

ST IVO ACADEMY LOCAL GOVERNANCE COMMITTEE

Autumn 2, WEDNESDAY 8 DECEMBER 2021

3.30 p.m.

Microsoft Teams

Membership: Sam Griffin - Principal, Charles Glanville, Frank Newton, Richard Potter, Philip Speer, Elaine Warriner

Clerk: Emillie Newell

Distribution: Julie Bloor, Link Trustee Cambridgeshire,

Melanie Basson, Information and Governance Officer, Astrea Academy Trust

Agenda

Item	Subject	Format
1	Apologies	PS
2	Declarations of interest	ALL
3	Minutes of the last meeting, action tracker and matters arising	PS
4	Chair's Update	PS
5	Principal's Report - committee members questions on report <ul style="list-style-type: none"> Includes Pupil Premium Strategy 	Papers
6	Policies to be reviewed <ul style="list-style-type: none"> Relationships and Sex Education (RSE) and Health Education Policy – under consultation November 2021 Anti-Bullying Policy – under review October 2021 	Papers
7	Any other urgent business	Chair
	Date of next meeting: 23 February 2022 at 3.30 p.m.	

ACTION TRACKER – 2021 -2022

DATE OF MEETING	ITEM NUMBER	ACTION REQUIRED	BY WHOM	STATUS
20 October 2021	5.2	Committee to review impact statement.	Mr Speer	Item 4 8 December 2021
20 October 2021	6.2	Sharing of recruitment documentation.	Mrs Basson	Complete 21 October 2021
20 October 2021	6.2	Consideration to be given to creation of new link roles. Ideas to be shared with the LGC at the next meeting.	Mr Newton	Item 3 8 December 2021
20 October 2021	7.10	Reasons for students moving to other schools within the academic year to be shared with the committee.	Mr Griffin	Completed – 22 October 2021
20 October 2021	7.13	Clarification required for EHP data.	Mr Griffin	Completed – 22 October 2021
20 October 2021	8.7	Academy Improvement Development plan updates to be discussed at each meeting.	Mr Griffin	Ongoing throughout 2021 -2022



**MINUTES OF THE
LOCAL GOVERNANCE COMMITTEE MEETING
WEDNESDAY 20 OCTOBER 2021 at 15.30 hours
Via Microsoft Teams**

PRESENT:

AGENDA ITEM: 3.0

Sam Griffin (Principal)
Frank Newton
Emillie Newell (Clerk)
Richard Potter
Philip Speer
Elaine Warriner (joined at 16:22)

APOLOGIES:

Charles Glanville

IN ATTENDANCE:

David Thomas OBE, Regional Director
Melanie Basson, Governance Lead, Cambridgeshire

ITEM	DISCUSSION	ACTION
1.0	Election of Chair	
1.1	Due to the reduction of members of the committee since the last academic term and plans to recruit to vacancies, Mr Griffin proposed that Mr Speer continues as Chair on the basis that committee members did not object to this proposal. All committee members agreed to this proposal, Mr Speer to continue as Chair.	
2.0	Apologies	
2.1	Apologies received from Mr Glanville. The committee consented to the apologies. Mrs Warriner forwarded apologies for the first part of the meeting due to covering the after-school detention session.	
3.0	Declarations of Interest	
3.1	There were no declarations of interest.	
4.0	David Thomas	
4.1	Following introductions, Mr Speer asked on behalf of the committee how Mr Thomas sees the role of the Local Governance Committee for St Ivo and Astrea and in addition to this, committee members were keen to hear Mr Thomas' assessment of St Ivo in terms of where St Ivo is, where it needs to go and how it needs to get there, together with how the role of the LGC and committee members can add value to the school.	

4.2	All members, past and present have spoken openly about how they struggled to understand how to be useful as a committee in the same way in which the old governing board had been. Mr Speer added that all members would like to make a more positive contribution; most importantly with regards to holding SLT and the Principal to account. The committee is aware that Mr Griffin meets on a weekly basis or more often with Mr Thomas to hold Mr Griffin to account as well as monitoring progress, Mr Speer, on behalf of the committee, welcomed any guidance from Mr Thomas as to what the LGC could do to be useful in supporting St Ivo.	
4.3	Mr Thomas informed the committee of his background and role within Astrea. Mr Thomas acknowledged that Multi Academy Trusts (MATs) are good for the school system but from this there is a risk of negative consequences, in particular, on joining a MAT a school ceases to exist as a legal entity, everyone involved is legally bound to act in the best interests of the MAT. Therefore, the MAT manages a range of schools across the whole trust taking away the concentrated focus on St Ivo, this results in the LGC being valuable to Mr Griffin, as well as advocating for the school and representing the community. The LGC can focus on St Ivo and can overlap with the work of Mr Thomas and what Astrea want as a trust.	
4.4	Mrs Basson stated that the LGC must still hold the school to account against its policies and objectives and should challenge the school in a supportive way. Mr Speer accepts that the LGC is to challenge but what is the usefulness of such challenge if Mr Thomas is challenging twice per week?	
4.5	Mr Thomas stated that the LGC add to the process. There are certain issues and topics that do not come up in discussion between Mr Griffin and Mr Thomas and an effective LGCs have been strong advocates for students and parents in the community both on an individual and collective role basis. For example, careers and how linking into the local economy can assist students in gaining employment.	
4.6	Mr Speer referred to the vacancies on the committee and discussed the recruitment of parents and members in the community with appropriate skills and backgrounds.	
4.7	Mr Thomas suggested that links would be beneficial; other LGCs have created link members roles that tie in with school priorities. For example, a school struggling with social media and electronic devices created the role of online safety link member to work with the school, building approaches with a member of staff, this was a successful and powerful link. Elsewhere there was a push on STEM and engineering with a member working in a university. This relationship allowed Key Stage 4 students with a desire to follow a career in STEM to be involved in work placements and support was available from the university. Mr Speer thanked Mr Thomas for his ideas.	
4.8	St Ivo journey Mr Speer asked Mr Thomas for his views on where he sees St Ivo, how it is doing, what it will be doing and how it is going to get there.	
4.9	Mr Thomas advised that St Ivo is sitting on a huge amount of potential. Moving forward out of Covid there is a window of opportunity this academic year to redefine what we want St Ivo to be and what it wants to achieve.	
4.10	Mr Thomas commented that when first looked at St Ivo, he noted the attendance rate and the fact that it is very rare to see schools with consistent attendance. Children vote with their feet; they turn up if they feel they are learning. Children want to be in that school and this provides ground to build something exciting, we should be bold in believing that St Ivo can be excellent in everything.	

