Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ipswich Academy
Number of pupils in school	1000
Proportion (%) of pupil premium eligible pupils	42.2%
Academic year that our current pupil premium strategy plan covers	26/27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Bill Holledge (CEO)
Pupil premium lead	Amy Cook
Governor / Trustee lead	Les Pipe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£451,523
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£451,523

Part A: Pupil premium strategy plan

Statement of intent

Research conducted by the EEF indicates that common barriers to learning for disadvantaged students include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. The challenges are varied and there is no “one size fits all”.

Knowledge of these barriers, along with the analysis of internal data underpins our key principles to ensuring support for disadvantaged students is maximised. Ipswich Academy needs to ensure that teaching and learning opportunities meet the needs of all students.

Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged students in national examinations and within internal school data.
- To improve disadvantaged students' rate of progress in school, to narrow the gap between their actual progress made and nationally expected progress rates when sitting GCSE examinations.
- To ensure barriers relating to social, emotional and mental health needs are identified, with suitable strategies implemented, to support disadvantaged students being aligned with non disadvantaged students.

Achieving objectives:

Below are a range of provisions that Ipswich Academy will be implementing. It is important to note that provision is not only limited to the below in striving for a person centred approach.

- Provide additional staffing within the KS3 and KS4 inclusion teams to support the increased number of pastoral concerns that arise, efficiently and effectively.
- Provide 1-1 support both academically (through subject based intervention) and pastorally.
- Additional teaching, learning and CPD and training opportunities provided by Paradigm Trust experts and external agencies.
- Additional work with feeder primary schools to support the smooth transitions of all students from primary to secondary school.
- Provide resources in the Attendance Team to support those students and families struggling with attending school
- Provide access to a Level 6 Careers Practitioner four days a week to provide students with advice, guidance and support.

- Provide access to a Chaplain to support with student's mental health and wellbeing.
- Provide a before school club for all students.
- Provide a before school and an after school study space and resources for all students to have a safe and calm environment to study.
- Provide funding for weekend and holiday learning sessions for KS4 students.
- Ensure dedicated funding through the Hinterland programme so that all students can participate in educational visits regardless of economic barriers.
- Increase extra-curricular offers, both from internal and external sources to enhance social participation, enjoyment and develop self confidence.
- Provide year 11 students with revision guides, equipment and online learning materials to support positive revision practice.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to school from KS2 in comparison to their peers- 26/27 cohort students with scaled scores under 100- Writing 32%, Reading 25% and Maths 25%.
2	Limited access to extra-curricular activities and educational experiences which impact students' ability to develop social and cultural capital
3	More frequent behaviour difficulties
4	Attendance and punctuality issues
5	Specific social and emotional needs which affect learning
6	Disengagement and lack of parental support in relation to academic progress in school

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
Overall Objective: Disadvantaged students in year 11 are performing in line with the national average in their GCSE examinations	Results in GCSE examinations when comparing with national data and previous years data analysis.
Overall Objective: Disadvantaged students in year 7, 8, 9 and 10 are making sufficient academic progress to	Internal assessment data AP1 & AP3 data

<table>
<tr>
<td>ensure they are at least in line with national average when they sit their GCSE examinations</td>
<td>26/27 aim:
Current AP3 English & Maths data (July 26)
<table>
<tr><th>Below 100 (U-4)</th><th>100+ (5+)</th><th>110+ (7+)</th></tr>
<tr><td>Yr 9 E- 41.9%
Yr 9 M- 43.9%</td><td>58.1%
56.1%</td><td>17.3%
24.5%</td></tr>
<tr><td>Yr 8 E- 40.0%
Yr 8 M- 30.5%</td><td>60.0%
69.5%</td><td>17.4%
30.0%</td></tr>
<tr><td>Yr 7 E- 43,7%
Yr 7 M- 53.7%</td><td>56.3%
46.3%</td><td>20.9%
4.1%</td></tr>
</table>
Year 10 Mock Data- June 2026
<table>
<tr><th>4+</th><th>5+</th><th>7+</th></tr>
<tr><td>Yr 10 Eng- 35.1%</td><td>24.7%</td><td>5.7%</td></tr>
<tr><td>Yr 10 Maths- 36.6%</td><td>17.0%</td><td>3.6%</td></tr>
</table>
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<tr>
<td>Overall Objective:
Teacher subject specific pedagogy is strong - through subject knowledge enhancement, practice, coaching, reflection and time for implementation (all teaching staff allocated a great teaching toolkit period)</td>
<td>Feedback from external and internal quality assurance processes - including subject-specific audits - recognises the strength of subject specific pedagogy demonstrated by teachers.
Students showing good progress- evident through QA 'book looks', learning walks, student voice and assessments.
Lessons engaging and students focused on learning in the classroom, evident through learning walks and QA.</td>
</tr>
<tr>
<td>Overall Objective:
Hardest to reach families are engaged and have trust in the school.

