% of current Year 8 have a Year 6 SAT reading level below average (41% of PP).</p> <p>26% of current Year 9 have a Year 6 SAT reading level below average (28% of Y9 PP).</p> <p>17% of current Year 10 have a Year 6 SAT reading level below average (35% of Y9 PP).</p> <p>50% of current Year 11 have a reading age below their chronological age (48% of Y11PP) at last testing</p> <p>Outcomes in 24-25:</p> <p>Summer 25 showed significant improvement as 50% of PP students gained Basics 4+ compared to 31.3% the previous year. The gap between the Non-PP and the PP was also reduced significantly as in 24 the gap was 20.2 whereas summer 25 it was 10%.</p> <p>The improvement for 5+Basics was marginal as it was .6% however, the improvement for Non-PP was also marginal in comparison to the 4+ measure</p> |
| 3 | <p>Development of Resilience:</p> <p>Evidence from our behaviour data shows that more PP students receive behaviour points than non-PP children. One of the reasons for this is that some PP students lack resilience to 'stick' at tasks when they become hard. In addition, this links to lower attendance amongst the PP students, that they can lack the resilience or support to deal with issues that may make attending school hard.</p> |
| 4 | <p>Aspirations:</p> <p>The community of Ibstock in terms of Education, Skills and Training, the school is in the bottom 10 schools (of 43) in Leicestershire.</p> <p>This is reflected in the choices our PP children make for post 16. The percentage of PP students who went on to Level 3 qualifications 2024/2025 was 26%. This is same percentage as 2023/2024 at 26.1%.</p> <p>In 2023/24 (the last year with KS2 data):</p> <ul style="list-style-type: none"> • 18% of the whole cohort were identified as HPA, with an average Attainment 8 score of 53.69. • Within the Pupil Premium group, 14% were HPA, achieving an average Attainment 8 score of 51.25. • Critically, 0% of HPA PP students achieved grade 7+ in English and Maths, and only 50% achieved grade 5+, highlighting a gap between prior attainment and aspirational outcomes. |

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| | This pattern suggests that disadvantaged HPA students may lack the ambition, confidence, or targeted support needed to convert prior attainment into top grades, which can limit future opportunities for Level 3 study and competitive post-16 pathways. |
| 5 | Barriers to learning: Disadvantaged students face more barriers than non. These barriers are not just financial but can also be logistical as many are also young carers, have SEND needs and/or challenging homelives. |

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 |
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| Sense of Belonging – disadvantaged students have a clear sense of belonging to Ibstock School and feel proud to be a member of OUR community | Disadvantaged pupils to have attendance figures at the same level or higher than those nationally. |
| Love of Reading – pupils develop a love of reading through whole school strategy to promote the importance of reading | Disadvantaged pupils will close the gap between their initial reading age and their chronological age and ultimately improve outcomes across the school Improved Reading: Increase the proportion of PP pupils within ± 6 months of their chronological reading age to $\geq 80\%$ (2026, 2027 and 2028 cohorts by end of strategy). PP pupils receiving reading intervention achieve an average reading age gain $\geq +12$ months per academic year. Improved GCSE Outcomes by 2028: Attainment 8 score for PP students improves from 32 (average over initial 2 years of GCSE) to at least 42 (45.9 National Average). The percentage of PP students achieving English and Maths at 5+ increases from 37% to at least 42% (45% National Average). |

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| | The percentage of HPA PP students achieving 7+ in both English and Maths increases to at least 8% by the end of the strategy (National average is 12%). |
| Development of Resilience – disadvantaged pupils have clear strategies to support them when they are facing issues | Disadvantaged pupils to have attendance figures at the same level or higher than those nationally Behaviour data shows that disadvantaged pupils are being removed from lessons at the same rate as non-PP pupils |
| Aspirations – all disadvantaged pupils have a good knowledge of the post 16, post 18 and different careers options through an effective PSHE programme; time in CREW and 1:1 career guidance | Increase in the proportion of students who progress onto level 3 courses or apprenticeships at KS5. Zero NEETs (unless unavoidable due to ill health) Improved GCSE Outcomes by 2028. PP HPA students perform in line with their non-PP counterparts. |
| Barriers – all disadvantaged students can fully access all aspects of school life and feel supported. | Disadvantaged pupils to have attendance figures at the same level or higher than those nationally. Disadvantaged pupils attend extra-curricular clubs in line with non - disadvantaged Disadvantaged pupils access success from our Young Carers group if appropriate and feel supported Disadvantaged students receive wellbeing support so they feel heard and that they matter to us |