4.11	Looking at the work undertaken by this year 7s during their time at primary school, it is well known that a student's progress usually dips in year 7 as they underperform compared to where they were in year 6; we should expect true excellence in terms of what they can do and therefore we should keep raising the bar in the right way and in turn into results in the published tables, to consistently well above average, this is a medium term gain in the next few years and is a step change this year. Year 13 destinations and the universities they attend will also be considered when assessing St Ivo's performance; there is a huge potential and demonstrating through attendance, that students are happy and confident in school together with what they can expect of themselves academically.	
4.12	Mr Speer commented that the committee is aware of the weakness in progress over the years and St Ivo coasting due to progress sliding at key stage 3 and the need then for a massive effort to catch up at key stage 4, therefore more focus on Key Stage 3 is welcomed.	
4.13	Mr Potter stated that Mr Thomas' view of St Ivo was inspiring and was pleased to learn that Astrea are to push forward raising expectations of both staff and not just students.	
4.14	Mr Newton added that there has always been a concern surrounding the decrease in progress in year 7 and year 8 and questioned whether improvements can be made during transition and what St Ivo expect following the move from year 6 into year 7.	
4.15	Mr Griffin advised that Mr Thomas has a clear understanding of where St Ivo is and the work that he has already undertaken with St Ivo has emphasised the need for St Ivo to function differently.	
4.16	St Ivo now works with local primary schools and Mrs Webster is the permanent Head of Year 7; work undertaken with primary schools is from an emotional, social, and learning perspective.	
4.17	This year, we were presented with exemplar pieces of creative writing by year 6s evidencing the work produced by students before the summer. Following discussions in departments, teachers will now teachers refer to these exemplar pieces of work and to remind students of what they are capable of. We are now seeing improvements in the presentation of work in student's exercise books, this is now seen across year 7, not just the high achieving students but in middle and disaffected students; the work in their books is of good quality, it is neat and well presented.	
4.18	Mr Griffin added that increasing the confidence of students in Key Stage 3 will see improved work at Key Stage 4. Current year 11s are being supported out of Covid catch up funding. With the dedicated line management relationship provided by Mr Thomas, Mr Griffin advised that he is challenged and supported to take risks that we might not have previously tried and can now do these at faster pace. The new behaviour system is a good example of this with 183 lesson removals across the five-year groups over the past six weeks.	
	Mrs Warriner joined the meeting at 16:22.	
4.19	Mr Speer asked committee members if they had anything further questions to ask having heard Mr Thomas' powerful manifesto. Mr Thomas acknowledged that it is easy to share a vision, but it is difficult to do it and seeing it through. During November this will be an area of focus together with the other challenges that are present throughout school year, St Ivo will need the support of the LGC support during this time.	
4.20	Mr Newton requested whether the committee could gather some ideas regarding areas that could be reviewed to add value and where there is a particular interest for committee members, Mr Griffin advised that this would be entirely appropriate.	
4.21	Mr Speer thanked Mr Thomas for his comments, guidance and simply giving time to join the St Ivo local governance meeting.	
	Mr Thomas left the meeting at 16:27.	

5.0	Minutes of last meeting, actions and matters arising	
5.1	Minutes of the meeting held 16 June 2021 were adopted and approved electronically.	
5.2	Mr Speer advised that having listened to Mr Thomas it would now be beneficial to re-visit the impact statement. ACTION: Mr Speer to review impact statement.	Mr Speer
6.0	Chair's Update	
6.1	The scheme of delegation and terms of reference circulated to the committee were adopted for this academic year. All committee members are required to complete mandatory safeguarding training. Information has been circulated via email by Mrs Newell.	
6.2	Link members Mr Speer suggested that with three roles and three active members Mr Potter and Mr Newton will retain their safeguarding and SEND roles. Mr Speer will take on the Pupil Premium and grants role and will work with Dr Craig. As the membership of the committee increases with recruitment other link roles will be created depending on the skills and backgrounds new recruits have. All members agreed that this was a sensible suggestion. Mrs Basson advised that potential new members should be provided with the committee handbook at before applying so they are aware of what the role involves and what is required of them. ACTION: Mrs Basson to share recruitment documentation with Mrs Newell. ACTION: In advance of the December 2021, Mr Newton is to liaise with Mr Griffin and Mr Speer to collate a list of ideas to share with the committee in relation to the creation of link roles.	Mrs Basson Mr Newton
7.0	Principal's Report	
7.1	As this report had been circulated in advance of the meeting, Mr Speer took that the report as read and asked committee members to pose any questions to Mr Griffin.	
7.2	Before questions, Mr Griffin advised that he wanted to discuss the impact of Covid on St Ivo. During the first year of the pandemic, St Ives was relatively low in terms of infection rates, however, there has been a steady and sustained increase since September 2021 in school – and staff infected is now nearly in double figures. Mr Griffin and Mr Ward discussed the numbers with Public Health England who advised that unless there was a further spike where 10% of students had Covid there was no different advice or action to be taken.	
7.3	Open Evenings were held face-to-face and for the first time split into two separate evenings for year 6 into 7 and Sixth Form. Ticketed, timed entrances and different entry points to the site managed the 700 visitors on the first Open Evening. 300 visitors attending to see what was on offer in our Sixth Form. Overall, the numbers are comparable with a non-Covid year. Questions from committee members on Mr Griffin's report.	