Increase effectiveness of communication and feedback opportunities with families.</td>
<td>Parental general daily enquiries are dealt with in a timely manner.
Parent/carer evenings and Academy Council meetings are well supported and attended by all families, advertised well in advance and hard to reach parents reminded of such events.
Parent/ carers surveys show an increased positive engagement with the school.
Use of social media platforms to share information through wider channels.
Key staff members attached to year groups to support relationship building.</td>
</tr>
<tr>
<td>Overall Objective:
Attendance for disadvantaged students is in line with the national average.</td>
<td>In comparison with national data, overall attendance is in line with national average and persistent absence is below for disadvantaged students.</td>
</tr>
</table>

	IA (All students)	IA (Dis students)	National
Attendance	87.8%	81.7%	92.3% (All) 89.13% (PPM)
PA	33%	45.1%	18.07% (All) 24.21% (PPM)

Attendance, including persistent absence is in line with Trust targets.

Daily contact with absent students and home visits to build relationships and support rapid return to school.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching through: ● Subject Reviews ● Teach like a Champion ● Rosenshine Principles ● Great Teacher Toolkit £100,000 including staff release to observe and share best practice and cost of programme, as well as financing expert consultants to complete subject reviews and develop and improve CPD.	Research suggests that focusing on the high quality of wave one teaching, through CPD, is the best way to try to address the gap between non-disadvantaged and disadvantaged students. The best CPD programmes have shown to make a positive impact on student achievement and teacher behaviours. The Education Endowment Foundation found that schools which implemented these programmes found: - learners made the equivalent of two months' additional progress in their Attainment 8 GCSE score - learners in the lowest third for prior attainment made more progress than their classmates in the top third - Teachers felt the Teacher Learning Communities (TLCs) improved their practice by allowing valuable dialogue between teachers and encouraged experimentation	1

	with formative assessment strategies.	

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

Budgeted cost: £175,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition within maths, English and science - students within the lower set of each KS4 group.	EEF tier 1- high quality teaching EEF tier 2- targeted academic support	1, 3, 4, 5
Targeted Mathematics intervention for students in year 11	EEF tier 2- targeted academic support	1, 4
Targeted reading, writing and comprehension for students in KS3 and KS4 through direct teaching strategies (i.e Fresh Start and Oracy and Reading +). The focus will be around allocating teaching staff to intervention groups and giving TAs specific training and responsibilities to support learners beyond our current provision. Also enhancing resource banks to ensure that learners have the most effective, efficient and	EEF tier 2- targeted academic support Reading is required to access knowledge. It is a fundamental element to become a successful learner and becomes increasingly important as students get older. Students who find reading difficult find it increasingly hard to keep up and are more likely to develop unhelpful behaviour patterns.	1, 3,

appropriate resources available.		
Structured small group interventions around resilience, anger management and developing self confidence	EEF tier 3- wider strategies Focussed support is crucial in getting the best out of students who may not have had consistent adult support at home.	3, 4, 5
EAL - support for students that have English as an additional language. Includes additional release time, online subscriptions and technology support	EAL students must learn a new language while learning through the medium of a new language. This presents two main tasks in the school: they need to learn English and they need to learn the content of the curriculum. To ensure that they reach their potential, learning and teaching approaches must be deployed that ensure both access to the curriculum at a cognitively appropriate level and the best opportunities for maximum language development. (NALDIC)	1, 3, 5
Targeted academic mentoring for year 11 students in all subjects outside of school hours- before school, afterschool, holidays and weekends	EEF tier 2- targeted academic support	1, 2, 6
Purchase of online resources to enhance learning online.	Online programmes will aid student learning from home as well as when in school.	1