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 |
|---|---|-------------------------------|
| Consistent Implementation of RISE for effective curriculum delivery | <p>‘Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’ EEF Teaching and Learning Toolkit.</p> <p>The RISE model shapes highly effective teaching and learning episodes that are crucial for Disadvantaged Learners.</p> <p>Other sources</p> <p>High quality feedback +6 months</p> <p>EEF Teaching and Learning Toolkit</p> <p>Cognitive Load Theory (De Jong 2010)</p> <p>Distribution of attention (Mccrea (2020)</p> <p>Learning routines (Bennett 2017)</p> <p>Rosenshine’s Principles of Instruction</p> | 1,2,3 |

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 & 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 independent learning closely monitors engagement and participation in Sparx Maths, Reader and Science. This will develop through the year to include SENECA as a new independent learning platform</p> <p>Our relaunched CREW time will also be used to support bespoke interventions as pupils can use some of their CREW time on their personalised learning journeys.</p> <p>EEF research indicates that effective independent learning 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 progress 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 CREW time.</p> <p>EEF research indicates that small group tuition can +4 impact on pupils</p> | 1,2,3,5 |

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| | <p>Raising target grades of PP students to FFT5 and positively setting PP students into top sets will be strategy 2025/26.</p> <p>PP Parent/Carer communication strategy for progress implemented. Parent Engagement +4 months (EEF Teaching and Learning Toolkit).</p> <p>PP HPA targeted interventions to maximise progress, including English and Science masterclasses.</p> | |
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| Literacy and Reading | <p>Core Skills intervention for students coming from primary school with SATS below 100 SAS.</p> <p>EEF research indicates that reading comprehension development can have a +6 impact on pupils.</p> | 2, 3, 5 |
| 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. https://lexonik.co.uk/literacy-interventionprogrammes/lexonik-leap Lexonic Leap targets students with comprehension, fluency, and vocabulary gaps to allow them to learn skills that support progress across the curriculum. https://lexonik.co.uk/literacy-interventionprogrammes/lexonik-advance</p> <p>A third Comprehension Intervention is to be embedded in 2025/26.</p> <p>Evidence shows that 'reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status. Throughout the academic year there will be a series of initiatives designed to promote a love of reading such as; Festival of words; @The Day' reading sessions</p> <p>EEF research indicates that reading comprehension development can have a +6 impact on pupils EEF Improving literacy in schools strategy</p> | 2 |

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| | Research evidence on reading for pleasure May 2012 DfE | |
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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 restructuring of this system | <p>An extended pastoral team of 8, consisting of 4 Pastoral Managers, 1 Think for the Future Mentor, 1 Designated Safeguarding Lead (DSL), 1 Attendance Officer and 1 Pastoral Administrator, work collectively to support PP students across all year groups. Our Think for the Future Mentor works closely with PP students to raise aspirations, alongside improving attendance, supporting welfare and SEMH needs, and reducing internal truancy. The team also identifies and implements bespoke interventions tailored to individual students to ensure effective support. This comprehensive structure ensures a proactive and targeted approach to meeting the needs of PP students.</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> | 1,3,4, 5 |

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| Attendance | <p>Senior Attendance Champion, , Attendance Welfare Manager and Attendance admin support provide a highly skilled team who are accountable for the attendance of our most vulnerable students.</p> <p>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> | |
| 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. Meetings are not limited to 1 with PP and/or SEND students. PP students will have access to specific, dedicated sessions.</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 to remove some of the SEMH barriers that make it difficult to attend school/access school.</p> <p>EEF research indicates that social and emotional learning can have a +4 impact on pupils</p> | 1, 3, 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> | 1, 2, 3, 4, 5 |