7.4	<u>Mr Newton questioned whether St Ivo has been able to staff all activities with teacher and TA absences?</u>	
7.5	Mr Griffin advised that St Ivo have used half a dozen supply teachers in addition to the Cover Team. With members of staff testing positive absences range from one week to ten days, there are no long-term absences within departments.	
7.6	<u>Mr Potter referred to the mobility section in Mr Griffin's report and expressed his concern at the number of students leaving at the end of the summer term.</u>	
7.7	Mr Griffin explained that 28 of the 45 leavers are year 12 students finishing their bridging year or not suiting A level study.	
7.8	Further down the school, movement has been due to re-locations due to parents being in the forces, others have gained placed at independent or faith schools.	
7.9	The mid-year transfers are usually due to parents believing their children may be served better elsewhere or their perceptions of how issues regarding behaviour have been addressed.	
7.10	<u>Mr Potter questioned as to whether there is any correlation with students leaving and allegations of bullying.</u>	
7.11	Mr Griffin advised that he would ascertain the figures and provide the committee with the information later this week. Mr Griffin reminded the committee that often what is bullying and what is perceived as bullying is very different.	
7.12	ACTION: Mr Griffin to liaise with Heads of Year to obtain reasons for mid-year transfers.	Mr Griffin
7.13	<u>Mr Potter requested clarification of the nil return figures for EHPs.</u> ACTION: Mr Griffin to provide data in relation to EHPs.	Mr Griffin
7.14	Mr Speer referred to the behaviour section in Mr Griffin's report and commented that he is very pleased with the efforts.	
7.15	Mr Griffin informed the committee that supply teachers have commented on behaviour and the fact that this external judgement is welcomed. Mr Ward, Director of School Strategic Operations has spoken to regular supply and the theme is that they enjoy working at St Ivo as behaviour good and they are supported if there are challenges. This is a very pleasing situation as previously cover staff usually require lesson removal. Mrs Warriner has been leading staff training in this area and we are now beginning to see the impact of the new behaviour system.	
7.16	Fewer staff are raising concerns in relation to struggling to deal with the conduct of students and all staff are giving the impression that they are more confident when dealing with situations and this is seen during lesson visits carried out by the Senior Leadership Team.	
7.17	Mrs Warriner informed the committee of the calm consistent approach around school. We are now teaching behaviour and making students aware of expectations; if they fail to meet the expectations, they are re-taught and reminded of what behaviour is expected during lesson.	
7.18	Mrs Warriner added that the removal of the bubble systems has assisted with the calmness around school as teachers are now in their own classrooms rather than getting to a different classroom and having to set up again.	
7.19	Mrs Warriner then discussed the new detention system and explained that each day, most students attending have not completed their homework and this often consists of the same students daily. Most students do not want to attend an afterschool detention and therefore complete set homework to avoid the sanction. Managing expectations and behaviour and not having to issue a C1 is quite powerful. Overall, St Ivo is a very different place to what it was twelve months ago.	

8.0	Self-Evaluation Framework AIDP	
8.1	Mr Griffin referred to the Academy Improvement Development Plan and highlighted that each section was short and succinct and covered aims and objectives for the next 1, 3 and 10 years. The document outlines expectations and accountability as well as challenge at a trust level challenge and FFT 20 data. St Ivo will not have individual department plans as each department will need to evidence how their subject is contributing to the objectives in the plan.	
8.2	Outcome targets are very challenging as results need to be closer to 2019s performance considering rather than the awarded grades in 2021 due to Covid 19. e requirement to a	
8.3	<u>Mr Speer referred to period 6 intervention sessions for year 11s and whether this was for all year 11s.</u>	
8.4	Mr Griffin advised that period 6 is not compulsory for staff but relies on goodwill from staff in all curriculum areas to support this initiative. Two hundred students are invited to attend each after school session and staff are paid overtime at time and a half. If students fail to attend the invitation no longer stands.	
8.5	Period 6 operates four nights per week, and this is currently being considered for year 13s as well as funding is available, a decision will be made once year 13s have completed their mock assessments this will help identify where the need is. <u>Mr Speer enquired as to the student take up for period 6.</u>	
8.6	Mr Griffin advised that of those students invited 75% attend every day and acknowledged that there is room for improvement. St Ivo has made a start with this initiative and there has been relatively little communication from the parent body or students and it appears that everyone is accepting of it for what it is. The greater burden is relying on the goodwill of teachers to staff period 6 sessions. Overall, this is a more positive approach compared with previous interventions over the year.	
8.7	<u>Mr Speer requested that the plan is discussed at all local governance committee meetings.</u>	
8.8	Mr Griffin advised that he would update the plan at least half termly and will share this with the committee, this will then provide the committee with information on which to base discussions relating to school visits and areas of focus. ACTION: Mr Griffin to update the AIDP and share the updates at each meeting of the local governance committee.	Mr Griffin
9.0	Link Members Report	
9.1	Mr Newton as link member for SEN (Special Educational Needs) referred to his report circulated to the committee in advance of the meeting. This was written in early June 2021 and Mr Newton was encouraged with use of student-centred plans and how supportive these are to subject teachers, form tutors as well as feeding into a whole school objective. Mr Newton was delighted to see the start that has been made by Mr West and his team.	
9.2	Mr Griffin added that Mr West has had a fantastic start in his new role and it is evident he enjoys it a great deal; he has energised the team and is looking a fresh at a number of problems which cannot be solved in isolation but will delivered by classroom teachers and therefore they are all required to understand how to deliver what is required of them to students.	
9.3	Mr Speer commented that the whole school approach is excellent and a substantial improvement. The committee did not have any further questions for Mr Newton.	