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

Budgeted cost: £176,523

Activity	Evidence that supports this approach	Challenge number(s) addressed
Broaden the mental health and wellbeing support on offer to students through: - a robust and well trained Inclusion team - PSHE and Wellbeing Website access - designated mental health lead at Trust level - whole staff CPD - external professional support for staff and students - A range of topics and performances covered through the PSHE and Assembly curriculum - A range of extra-curricular offers for students	EEF tier 3- wider strategies Rates of probable mental disorders have increased since 2017; in 6 to 16 year olds there has been an increase from 11.6% to 17.4%. 39.2% of 6- to 16-year-olds had experienced deterioration in mental health since 2017.	3, 4, 5
Additional staffing within attendance and involvement with the county EWO service - Including two Attendance and Behaviour Officers	EEF tier 3- wider strategies The pandemic has resulted in a higher number of students refusing school due to anxiety related issues. Additional staffing has allowed for first day absence procedures to be implemented as well as targeted support for a core group of families. A student that achieves 80% attendance over the 5 years would miss an entire school year. Good attendance leads to; • Better grades	4, 5, 6

	• Stronger relationships with peers and adults • More confidence socially and emotionally • Greater potential wage in the workplace • More choices available to them regards their future careers	
Provide additional staffing in KS3 and KS4 inclusion teams so that any pastoral issues can be addressed immediately	EEF tier 3- wider strategies More frequent behaviour difficulties meaning disadvantaged students are more likely to be removed from lessons which impacts on their academic progress. However existing interventions have had an impact on behaviour incidents, reducing the number of lesson removals for disadvantaged students.	1, 3, 4, 5
A variety of extra curricular clubs being available to students across the year - led by internal and external providers	EEF tier 3- wider strategies Extra curricular clubs help develop social skills through participation and enjoyment of the experiences. As a result students are more inclined to come before/stay later to participate and develop self confidence.	2, 4, 5
Individualised student planners to support organisation for school and communication between school and home.	EEF tier 3 - wider strategies	1, 6
Hardship fund to support families in financial difficulty.	We have set aside money to support families to ensure their children can continue to attend school, through: ● Support with uniform ● Support with travel	3, 4, 6
Increased communication avenues to Improve parental attendance at	EEF tier 3- wider strategies Parental engagement can improve the home learning environment, leading to increased parental confidence in	1, 4, 6

parent/carer evenings and other key events within school (texts, emails, social media, newsletters, Principal letters, etc).	supporting children's literacy at home and a major impact on achievement (NFER)	
Careers advice and support for students across all year groups Careers advisor (level 6) & Wider Opportunities Lead employed.	In line with the Careers Guidance and Access for Education and Training Providers 2026 and GATSBY benchmarks, good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance and work experience.	1, 2
Financially support disadvantaged students in attending educational visits to ensure economic status is not a barrier to attendance	Educational visits help to: 1. Reinforce classroom material 2. Encourage students to learn 3. Provide a cultural experience 4. Allow for lifelong memories to be made	1, 2, 3, 4

Total budgeted cost: £451,523

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 2025 to 2026 academic year.

1- Disadvantaged students in year 11 are performing better than national average in their GCSE examinations

- Summer 2025 and 2026 GCSE results show an increase in the attainment of disadvantaged students across the past 3 years, since Covid. Students' work and ethic have been high this year, with greater numbers attending interventions. Students have been provided with revision tools and have been able to attend weekend and holiday interventions to support their learning and revision. Year 11 mock results showed an improvement in predicted outcomes for Summer GCSE results, compared with the previous 3 years.

Attainment 8	22/23	23/24	24/25	25/26
All Students	34.5%	35.4%	37.6%	39.8%
Disadvantaged Students	32.84%	29.47%	31.2%	31.5%

Performance	E&M (9-4)	E&M (9-5)
All Students	IA 2026: 52.0% IA 2025: 47.9% IA 2024: 49.6%	IA 2026:32.8% IA 2025: 29.5% IA 2024: 28.6%
Disadvantaged Students	IA 2026: 34.8% IA 2025: 38.9% IA 2024: 38.2%	IA 2026: 19.1% IA 2025: 22.2% IA 2024: 38.2%

2- Disadvantaged students in year 7, 8, 9 and 10 are making sufficient academic progress to ensure they are at least in line with national average when they sit their GCSE examinations

25/26 aim- To be in line with specific department SEF/SIP targets

- Internal assessments, learning walks, pupil surveys and book scrutinies indicate that the vast majority of students are making expected progress.