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| | <p>Our offer is being supported by building into staff 1265, 6 hours per staff member to offer a range of clubs across the academic year in a variety of different disciplines. This will be distributed across the year, and students/parents will be contacted each half term to promote the opportunities being offered with sign up.</p> <p>EEF research indicates that Arts participation can have a +3 impact on pupils</p> | |
| Removal of financial barriers | <p>We have a yearly fund that is allocated to ensure that all disadvantaged pupils can access everything we offer at IS. This includes</p> <p>Funding school trips uniform and stationary sports equipment ingredients for technology lessons. Musical instrument 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> <p>Ibstock School’s 2025 results show some improvement in PP attainment overall and there were significant gains in PP students achieving 4+ and 5+ in English, Maths or both English and Maths. However, the gap between PP and non-PP did not diminish as outcomes for all students improved.</p> <table><tr><th></th><th>2024PP</th><th>2024 Non-PP</th><th>2024 Gap</th><th>2025PP</th><th>2025 Non-PP</th><th>2025 Gap</th></tr><tr><td>Attainment 8 Score</td><td>31.64</td><td>41.78</td><td>10.14</td><td>33.34</td><td>44.33</td><td>10.99</td></tr><tr><td>9-7 in English and Maths</td><td>0</td><td>7.86</td><td>7.86</td><td>0</td><td>7.9</td><td>7.9</td></tr><tr><td>9-7 in English</td><td>7.1</td><td>15.7</td><td>8.6</td><td>5.6</td><td>17.5</td><td>12.3</td></tr><tr><td>9-7 in Maths</td><td>3.6</td><td>11.2</td><td>7.6</td><td>0</td><td>12.1</td><td>12.1</td></tr><tr><td>9-5 in English and Maths</td><td>21.4</td><td>40.4</td><td>19</td><td>22.2</td><td>42.1</td><td>19.9</td></tr><tr><td>9-5 in English</td><td>32.1</td><td>52.8</td><td>20.7</td><td>38.9</td><td>61.4</td><td>22.5</td></tr><tr><td>9-5 in Maths</td><td>28.6</td><td>46.1</td><td>17.5</td><td>48.6</td><td>36.1</td><td>12.5</td></tr><tr><td>9-4 in English and Maths</td><td>32.1</td><td>57.3</td><td>25.2</td><td>50</td><td>62.9</td><td>12.9</td></tr><tr><td>9-4 in English</td><td>39.3</td><td>69.7</td><td>30.4</td><td>63.9</td><td>76.4</td><td>12.5</td></tr><tr><td>9-4 in Maths</td><td>42.9</td><td>65.2</td><td>22.3</td><td>55.6</td><td>68.6</td><td>13</td></tr></table> | | 2024PP | 2024 Non-PP | 2024 Gap | 2025PP | 2025 Non-PP | 2025 Gap | Attainment 8 Score | 31.64 | 41.78 | 10.14 | 33.34 | 44.33 | 10.99 | 9-7 in English and Maths | 0 | 7.86 | 7.86 | 0 | 7.9 | 7.9 | 9-7 in English | 7.1 | 15.7 | 8.6 | 5.6 | 17.5 | 12.3 | 9-7 in Maths | 3.6 | 11.2 | 7.6 | 0 | 12.1 | 12.1 | 9-5 in English and Maths | 21.4 | 40.4 | 19 | 22.2 | 42.1 | 19.9 | 9-5 in English | 32.1 | 52.8 | 20.7 | 38.9 | 61.4 | 22.5 | 9-5 in Maths | 28.6 | 46.1 | 17.5 | 48.6 | 36.1 | 12.5 | 9-4 in English and Maths | 32.1 | 57.3 | 25.2 | 50 | 62.9 | 12.9 | 9-4 in English | 39.3 | 69.7 | 30.4 | 63.9 | 76.4 | 12.5 | 9-4 in Maths | 42.9 | 65.2 | 22.3 | 55.6 | 68.6 | 13 |
| | 2024PP | 2024 Non-PP | 2024 Gap | 2025PP | 2025 Non-PP | 2025 Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attainment 8 Score | 31.64 | 41.78 | 10.14 | 33.34 | 44.33 | 10.99 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9-7 in English and Maths | 0 | 7.86 | 7.86 | 0 | 7.9 | 7.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9-7 in English | 7.1 | 15.7 | 8.6 | 5.6 | 17.5 | 12.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9-7 in Maths | 3.6 | 11.2 | 7.6 | 0 | 12.1 | 12.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9-5 in English and Maths | 21.4 | 40.4 | 19 | 22.2 | 42.1 | 19.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9-5 in English | 32.1 | 52.8 | 20.7 | 38.9 | 61.4 | 22.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9-5 in Maths | 28.6 | 46.1 | 17.5 | 48.6 | 36.1 | 12.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9-4 in English and Maths | 32.1 | 57.3 | 25.2 | 50 | 62.9 | 12.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9-4 in English | 39.3 | 69.7 | 30.4 | 63.9 | 76.4 | 12.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9-4 in Maths | 42.9 | 65.2 | 22.3 | 55.6 | 68.6 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading Champion and | Year 7 pupils took part if reading tests at the start and end of the academic year using GL assessment. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Library coordinator implementing reading interventions (inc. reciprocal reader) and a focus on reading across the curriculum | <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> <p>Ibstock School’s new Lexonic interventions targeted a higher percentage of PP students in comparison to the previous year. (6.6% PP in 2023-24; 20% PP for Lexonic Advance in 2024-25 and 70% PP for Lexonix Leap in 2024-25).</p> <p>Student WRAT tests at the start and end of the course evidenced an average improvement in reading ages:</p> <ul style="list-style-type: none"> • Non-PP = 5.78 years • PP = 3.68 years <p>The interventions had impact, but there is a gap to close.</p> |
| 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> <p>See data for QFT above.</p> <p>There was an 18% increase in students achieving 4+ for English and Maths. Ibstock School % of students achieving 4+ for English and Maths is 2% higher than national average on SISRA.</p> <p>Increasing parental engagement was a focus of the strategy. At the first Parent Progress Evening of the year 24/25, only 25% of PP parents/carers and students attended. Targeted communication at subsequent events improved PP attendance:</p> <p>Y10 Progress evening = 29%</p> <p>Y9 Progress evening = 63%</p> <p>Year 8 Progress evening = 52%</p> |
| 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> |