10.0	Policies	
10.1	Health and Safety Policy and First Aid Policy shared with the committee for information as these have been adopted by St Ivo.	
11.0	Any other business	
11.1	None.	
	Meeting ended 17:13 hours.	



Principal's Update

St Ivo Academy

December 2021

Leadership and Management

Highlights since last meeting

Obviously, the main development since we last met was the Ofsted inspection that took place in mid-November. The report itself has not been finalised and it seems at this point that it is possible that it will not be published until sometime in the new year. I will share some observations about the process with you at the meeting, but some key points are:

- The inspection was extended to a third day
- One inspector was taken ill during the process
- A different team leader was appointed for the third day
- 5 subjects were part of the curriculum deep dive: maths, science, MFL, history and art
- Around 330 parents completed the Ofsted Parent View survey. You can view the results on the Ofsted website

This was an extremely long and draining process. I would commend to you all the work and dedication of all the staff at the school who worked tirelessly during that week. I would also add that the on the ground support from the trust was superb. Hywel Jones and David Thomas were in school throughout the whole process working with SLT on details. We were also joined both in person and remotely by other trust colleagues who shared their time and knowledge with us. I felt extremely well supported by them throughout the process.

There is already a number of key action areas that SLT are working on as a consequence of inspection feedback. It is hard to go into too much detail around these prior to the publication of the report.

We are already actively working on refining systems for the recording of conversations and actions so that we can demonstrate more effectively where decisions have been taken and where the follow up is. We will need to do more work on the development of student and parent voice in the new year.

Behaviour, Safety and Wellbeing (including safeguarding)

Mobility:

Leavers:

	Number left	Of which SEN	Of which PP
Year 7	2	1	2
Year 8	5	0	2
Year 9	1	1	1
Year 10	0	0	0
Year 11	0	0	0

Admissions:

	Number joining	Of which SEN	Of which PP
Year 7	0	0	0
Year 8	1	1	1
Year 9	2	1	1
Year 10	1	0	0
Year 11	0	0	0

Behaviour systems in the school continue to be embedded effectively. Detention numbers have stabilised at between 60 and 70 per evening. Lesson removals show a significant drop in numbers from the same time in the previous two years. Fixed Term Exclusions continue to be well below national and historic levels.

The consequence of all of these positives is that it provides a sharper focus on the two significant areas we need to work on. The figures mask a small number of students in Years 8-11 for whom the current system is not helping them to regulate or sufficiently reflect on their actions. The trust has put us in contact with Bedford Free School as a local example of exemplary behaviour and we have made an initial visit there and will be working alongside them over the coming months.

The second area is around out of lesson conduct. Lessons in the school remain largely calm and focused. There remain wider concerns about the conduct of some students away from lesson settings. Again, we are seeking advice from other schools and the solution seems to lie in a combination of staff training and a review of our whole personal development provision where we need to look at what we are trying to achieve for our students and how we take them with us.

Attendance Data 6 September – 26 November 2021

	Cohort	% Attendance	% Persistent Absence	No of Lates
All	1445	92.60%	25.54%	1277
Year 7	283	93.77%	38.25%	83
Year 8	289	94.18%	19.72%	176
Year 9	288	92.56%	25%	322
Year 10	293	91.61%	26.27%	323
Year 11	292	90.93%	31.85%	373
Year 12	157	91.81%	35.1%	135
Year 13	153	84.34%	49.7%	365
Male	754	92.92%	23.87%	
Female	691	92.25%	27.35%	
SEND	217	91.51%	26.73%	
Non-SEND	1228	92.79%	25.33%	
Pupil Premium	276	89.93%	31.88%	
Non-PP	1169	93.23%	24.04%	
LAC	7	97.43%	0%	
EAL	156	94.04%	19.23%	
Non EAL	1289	92.42%	30.95%	

Exclusions

Exclusions for the current academic year can be seen in figure 1.

Exclusion Data 15 October 2021 to 30 November 2021

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
Number of Exclusions	0	3	7	6	7	0	0	23
Total Days	0	4	10	11.5	10.5	0	0	36
Maximum Duration	0	2	3.5	5	2	0	0	5
Pupil Premium	0	3	2	1	2	0	0	8
SEN	0	1	2	1	2	0	0	6
EHCP	0	0	0	1	0	0	0	1
Male	0	1	2	5	4	0	0	12
Female	0	2	5	1	3	0	0	11
Repeat Exclusion in period	0	0	1	0	0	0	0	1
Number of Permanent Exclusions	0	0	0	0	0	0	0	0

Safeguarding

Safeguarding data return	HT1	HT2	HT3	HT4	HT5	HT6
Referrals to Social Care	6	7				
Cases picked up by Social Care	-	3				
Early Help Assessments submitted/ cases opened at TAC level (or equivalent)	2	10				
Child Protection Plans currently in place	3	3				
Subject to Child In Need Plan	4	5				
Supported by TAC Plan/EHA or equivalent	21	7				
No. of children on EHCP	-	23				
Discriminatory incidents	-	6				
Bullying Incidents	-	3				
Recorded Restraints	-	0				
Prevent Concerns	-	0				
Prevent Referrals	-	0				
Previous LAC	-	2				
Current LAC	-	6				
No. removed from roll to EHE	-	1				
No. of staff allegation this academic year so far	-	0				
No. of LADO referrals this year so far	-	0				

Quality of Education

The main focus this year has been around the provision for Years 11 and 13. Year 11 have just finished their mock exams but the data from that will not be available in time for our meeting. Students have responded well to the exam period and have been well supported by the provision of Period 6 tuition in all subjects. Year 13 have their mocks following the Christmas break. You will be aware that the DFE have announced their contingency plans for the exam series in case of further disruption to schools in the coming months. As part of this we will be having a second set of mock exams for these year groups during the spring term. This means we would have a wider range of high control evidence should there be the need for teacher assessment this year.