Year 9 AP1 Data (Nov 2025) compared to Year 9 AP3 Data (June 2026)							
		Y9 AP1	Y9 AP3	Y9 AP1	Y9 AP3	Y9 AP1	Y9 AP3
		110+		100+		Below 100	
English	ALL	9.9%	17.8%	52,3%	59.2%	47.7%	40.3%
	PPM	1.3%	12.7%	34.2%	45.6%	59.5%	54.4%
Math	ALL	16.9%	25.3%	52.7%	57.4%	47.4%	42.7%
	PPM	7.7%	20.5%	34.6%	43.6%	65.4%	56.4%

- For those where progress is not so clear, targeted support is in place, through department strategies and interventions, inclusion or SEND avenues.
- Improvements in behaviour across the school, due to a more robust behaviour system supporting students achieving better in class.

Totals	Autumn		Spring		Summer		
	1	2	1	2	1	2	Total
2025/6 c3 lesson removal	1453	1536	1186	985	1209	1303	7672
2024/5 c3 lesson removal	1142	962	634	781	606	0 ??	4125
2023/4 c3 lesson removal	529	1452	1269	1124	1228	972	6574

- CPD around teaching and learning strategies, therapeutic thinking and relational practice has supported teachers to deal with consequences more effectively to support students remaining in class.

3- Teacher subject specific pedagogy is strong - through subject knowledge enhancement, department and whole school CPD, practice, coaching, reflection and time for implementation

- Subject specific pedagogy has developed further, especially within the subjects of maths, history and science.
- Middle leaders are supported with coaching from external coaches and line managers. Through our quality assurance process, all staff have been coached within the specific areas of Rosenshine and TLaC to further develop their teacher practice.

- Raising Standards/ RAP meetings have been introduced within line management to keep clear focus on improvements and where staff/ students are in terms of development and progress
- The impact of each of the approaches has been evident on daily learning walks and book scrutinies. Daily quality first teaching has had a positive impact on student progress.

4 - Hardest to reach families are engaged and have trust in the school

- Persistent absence is lower than it was in 2023/24 (36.5%). Last year this was 33%.
- The House and year group celebration evenings, awards evening, as well as student 'book looks', parents evenings, charity events, school productions and performance, have proved successful in engaging the community and parents and carers, in the life of the school.
- Additional staffing within the inclusion and attendance team has allowed for pupil centred support to be offered to more students with a clear pathway of support. In turn, this has reduced workload for teaching staff as any pastoral concerns have been addressed centrally and not by individual teachers or departments.
- Parent OFSTED survey shows an improvement from the previous inspection

5- Attendance for disadvantaged students is above national average

	2024/25 IA (All)	2025/26 IA (All)	2024/25 IA (Disadvantaged)	2025/26 IA (Disadvantaged)	National
Attendance	88.3%	87.8%	82.8%	81.6%	93.07% (All) 89.13% (PPM)
PA	31%	33.0%	46.86%	50.4%	19.05% (All) 24.21% (PPM)

- Disadvantaged students' attendance is still below national average. Persistent absence of disadvantaged students is also below the national average. However, a lot of work is now being completed by the attendance team and year teams to improve this even further over the coming year
- Additional capacity has enabled greater support to be offered to support families, as a result relationships improved between home and school, having a positive impact on attendance.
- We still have a core group of harder to reach families where attendance is not their priority, for these cases we are following our attendance policy to ensure support is in place, however parents/carers are being held accountable for non attendance.

- We have increased capacity within the attendance team, allowing for a consistent member of staff to complete home visits. We have also introduced an Attendance Mentor to support low attendance students, when in school.
- The careers advice, staffing and links to the curriculum are continuing to improve with added capacity to the careers team.
- This increase in staffing and intervention support showed an improvement for Summer '25 GCSE results and the Summer '26 results. Staff training and use of external courses allow for staff to improve the quality of the provision for the students, the PP funding allows for this. The EBacc cohort in 2025 was 4 students (5.5%) and in 2026 was 15 pupils (16.7%), and there is a clear strategy in place to increase this over the coming years.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Sparx Maths	Sparx Maths
Sparx Science	Sparx Science
Pearsons Active Learn/ Active Hub	Active Learn
GCSE POD	Education on Demand
Seneca	Seneca Learning
Reading Plus	Reading Plus
Learning Village	Learning Village (EAL provision)
Bizzwizard	Bizzwizard
Smart Revise	Smart Revise
GoCodeIt	GoCodeIt
Twinkl	Twinkl
Sora	Sora