


Pupil Premium Strategy

This statement details our school's use of pupil premium for 2024/25 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: Icenii Secondary Academy	
Number of pupils in school	658
Proportion (%) of pupil premium eligible pupils	23.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Last PP strategy: 2021-2024 This PP strategy: 2023 - 2026
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Richard Rushton
Governor / Trustee lead	Sarah Oakley

Funding overview

Detail	
Pupil premium funding allocation this academic year	£162,750

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across a curriculum which is knowledge-rich and 'unapologetically ambitious and unashamedly academic' for all our students, including those eligible for the pupil premium.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will always consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At the centre of everything we do should be high-quality, adaptive teaching, from staff who are aware of pupil premium students, and actively use this awareness to ensure high-quality outcomes for those students. We will always be mindful and educationally observant of those students who require the greatest support, generally, but not exclusively, those students who are disadvantaged.

High quality, scaffolded teaching, is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

High quality teaching will ensure that any identified knowledge gaps, whether as a result of lockdown, Covid or general 'knowledge' will be addressed in normal lesson provision but, if identified and necessary, additional support will be provided to ensure that knowledge gaps are filled. This will apply to all students.

It is often the case that knowledge gain and general academic progress is directly linked to an individual's literacy and numeracy skills. We will drive-up standards of the whole academy's literacy and numeracy levels as part of our wider drive on teaching and learning so that pupils are all commensurate with their chronological age, thereby allowing them to fully access their curriculum.

For high quality teaching to have its greatest impact it is essential that all students are in the academy as often as possible. Therefore, there is a clear focus, for each of the 3 years in this plan, on improving the attendance of those most at risk of making less progress than their peers. It is our intention that those students who are disadvantaged will have attendance that is at least as high, if not higher, than their peers. With this focus it is obvious that the percentage of PA students, including those who are disadvantaged, will decrease to at least in line with their peers.

We are clear that our academy has the golden opportunity to not only develop an individual's academic knowledge but also open doors to developing their cultural capital. We will endeavour to increase the number of opportunities available of all students to experience learning, in the widest sense, outside of the classroom. This may be through, for example, educational visits, outside speakers or music lessons.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged students is still significantly below that of their peers. In 2023-24, attendance of all students was 87.4% For students eligible for PP, attendance was 80.8%. The challenge is to close the gap between PP students and their peers.
2	The attainment of disadvantaged students is below that of their non-disadvantaged peers.
3	The reading ages of those students who are identified as disadvantaged, is not always commensurate with their age, particularly for those students whose reading age places them in the bottom 20% of readers
4	The Covid pandemic has had a massive impact on the availability of 'cultural' experiences for all students and the economic 'fall-out' from the pandemic is still being felt keenly by many of the academy population but, in particular, those students who are identified as disadvantaged.
5	Due to the rural nature of not only the academy but also the widespread locality of the villages, many students have limited exposure to the workplace, employers or employment opportunities.

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
The gap will close between students eligible for PP and their peers with regards to attendance at school, in line with or better than the national average.	The gap closes between students eligible for PP and their peers with regards to attendance, with attendance improving to be in line with or above national average and an overall reduction in PP students classified as PA when compared to previous years.
All PP students can fully access their learning and show their academic potential in assessments and exams.	All PP students to show an appropriate level of progress in their assessments and to reach their target levels as set by their staff.
All PP students can access, more freely, their learning opportunities both in the classroom and in their assessments/ exams.	All PP students have reading ages commensurate with their chronological age.
All teaching staff to be fully aware of those students in their classes who are PP to ensure that they are targeted to succeed academically.	PP students achieve their target grades and make appropriate levels of progress as shown by their assessment grades.
Educational visits will run across a wide range of faculties which will be accessible to all students and will be linked to	All PP students will access at least one Educational Visit.