The new Director of Teaching for Astrea, Geraint Brown, is working closely with middle leaders to address any inconsistencies in quality of provision. Our first area of focus is our Religious Education curriculum. We are revising much of this provision mid-year to ensure a much sharper focus on the explicit teaching of world religions as opposed to wider ethical issues. New plans will be in place for January.

Our work on whole school reading continues. In particular form time reading is now a well-established feature of the student day. We have also appointed a teacher of reading who is working on a targeted catch-up programme. I will ask Elaine to talk a little bit about this at our meeting.

Personal Development

All schools are reviewing their actions around sexual abuse and harassment. Our plan is being updated at the moment and I will present it to you as part of the meeting on Wednesday. There is clearly a job to be done in terms of the attitudes displayed by a small number of both male and female students.

House events and sporting events have made a tentative comeback across the term. It has been a real joy to see students starting to be able to participate in the wider life of the school again. In particular, I would commend the Sixth Form team for their strong efforts to create a real sense of community in Years 12 and 13.

As I write we are subject to the new DFE Covid guidance. Students have been fantastic in returning to mask wearing and hopefully this will just be a short-term arrangement.

Sam Griffin

December 2021

Pupil premium strategy statement: St Ivo Academy v31Oct2021

This statement used the DfE template (published Summer 2021), and consulted the DfE guidance on [using pupil premium](#).

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Ivo Academy
Number of pupils in school	Total 1759; Y7-11: 1449; Y12-13: 310
Proportion (%) of pupil premium eligible pupils	327 / 1759 = 18.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years: 2021/22; 2022/23; 2023/24
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	S.Griffin: Headteacher
Pupil premium lead	M.Craig
Governor / Trustee lead	New appointee TBC by LECC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 230,155 + LAC
Recovery premium funding allocation this academic year (DfE website states payment for each eligible pupil in mainstream education: Oct 2021, Jan, May July 2022) (See end page for statement).	£48,285 allocated (as stated by the multi-academy trust)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 10,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 288,440

Part A: Pupil premium strategy plan

Statement of intent

St Ivo is a large, non-selective, comprehensive academy, with a wide range of student needs both inside and outside the classroom. With regards to the Pupil Premium Grant (PPG), the fundamental intent is to adhere to the original intention of the PPG – tackling educational inequality.

This fundamental intent includes the ultimate objectives of:

- Offering all students, including PP, a broad and balanced knowledge-rich curriculum with high achieving and aspirational expectations, including progression within our Sixth Form or with other post-16 providers, and thereby enhancing life chances.
- Providing a range of extra-curricular opportunities that promote inclusion and well-being, and instil cultural understanding.
- Overall, producing young people who are successful learners, confident individuals, and responsible citizens who make a positive contribution to society.

Our current PP strategy plan works towards achieving these objectives by seeking to identify and remove challenges and barriers to PP performance and outcomes (particularly in English and maths), and also obstacles to wider opportunities, and so thereby diminish or close the disadvantage gap between PP/non-PP students. The strategy plan stems from a combination of observed need within our particular school and local setting, and recognised research such as the EEF.

The key principles of our strategy plan are as follows:

- Maximise the attendance of PP students, so they spend more time learning and benefiting from the range of objectives outlined above.
- Ensure engagement in 'quality teaching first' school principles to improve class/homework learning.
- Deploy targeted academic support to diminish outcome gaps, particularly in English and maths.
- Provide extra-curricular opportunities and well-being support e.g. trips, uniform, activities.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in core knowledge, understanding and skills; and also gaps in the quality and completion of classwork and homework. This results in underachievement.
2	Reading challenges: gaps in reading ages; quality and quantity of reading. This diminishes curriculum access, outcomes, and life opportunities.
3	Outcomes gap compared to national outcomes, including English and maths.
4	Attendance gap (PP/NonPP) diminishes learning time and potential achievement
5	Well-being: low self-esteem and isolation leading to reduced wider engagement.

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
<p>Close the gaps in PP core knowledge, understanding and skills by implementing consistently good 'quality teaching first' (QTF) based on new school-wide principles (influenced by Trust direction, school themes, and published research by EEF, Hattie, Wiliam, Christodoulou).</p> <p>No gap in the standard of books/folders, and completion of classwork and homework, between PP and non-PP.</p> <p><i>1 year priority focus to embed, but ongoing.</i></p>	<p>The impact of QTF and school principles will be observable in the quality and quantity of class learning and homework. Learning walks and observations will be recorded and analysed on a central spreadsheet, looking at consistency of clear LISC; effective questioning and reviews; feedback and student responses / redrafting; knowledge-rich content; retrieval practice; sequencing; modelling; reading and writing e.g. regular form-time reading opportunities.</p> <p>Looking frequently at the standard of work and responses to feedback (personalised / whole class) in PP books/folders, with some comparison to non-PP. e.g. during work scrutiny systems in the school calendar.</p>
<p>Reading and vocabulary: More frequent practice, and improved confidence and ability. Reading age gaps are diminished, in order to enhance access to curriculum learning.</p> <p><i>2 year priority focus to embed, then ongoing.</i></p>	<p>All students are experiencing frequent reading and sometimes at length e.g. Form tutor time 2-3 mornings per week; lessons in book-based subjects include reading of 400-800 words per lesson; NGRTs are analysed and followed by targeted intervention led by a newly appointed teacher of reading, and the reading strategy is a designated SLT role.</p>
<p>Improved attainment/progress outcomes in all subjects areas, partly by increasing teaching & learning time by creating 'Period 6')</p>	<p>A formal, timetabled period 6 will be operating and well attended, with tracking of impact e.g. assessments.</p>