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| Pupil Premium Matters | Pupil Premium Eligible vs. Not Pupil Premium Eligible | Group Size | Our Points | Behaviour points |
| | All | 690 | 78,169 | -20,946 |
| | Not Pupil Premium Eligible | 523 | 64,632 | -13,916 |
| | Pupil Premium Eligible | 167 | 13,537 | -7,030 |
| <p>PP Students' Achievement Points 2024/25</p> <p>Consistent Contribution: PP students have consistently contributed a meaningful proportion of the school's total achievement points throughout the year, ranging from 15% to 19% each term, demonstrating steady engagement and effort.</p> <p>Strong Start and Mid-Year Performance: In the Autumn and Spring terms, PP students earned a significant number of points, including 17% in Autumn 1 and 17% in Spring 2, showing strong early and mid-year performance.</p> <p>Overall Impact: Across the full year, PP students contributed 16,843 points, a substantial part of the school's total of 103,182 points, highlighting their positive impact on the school's overall achievement.</p> <p>Year-End Recognition: The increase to 19% in Summer 1 shows that PP students were achieving particularly well towards the end of the academic year, reflecting motivation and progress.</p> <p>Overall, PP students are making a strong, consistent contribution to school achievement points, with evidence of continued growth and positive engagement across the year.</p> <p>PP students account for 7,030 behaviour points of the 20,936 issued during 2024/25, showing engagement and responsibility for their actions. Although they make up a smaller group (167 students), their points represent a significant proportion of the total. Compared to previous academic years, this suggests that PP students are making progress in demonstrating positive behaviour alongside their peers.</p> | | | | |
| 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</p> | | | |

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| | <p>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 7th 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> |
| <p>Support for music therapy, instruments, and extra-curricular music lessons</p> | <p>Summer cohort 2025 – no Y11 students were in receipt of PP funded music lessons.</p> <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>Summer cohort 2026 – 4 students are currently in receipt of PP funded music lessons.</p> <p>One year 8 student received funded music lessons. They received a residual of $+0.38$.</p> <p>One Y9 student in receipt of PP funded music lessons, did not opt for GCSE music.</p> |
| <p>Online learning platforms to support students</p> <p>Seneca, Sparx Maths, Reader and Science</p> | <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 (PP): 31.7</p> <p>Average Pods Watched (Non-PP): 39.6</p> <p>The school has ended our subscription to GCSE Pod – no further data is available to us.</p> <p>Monitoring data on Sparx shows that out of 167 PP students in the school, 161 have accessed and completed independent learning on the Sparx package in Maths, English or Science. This is below those non-PP students, where 99% of students have completed independent learning activities.</p> <p>The following numbers break down the % use of PP students in each year group and represent completed work on at least one Sparx package.</p> <p>Y7 – 93%</p> <p>Y8 – 84%</p> |