the subject knowledge necessary for progress in these subjects.	
All students will have an increased opportunity to experience outside speakers with a focus on employment and career plans. Year 10 students will be given the opportunity to access Work experience (WEX) aided by the Unifrog programme.	A strong CEIAG curriculum will be delivered in KS3 and 4 ensuring that the students in KS4 know what they wish to do Post 16 and beyond. A range of outside speakers will have spoken to the students throughout the years and across the academic year.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff are aware of who the pupil premium students are in their classes, through CPD and support from senior leaders.	£2114.10	Staff knowing who the pupil premium students are will allow for close monitoring of student progress, and thus individualised support at classroom level for the academic challenges faced by students. The EEF Guide to the Pupil Premium, p6	2, 3, 4
Implementation of the Icen Episodes into lessons and people development training focus on the building blocks of a strong lesson.	£2114.10	The introduction of the Icen Episodes focuses on clear, methodical lesson planning, to ensure students are receiving the same high quality pedagogical 'diet' regardless of where they are in the academy. These episodes include: Setting the tone, Do Now and retrieval, explicit instruction, modelling, challenge and application, orderly exit. Staff training will focus on each episode in turn which will enable students to remember more, know more and do more over time. Within these episodes, training will focus on effective questioning, explicit vocabulary instruction, scaffolding and identifying false proxies for learning. 6 building blocks of a strong lesson. Doug Lemov, 'Technique 20: Do Now', Teach Like A Champion 2.0. Jack Tavassoly-Marsh for Durrington Research School, 'Do Now Better', https://researchschool.org.uk/durrington/news/do-now-better https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction (+ 4 months progress)	1, 2, 3

		<p>Questioning https://www.innerdrive.co.uk/blog/rosenshines-third-principle-of-instruction/#:~:text=Therefore%2C%20for%20his%20third%20principle,and%20cement%20their%20overall%20learning</p>	
Mentoring and coaching for teachers, with a focus on strong teaching and learning through the introduction and integration of Steplab into the People Development curriculum.	£5000	<p>Coaching will allow for teachers to strengthen their teaching in areas specific to their own development needs but in line with strong pedagogical evidence bases, in order to ensure teaching is of a high-quality for all learners and especially those eligible for the pupil premium. 'Drop Ins' will allow for targeted improvement of teaching.</p> <p>Case Study: 'How can subject leads use lesson drop ins to design great PD?', https://steplab.co/resources/how-can-subject-leads-use-lesson-drop-ins-to-design-great-pd/66d9c8620982810001156b0a</p> <p>Kraft, Blazar et. al., 'The effect of teacher coaching on instruction and achievement', https://journals.sagepub.com/doi/abs/10.3102/0034654318759268</p> <p>Effective Professional Development Guidance Report, EEF.</p>	2, 3

Targeted academic support

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention for those students who have low literacy and numeracy levels using Read Write Inc. (Fresh Start) and targeted, small group work with an HLTA.	£16093.20	<p>Teaching Assistant Interventions (+4 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Small group tutoring proves highly effective progress (+3 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> <p>Phonics (EEF Teaching & Learning Toolkit) (+5 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2, 3

		<p>The impact of adult support staff on pupils and mainstream schools</p> <p>https://eppi.ioe.ac.uk/cms/Portals/0/PDF%20reviews%20and%20summaries/Support%20staff%20Rpt.pdf?ver=2009-05-05-165528-197</p>	
Reduce class sizes to maximise one-to-one time in classrooms.	£0	<p>Reduction in class size +2 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	2
GCSE revision guides provided for all Year 10 and 11 Pupil Premium students, free of charge.	£4000	<p>'[Dunlosky] concluded that these strategies would "help students regardless of age" and "enhance learning and comprehension of a large range of materials." In addition to this he also concluded that interleaved practice, elaborative interrogation and self-explanation also had much promise in terms of effective strategies.' Evidence based revision strategies Meols Cop Research School</p>	2, 3
Deliver a variety of reading strategies to all students through curriculum time (reading comprehension strategies, the reading of academic texts and explicit vocabulary instruction) and form time activities to include 'Register and Read' which exposes students to real-world, current affairs related texts. Reintroduce the Icen Canon alongside academic articles in lessons.	£1,000	<p>Reading comprehension strategies (+6 months progress)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF: Improving Literacy in Secondary Schools Guidance Report</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	2,3
Use of digital platforms for example Sparx Maths, Sparx Reader, Seneca Learning and GCSEPod to be available to all students. These can be used as intervention programs to supplement in-class teaching and for home learning.	£10,000	<p>Individual instruction in through various mediums including digital (+4 months progress)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	2, 3