<p>Y6 into Y7 transition: Students (including PP) will have been identified during Y6/Y7 transition as significantly below national average in attainment, and so received short term provision of bespoke academic and pastoral support to enable them to strengthen and thereby 'jump' into mainstream later in Y7 and so access the full curriculum depth.</p> <p><i>Embedded and ongoing strategy element.</i></p>	<p>Students will have made the 'jump' back into mainstream at the appropriate moment during Y7.</p> <p>One of the relatively new tools used to strengthen the students, accelerated reader, will have become embedded to help improve reading for progress and pleasure.</p>
<ul style="list-style-type: none"> English: PP and all students are to meet or exceed expected progress in English compared to national data. The outcomes progress gap between PP and non-PP in English is to be diminished or closed. Targets (see opposite): Year 1 E/M 5+ 60%; Year 2 up to 63%; Year 3 up to 65%. Implement a new model of integrating literacy intervention within the English Dept rather than SEN; and also slight English overstaffing to ensure capacity. <p><i>3 year strategic priority to achieve a major academy uplift.</i></p>	<p>Additional English/literacy interventions Y8/9 Additional Y11 English teaching, plus 1 to 1 small group reading/writing programmes. Y11 English targeted intervention in Period 0 and Period 6, thus increasing school time specialist teaching to Y11 over the year. Year 1 to raise achievement in English/Maths 5+ % to an AIP (Academy Improvement Plan) target of 60%.</p>
<p>Maths: PP and all students are to meet or exceed expected progress in maths compared to national data. The outcomes gap between PP and non-PP in maths is to be diminished or closed. Some data from maths outcomes indicate a need to focus more on supporting the more able PP (Grades 9-5).</p> <p>Targets (see opposite): Year 1 E/M 5+ 60%; Year 2 up to 63%; Year 3 up to 65%.</p> <p><i>3 year strategic priority to achieve a major academy uplift.</i></p>	<p>Additional numeracy/Maths support by KS3 and KS4 TLR holders. Y11 Maths targeted intervention in Period 0 and Period 6, thus increasing school time specialist teaching to Y11 over the year. Year 1 to raise achievement in English/Maths 5+ % to an AIP target of 60%.</p>
<p>Resources barrier (book-based, digital) will have been overcome and so remove disadvantage through inconsistent access to learning, and hence inhibited progress in homework and revision.</p> <p><i>Ongoing part of the 3 year strategy</i></p>	<p>Provided high quality textbooks and revision resources for PP students. Hence PP to receive individual feedback forms to identify resource needs. Embed and track digital resources (e.g. Hegarty Maths, Corrective Maths, GCSEpod) to enhance blended 'home/school' learning and enable analysis of attainment with tailored feedback.</p>
<p>PP attendance: continue ensuring school PP attendance is above national PP attendance, but also seek to diminish the in-school PP/non-PP gap by reducing Persistent Absence of PP.</p> <p><i>1 year priority, then aim higher in each year.</i></p>	<p>Persistent absence of PP to be reduced, preferably yearly over 3 years (PA is defined nationally as below 90%).</p>

<p>Improved PP well-being which reduces low self-esteem, isolation and lower engagement. This includes seeking to provide aspirational experiences and opportunities to stretch PP High Prior Attainers.</p> <p>Improved PP well-being through embedding an SSA (Student Support Assistant) in each Year Team to offer more regular personalised PP support; and use a new trust-wide counsellor.</p> <p><i>1 year strategic priority to embed, then ongoing</i></p>	<p>Financial assistance for uniform.</p> <p>Inclusion in outside classroom opportunities e.g.</p> <p>Support for educational visits (subject-related and universities).</p> <p>Music lessons.</p> <p>Gym membership.</p> <p>Breakfast club by SSAs for targeted pupils.</p> <p>Use of student counselling service.</p>
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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.

Proportionate allocation of PP funding 2021-2022: PPG £230,155.

Allocation Area	Amount allocated	Proportion of spending (planned: £230,329, just exceeding PPG)
Teaching	£54,693	23.7%
Targeted academic support	£92,523	40.2%
Wider strategies	£83,113	36.1%

Proportionate allocation 2021-2022 of PPG £230,155 + Recovery Premium £48,285.

Allocation Area	Amount allocated for planned PP £230,329 + c/f £10,000 + Recovery Premium £48,285 = £288,614.	Proportion of spending £288,614
Teaching	£54,693 PPG	19%
Targeted academic support	£140,808 (£92,523 PPG + £48,285 Recovery)	48.8%
Wider strategies	£93,113 (£83,113 + £10,000 c/f)	32.2%

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £54,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased SLT planning and monitoring of school-wide 'Quality Teaching First', enabled by:</p> <p>Increased Student Support Assistants time on-call (to reduce SLT on-call); SLT being timetabled for increased lesson/PP monitoring; and increased focus by PP SLT i/c.</p> <p>Total cost: £54,693 (linked to proportions of salaries)</p>	<p>Internal evidence</p> <p>All these activities allow more frequent and effective lesson visits and work scrutiny (with PP prominence).</p> <p>External evidence</p> <p>This is derived from research (Hattie, Wiliam, Christodoulou, EEF Teaching and Learning Toolkit; The Attainment Gap report 2017) https://educationendowmentfoundation.org.uk) Evidence suggests a significant effect size. e.g..quality feedback (effect size 0.73, Hattie)</p> <p>Quality Teaching First is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p>	1

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

Budgeted cost: £ 92,523

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Proportionate spending on PP students in the Y6 into Y7 'Jump' group.</p> <p>Proportion of Y6/7 Jump (£34, 984) and accelerated reader (£2,018)</p>	<p>Internal evidence</p> <p>Past students made the 'jump' back into mainstream at the appropriate moment during Y, typically Easter to July.</p> <p>Positive feedback, raised engagement, and evident progress from students using accelerated reader.</p> <p>External evidence</p> <p>EEF Attainment Gap report 2017 states that targeted small group and one-to-one interventions have the potential for the immediate impact on attainment. https://educationendowmentfoundation.org.uk/evidence/summaries/attainment-gap/</p>	2, 3