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| | <p>Y9 – 70%</p> <p>Y10 – 50%</p> <p>Y11 – 61%</p> |
| <p>Funding for ingredients in Food & Nutrition</p> <p>Tech resources</p> | <p>Around 80% of all PP students made use of school providing ingredients in Food & Nutrition practical sessions over the last academic year, across both KS3 and KS4. KS4 students relied on ingredients to be able to complete section B and Section D of their NEA2 coursework – These two sections make up to 48 possible marks out of 200 for their Food, Preparation and Nutrition GCSE qualification. At GCSE, PP student's residual stood at 0.80 following the 24/25 GCSE Exams. Whilst our KS3 data does not allow us to look specifically at Food and Preparation, the PP gap for Design Technology was in 2025, Year 9: -1.0, Year 8: -0.80, Year 7: - 0.46</p> |
| <p>Enhanced attendance monitoring and interventions</p> | <p>The three-year trend does show the gap reducing between PP and non-PP students reducing year on year.</p> <p>The attendance gap reduced from 13.5% in the 22/23 academic year to 11.6% in the 23/24 academic year and this further reduced to 9% in 24-25.</p> <p>Overall attendance for PP 22/23 was 79.2%; 23/24 was 71.7 (a decrease), however 24/25 attendance of PP students increased to 80.13 which was a significant increase.</p> |
| <p>Mental Health Lead and Ambassador model</p> | <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>Implementation of Wellbeing mentor role</p> | <p>Teen Health – 28%</p> <p>Love4Life – 50%</p> <p>Wellbeing Mentor– 25.3%</p> <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. 4 out of the 16 students did not feel able to come to school to sit their PPEs in February, whereas all of them sat their exams in May/June. 10 out of the 16 students achieved better in their real exams than they did in their PPEs. Of</p> |

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| | <p>the 6 that didn't do so well, the maximum difference was –1.3. Those achieving better grades achieved a difference of between +0.1 and +12.9.</p> <p>4 out of the 16 students achieved equal to or better than their target grades.</p> |
| MVP | <p>24/25 academic year</p> <p>For the previous academic year, none of the students in the MVP (Mentors in Violence Prevention) cohort were in receipt of Pupil Premium (PP) funding. This was primarily because participation in the MVP programme was based on student choice and voluntary application, rather than on selection by staff.</p> <p>However, Pupil Premium students still benefitted significantly from the programme. The MVP mentors provided positive role models, delivered peer-led sessions, and supported younger students in building confidence, resilience, and strategies to deal with issues such as bullying, relationships, and conflict. These mentoring opportunities have been shown to positively impact engagement, attendance, and wellbeing.</p> <p>Focus for the Current Academic Year</p> <p>For the current academic year, we are taking steps to actively encourage Pupil Premium students to consider applying for the MVP programme. This will include:</p> <ul style="list-style-type: none"> • Targeted promotion during assemblies and tutor time to highlight the opportunity and its benefits. • Direct conversations with Pupil Premium students to raise awareness and support them through the application process. • Working with pastoral staff to identify and encourage students who would particularly benefit from developing leadership and mentoring skills. <p>The benefits for Pupil Premium students in joining the MVP cohort are significant. The programme builds confidence, communication, and leadership skills, provides valuable volunteering experience for future education or employment, and strengthens students' sense of belonging and responsibility within the school community. By participating, PP students can develop key life skills while making a positive impact on their peers and the wider school culture.</p> |
| Uniform and sports | <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</p> |

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| equipment support | <p>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 |
| | Respect | Behaviour | | | | | | | | | | | |
| Non-PP | 46 | -6 | | | | | | | | | | | |
| PP | 40 | -13 | | | | | | | | | | | |
| Gap | -6 | 7 | | | | | | | | | | | |
| 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>21%</td></tr><tr><td>Anti-Bullying Ambassadors</td><td>14.2%</td></tr><tr><td>Student Librarians</td><td>26%</td></tr></table> | Opportunity | Percentage of PP Participation | Christmas Concert | 21% | Anti-Bullying Ambassadors | 14.2% | Student Librarians | 26% | | | | |
| Opportunity | Percentage of PP Participation | | | | | | | | | | | | |
| Christmas Concert | 21% | | | | | | | | | | | | |
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| Student Librarians | 26% | | | | | | | | | | | | |
| Forest School & Enrichment | <p>6 PP students engaged in forest school & enrichment sessions as part of our support to students who were struggling to attend school due to EBSA. Four of these students regularly attended these sessions, building up a positive relationship with the teacher. Two students improved their attendance and 3 students moved on to more appropriate educational settings.</p> <p>5 PP students engaged in forest school & enrichment sessions as part of our support to students who were struggling to display positive learning</p> | | | | | | | | | | | | |

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| | behaviours. Three of these students regularly attended these sessions, building up a positive relationship with the teacher. Three students improved their behaviour. |
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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 First Class Tuition Charnwood Alpacas T.E.C.K UNeek Academy 21 |

Service pupil premium funding (optional)

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| <i>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</i> |
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| The impact of that spending on service pupil premium eligible pupils |
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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.