Use of afterschool 'booster', tutoring and revision/ intervention sessions to support knowledge development of targeted Key Stage 4 students.	£0	Extending the school day for things such as tutoring or boosters (+3 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2, 3
Use of external agencies (such as MADE training) to support KS4 students with revision strategies for their exams.	£3000	Metacognition and self-regulation (+7 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2, 3
1:1 and small group tuition through the MyTutor programme to boost academic progress in specific core subjects.	£10,880	Small group tutoring proves highly effective progress (+3 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	2, 3
Think for the Future (TFTF) mentor will support wellbeing and academic progress of students eligible for pupil premium.	£9000	'Learning mentors provide support and guidance to children, young people and those engaged with them. They work to remove barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.' https://www.egfl.org.uk/sites/default/files/Impracticeguide.pdf	1, 2
Peripatetic music tuition is available to all students eligible for the Pupil Premium, with 50% subsidy provided by Norfolk Music Hub, and a further 50% subsidy provided through Pupil Premium funding. This makes instrumental tuition entirely free for a number of students eligible for Free School Meals.	£5615.84	'Every child should receive a great music education. Learning about music and having the opportunity to play musical instruments and make music together is a vital part of a rich and rounded education. Music plays a key role in brain development. It helps to develop language, motor skills, emotional intelligence and collaboration skills.' https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people/what-the-national-plan-for-music-education-means-for-children-and-young-people#:~:text=It%20sets%20out%20a%20vision,interests%20and%20talents%2C%20including%20professionally	2, 4
Use alternative provision providers to enable students to access a range of opportunities with third party providers.	£29000		

Wider Strategies

Activity	Estimated Cost	Evidence that supports this approach
Students will be provided with all necessary equipment, alongside their Ready to Learn packs, to ensure a prompt and purposeful start to learning.	£3000	QA shows that a significant number of PP students do not have the equipment they need in order to succeed with their learning. QA observations also show that when students have what they need, little learning time is lost.
Student Support Officers (SSOs) will provide a supportive link between the academy and the identified families to improve engagement with learning, behaviour and attendance. Transition visits to Primary Schools for Year 6 into Year 7 through Year 7 SSO and HoY who leads on transition.	£29064.62	Best practice in parental engagement. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf EEF: Getting transition right https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2#:~:text=Getting%20transition%20right%20requires%20focus.respected%20or%20valued%20by%20others.
Rewards for improved attendance, 100% attendance and general positive learning behaviours.	£10,000	The Education Hub: Why is school attendance so important and what are the risks of missing a day? https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/
All pupils are exposed to first hand experience of the outside world, through external speakers, work experience and life experiences, and educational and enrichment.	£5,000	The impact that Careers education can have on child development and enrichment. https://d2tic4wvo1iusb.cloudfront.net/production/document/guidance/Careers_Education_summary_infograph.pdf?v=1730811925 Review of current evidence on the way that employers can support schools to improve pupil education and economic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education
Implement Unifrog to enable all students to access high quality careers advice and guidance.	£2495.00	'[Unifrog brings] all the available information into one comprehensive, user-friendly platform that helps students make the best choices, and submit the strongest applications.'

		<p>'We support 1.9+ million students around the world to make informed decisions about their future'</p> <p>Unifrog Impact Report</p> <p>https://cdn.unifrog.org/downloads/Impact-of-Unifrog-report-2223_1.pdf</p>
<p>Raising Achievement Manager (RAM) and Inclusion Room Manager will lead 'Zones of Regulation' (ZOR) sessions which will target students to help them with their emotional regulation ensuring that school is a more enjoyable and positive experience. RAM will also lead on other bespoke, targeted interventions.</p>	£9,346.52	<p>Effective behaviour intervention can improve academic outcome by +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning and regulating their behaviour. This approach can improve progress by +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation/technical-appendix</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Evidence to support the impact of the ZoR.</p> <p>https://zonesofregulation.com/research/</p> <p>A curriculum designed to foster self-regulation in students with neurobiological impairments.</p> <p>https://zonesofregulation.com/wp-content/uploads/2023/05/zor_literature_review.pdf</p>
<p>Attendance officer to work on reducing PA and improve whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA. Additional support will be made available to help overcome barriers to attendance, such as uniform concerns, or transport payments.</p>	£6026.62	<p>The DFE published a report on the links between attendance and attainment in 2014.</p> <p>https://assets.publishing.service.gov.uk/media/5a802a2d40f0b62302691e66/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf</p>

Total Budgeted Spend

£162,750

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium, Recovery and NTP activity had on pupils in the 2023 to 2024 academic year.