<p>Period 6 and holiday clinics - all subjects for Year 11</p> <p>For closing gaps in learning, revision, and retrieval practice. It involves additional lessons after school holiday clinics and related rewards, trips, refreshments, transport and work materials.</p> <p>PPG: £11,700</p> <p>Plus</p> <p>THE ALLOCATED RECOVERY PREMIUM TO ST IVO: £48,285</p> <p>See the end of this document for a Recovery Premium statement and budget breakdown.</p>	<p>Internal evidence</p> <p>Past years of after school booster sessions were effective in some areas to support students. Hence a more formal approach, renamed 'Period 6' has potential more impact.</p> <p>External evidence</p> <p>Period 6 models from other schools being effective. The EEF Attainment Gap report 2017 states that targeted small group and one-to-one interventions have the potential for the immediate impact on attainment.</p> <p>https://educationendowmentfoundation.org.uk/evidence/summaries/attainment-gap/</p>	
<p>Effective tracking and bespoke delivery of literacy/English intervention: Additional English/literacy interventions Y8/9. (£14,726)</p> <p>Additional 2 Y11 English classes. (£2,864)</p> <p>Y11 English targeted intervention in Period 0, thus increasing school time specialist teaching to Y11 over the year to raise achievement in English/Maths 5+ % to an AIP target of 60%. (£1000 for expanding to 12 tutor groups, with knock on external cover needs)</p>	<p>Internal evidence</p> <p>Increased use of more but smaller classes, and bespoke individual and small group intervention have improved PP outcomes since 2019, albeit internally awarded CAG/TAGs that are not regarded as externally validated data during Covid disruption.</p> <p>External evidence</p> <p>The EEF Attainment Gap report 2017 states that targeted small group and one-to-one interventions have the potential for the immediate impact on attainment. https://educationendowmentfoundation.org.uk/evidence/summaries/attainment-gap/</p> <p>The report on Gov.uk, The Pupil Premium: how schools are spending the funding, indicates that research shows this too. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	3
<p>Effective tracking and delivery of numeracy/maths intervention. (£11,493)</p> <p>Y11 Maths targeted intervention in Period 0 and Period 6, thus increasing school time specialist teaching to Y11 over the year to raise achievement in English/Maths 5+ % to an AIP target of 60%. (£1000 – as above for Eng, only single counted).</p>	<p>Internal and external evidence:</p> <p>As above in the literacy/English.</p>	3

<p>Provide high quality textbooks and revision resources for PP students to overcome the resources barrier (book-based, digital). (£13,238)</p> <p>Embed and track digital resources (e.g. Hegarty Maths, Corrective Maths, GCSEpod) to enhance blended 'home/school' learning and enable analysis of attainment with feedback.</p>	<p>External evidence</p> <p>Digital technology is associated with moderate learning gains (EEF: on average an additional 4 months)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</p>	2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 83,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Diminish the in-school PP/non-PP gap by reducing the Persistent Absence of PP, preferably yearly over 3 years (PA is defined nationally as below 90%).</p> <p>Proportion of the work by the Attendance and School Education and Welfare Officer (£4223).</p>	<p>External evidence</p> <p>Nationally, and in school, PP attendance is below 'All Pupils'; Higher attendance increases learning time and aids achievement. Barriers to learning this priority addresses: research shows that low PP attendance is closely linked to underperformance.</p> <p>Strategies to promote good attendance are also listed in the top approaches for disadvantages pupils by the government in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	4
<p>Uniform provision and assistance: A fit for purpose uniform will be visible and worn with pride during the school day and PE lessons, which aids well-being and reduces low self-esteem, isolation and lower engagement. (£6,000)</p> <p>Protective clothing and equipment. (£1,000)</p>	<p>Internal evidence</p> <p>Uniform assistance is successfully offered each year to PP/FSM. It enables multiple students to be visibly equal to peers, thereby instilling confidence and self-respect.</p>	5
<p>Regular well-being support being available through a Trust appointed student counsellor, plus embedding new SSAs in all Years. (Proportion for PP-related pastoral work of Student Support Assistants: £26,890.</p>	<p>Internal evidence</p> <p>These aid attendance, resilience and well-being through strengthening the capacity of students to deal with issues such as anxiety, depression, ticks, all of which have heightened during the Covid pandemic.</p>	

Food provision e.g. breakfast by SSAs for targeted pupils; occasional lunches, pre-exam nutrition, study incentives (£3,000); Ingredients support for food lessons (£2,000).	Internal evidence Breakfast provision aids the ability of students to sometimes process challenges with pastoral staff in the mornings, and enable concentration in lessons.	5
Activities provision and assistance to reduce disadvantage over learning and personal development opportunities, and boost inclusion and self-esteem e.g. Educational visits (£10k plus £10k c/f); Music lessons (£4k); Learning achievement and praise prizes and incentives (£3k); Transport (£3k) for after school homework and emergency circumstances needing outside catchment support); Additional quality AP (£10k); Contingency for unexpected needs (£10k e.g. gym membership),. Note: these activities may be affected by Covid circumstances.	Internal evidence Pre-Covid past outside classroom opportunities have been effective (e.g. Castles trip for all Y7; trips to universities, providing free tickets to targeted PP for school show productions). External evidence Research suggests that providing pupils with access to a full range of educational experiences can reduce the gap in outcomes https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	5

Total budgeted cost: £ 230,329

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year. The amount of Pupil Premium Grant Funding for 2020-2021: £212,016. Spending: £202, 016 (less £10,000 unused for educational visits – c/f into 2021/22).

Assessment by St Ivo for 2020-2021:

The impact of the Covid-19 pandemic (such as on teaching and learning, site management, student attendance) caused significant disruption to the PP strategies 2019-2020 and 2020-2021 in terms of implementation and accurate measurement of impact and outcomes. A brief evaluation now follows, and a spreadsheet of costed items is available.