Outcomes for disadvantaged pupils

The data below captures Key Stage 4 outcomes in 2022 and 2023 and details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

	2022	2023	2024
Progress 8 (all students)	-0.52	-0.38	-0.73
Progress 8 (pupil premium)	-0.54	-0.81	-1.13
Basics 4+ (all students)	57%	49%	45%
Basics 4+ (pupil premium)	45%	24%	34%
Basics 5+ (all students)	31%	32%	25%
Basics 5+ (pupil premium)	28%	14%	24%

Attendance had a huge impact on outcomes in 2024. Considering just students with attendance of 90% or higher, the following is true:

	2024
Progress 8 (all students)	-0.12
Progress 8 (pupil premium)	+0.27

Basics 4+ (all students)	84%
Basics 4+ (pupil premium)	100%
Basics 5+ (all students)	52%
Basics 5+ (pupil premium)	80%

In addition to this, the overall EBacc entry for 2024 was 72%. For students eligible for the pupil premium, 66% were entered for the EBacc measure (an increase from 2023). This is due to an ambitious curriculum which supports all students to follow a suitably challenging pathway. We are pleased with this commitment to equality of curriculum access for all students.

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
Ensure all staff are aware of who the pupil premium students are in their classes, through CPD and support from senior leaders.	The use of Bromcom allowed staff to flag students as Pupil Premium via registers and seating plans. The inclusion of Pupil Premium students as a discrete group in a range of staff training sessions also kept these students at the forefront of staff awareness, which positively impacted outcomes for these students, and particularly those with higher attendance.	£1515.20
People development activity, with a focus on the building blocks of a strong lesson.	The 'Iceni Lesson Episodes' were launched towards the end of the 2023/24 academic year, and clearly redefined the building blocks of a strong lesson. The training in this year focused on developing 'do now' and retrieval activities to ensure all students, and particularly those eligible for the Pupil Premium, knew more, remembered more, and could apply that knowledge more.	£1512.20
Mentoring and coaching for teachers, with a focus on strong teaching and learning.	Mentoring and coaching was offered for a select group of staff by the Assistant Principal for Teaching and Learning. This helped support the development of teaching and learning across the academy.	£3024.04

Streamed/ set or mixed ability groupings will be used in order to enable all students to access high quality provision that will aid their progress in individual subjects. The staffing model allows for the appointment and deployment of staff who can use their positions to support all students, and in particular those students eligible for the pupil premium, to achieve all of the identified targets.	A change in approach meant that some subjects (English, maths, science) set their classes. This allowed for the effective deployment of support staff, and for smaller class sizes for students who would benefit from high levels of staff support, including those eligible for the pupil premium. Further setting opportunities will be used in 2024/25 in all year groups to further this work.	£0
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Impact of this approach	Actual Spend
Small group intervention for those students who have low literacy and numeracy levels using Read Write Inc. (Fresh Start) and targeted, small group work with an HLTA.	Read Write Inc. (Fresh Start) specifically targeted those students for whom their phonological knowledge was a barrier to reading fluency. The cohort for RWIFS was small, but showed early positive impact on the reading ages of students eligible for the pupil premium.	£20,791.28
Reduce class sizes to maximise one to one time in classrooms.	Some subjects (English, maths, science) set their classes. This allowed for the effective deployment of support staff, and for smaller class sizes for students who would benefit from high levels of staff support, including those eligible for the pupil premium.	£0
GCSE revision guides provided for all Year 10 and 11 Pupil Premium students, free of charge.	This was completed, and ensured all students had access to high quality revision resources. As a result, for students who had 90%+ attendance, their outcomes rapidly improved year on year. Students in this group who were eligible for the Pupil Premium made better progress than the cohort at large.	
Deliver a variety of reading strategies to all students through curriculum time (reading comprehension strategies, the reading of academic texts and explicit vocabulary instruction) and form time activities to include the Icení canon (a series of books all students at Icení are entitled to read during their time at the academy), and 'Register	Reading ages across the academy improved, with the gap between students eligible for Pupil Premium and their peers narrowing to 1 year (average across all year groups). Further work in this strategy will ensure this gap closes as quickly as possible.	No spend in 2023/24.