Target: Area A - Raise PP achievement

- Activities included: Y6 into Y7 'Jump' group; literacy and English interventions Y8,Y9; additional Y10/Y11 English teaching; additional Maths teaching; 4 English and Maths tutors appointed to close gaps with small group teaching; study materials and revision resources for internal assessments; digital resources for online learning and revision.
- Staff focus on PP improvement was aided by a central PP-related appraisal target.
- Teaching and learning quality for PP was aided by a transition to MS Teams from Summer 2020, and use of the online Oak National Academy, plus a range of online packages e.g. GCSEpod.
- The school proactively met PP gaps in learning needs when students returned from lockdowns, including one-to-one and small group intervention strategies in English/maths.

Key outcomes:

- Estimated attainment and progress outcomes data for Y11 PP suggests improvement for PP in the years 2020 and 2021, albeit externally unvalidated since 2019 (see table below)
- PP Ebacc entry % improved each year: 2019, 2020, 2021.

Target: Area B - Improve PP attendance

Activities: Contact and monitoring by the Attendance Officer and School Education and Welfare Officer; pastoral focus by Student Support Assistants.

Key outcome:

- PP school attendance % improved each year: from 2019 to 2020 to 2021 (see table below)

Target: Area C - Improved inclusion

Activities focused on provision and assistance to reduce disadvantage over learning and personal development opportunities, and boost inclusion and self-esteem. These included:

- Uniform: The school proactively met PP uniform needs throughout the year, thus reducing the difficulties faced by pupils in acquiring uniform due to lockdown and supply related issues.

- Food provision e.g. breakfast by SSAs for targeted pupils; occasional lunches, pre-assessment nutrition; Ingredients support for food lessons.
- Some music lessons for PP (reduced due to Covid restrictions).
- Additional quality Alternative Provision: Some PPG is additionally allocated to Alternative Provision to ensure good quality inclusion for all PP experiencing AP or for particular individuals.
- PP students were effectively targeted for laptops using the government scheme.
- Educational visits and the Brilliant Club were unfortunately cancelled during the Covid disruption.

Disadvantaged pupil performance overview for last academic year (2020-2021)

Progress 8	DP -0.17 ; All +0.35 Gap: -0.52
Ebacc entry	DP 28.6 %; All 37.8%
Attainment 8	DP 4.23 ; All 5.01 Gap: -0.78
% Grade 5+ in English and maths	DP 39.7% ; All 52.1%
Attendance	DP 94.07% Non-DP 96.47% All 95.99%

Review: 2019-2021 aims and outcomes

Aim	Target	Target date	Outcome
Progress 8	Achieve improved P8 made by PP for similar schools.	Sept 21	2021: PP -0.17 (estimated) 2020: PP -0.47 (estimated) 2019: PP -0.22
Attainment 8	Achieve national average for attainment for all pupils	Sept 21	2021: PP 4.22 2020: PP 3.76 2019: PP 4.08
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 21	2021: PP 39.7% 2020: PP 18.8% 2019: PP 32.4%
Other	Improve PP attendance, and exceed the PP national average.	Sept 21	2021: PP 94.07% 2020: PP 93.85% 2019: PP 93.83%
Ebacc entry	Improve % of PP EBacc entry	Sept 21	All/PP 2021: 37.8 / 28.6 2020: 25.8 / 14.6 2019: 14.1 / 5.4

Externally provided programmes

Non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
GCSEpod	Access
Accelerated Reader	Renaissance Learning
Hegarty Maths	C.Hegarty
Educake	Educake Ltd
Corrective Maths	Corrective Maths
Tutoring	MyTutor

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>The Service Pupil Premium is currently worth £310 per service child who meets the eligibility criteria. It is designed to assist the school in providing the additional support these children may need to help mitigate the impact of family mobility or parental deployment. Spending items (included in the previous PP statement) stem particularly from the focus placed upon:</p> <ul style="list-style-type: none"> Uniform provision to ensure swift inclusion. Provision of study and revision resources to help mitigate the impact of changes schools and topics being studied. Time spent on attendance monitoring by the attendance officer, and pastoral support through the Student Support Assistant system. Time collating outcomes performance by the data officer.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Disruption by Covid has caused some difficulty in achieving an accurate measurement of impact across year groups. However, analysis suggests that the outgoing Y11 SPP cohort were broadly in line with expectations.</p>

Recovery Premium statement

Reference to the Recovery Premium and intention on how to spend it is included in the earlier PP statement above.

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. It provides additional funding for state-funded schools in the 2021 to 2022 academic year. The recovery premium is allocated using the same data as the pupil premium.

DfE guidance on the Recovery Premium states that schools should spend this premium on evidence-based approaches to support pupils, citing the EEF guide.

DfE guidance also states that schools may:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest

St Ivo has been allocated a Recovery Premium of £48,285.

St Ivo has identified Year 11 pupils as having the greatest need due to 18 months of Covid-disrupted education and yet needing to sit GCSE/Level 2 exams and assessments by the end of the school year. Hence, it will spend the Recovery Premium on all Year 11 students. Further, most of the money will be spent on effective targeted academic support (a PP strategy recommended by the EEF). The overall spending on Y11 'recovery' is budgeted to exceed the Recovery premium', with the planned budget comprising:

Period 6 in all subjects (3 lessons per week for at least 30 weeks): £36,000

Holiday clinics of 6 hours per non-core subject: £3,600

Rewards and refreshments (to include post-mock exam; refreshments for period 6): £10,000.

Buses home: One additional bus per day when period 6 runs to take students to villages: £9,000

University visit to take Y11 to a university outside Cambridgeshire: £3,600

Study materials: provision of Knowledge Organisers and revision guides: £2,750

END