and Read' which exposes students to real-world, current affairs related texts.		
Use of digital platforms for example Sparx Maths and GCSEPod to be available to all students. These can be used as intervention programs to supplement in class teaching and for home learning.	Sparx Maths was used as a predominant platform for maths homework for all students. As a result, students engaged in homework that met their individual needs. Question Level Analysis sheets were used to support GCSE students in particular. As a result, for pupil premium students who attended 90%+, 100% of students achieved a Grade 4 or higher.	GCSE POD £3577.69 Sparx Maths £4000
Use of afterschool 'booster', tutoring and revision/ intervention sessions to support knowledge development of targeted Key Stage 4 students.	Intervention sessions were well attended, with financial incentives on offer. The students who attended these sessions most made 1 grade progress in all subjects more than their peers.	£372.00
Use of external agencies to support KS4 students with revision strategies for their exams.	This was not implemented in the 2023/24 academic year, but will be in 2024/25.	This was not implemented in the 2023/24 academic year, but will be in 2024/25.
1:1 and small group tuition, part funded through the NTP.	For students who engaged with NTP tutoring (via MyTutor), 73% of students achieved 4+ Basics and 39% 5+ Basics (vs. 44% and 25% of all students for the same measures). Students who engaged in NTP tutoring achieved Progress scores in English and maths that outperformed the whole cohort.	£6,810.00 My tutor credits
The introduction of a KS4 learning mentor will support academic progress for students eligible for the pupil premium.	This was not implemented in the 2023/24 academic year.	This was not implemented in the 2023/24 academic year.
Peripatetic music tuition is available to all students eligible for the Pupil Premium, with 50% subsidy provided by Norfolk Music Hub, and a further 50% subsidy provided through Pupil Premium funding. This makes instrumental tuition entirely free	This was not implemented in the 2023/24 academic year, but will be in 2024/25.	This was not implemented in the 2023/24 academic year, but will be in 2024/25.

for a large number of students eligible for Free School Meals.		
Alternative Provision opportunities are used to provide vital intervention for students. (NS)	Alternative Provision placements supported students with barriers to their learning.	£33,750.00
Think for the Future (TFTF) mentor will support wellbeing and academic progress of students eligible for pupil premium.	TFTF supplemented the work completed by the Hub interventions, teaching students skills of emotional regulation and resilience which in turn allowed them greater access to the wider curriculum. Weekly mentor reports highlighted individual progress made by students in each session.	£3840.00

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

Activity	Impact of this approach	Actual Spend
Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA. In addition, additional support will be made available to help overcome barriers to attendance, such as uniform concerns, or transport payments.	Attendance continues to be a challenge nationwide. Pupil Premium money was used to offset some barriers to attendance for a number of students, including uniform and transport payments. For Year 11 students who attended the academy 90%+, their Progress 8 measures were higher than their peers with lower attendance. Home visits ensured that families eligible for the Pupil Premium received attendance support as well as pastoral and safeguarding support.	£10,118.09
Raising Achievement Manager (RAM) and Inclusion Room Manager will lead 'Zones of Regulation' (ZOR) sessions which will target students to help them with their emotional regulation ensuring that school is a more enjoyable and positive experience. RAM will also lead on	Small group intervention took place using a range of strategies which both impacted students in an academic sense and in a well-being sense which in turn allowed students to access their learning more successfully.	£15,632.87

other bespoke, targeted interventions.		
Student stationery - students will be provided - with all necessary equipment to ensure a prompt and purposeful start to learning.	The academy purchased full equipment (including scientific calculators and maths sets) for Pupil Premium students. This will continue in 2024/25 with the launch of 'Ready to Learn' packs.	£3065.15
Transition visits to Primary Schools for Year 6 into Year 7 through Year 7 SSO who leads on Transition.	Transition events (including primary school visits, transition days and the transition evening) ensured Icen Academy understood the needs of all students, and particularly those eligible for the Pupil Premium.	Included in line for SSOs
Rewards for improved attendance, 100% attendance and general positive behaviours.	Students were rewarded through termly assemblies, and through the introduction of rewards trips and days. These had a good impact for all students, but was funded entirely through a separate budget line during the year.	£10,762.91
All pupils are exposed to firsthand experience of the outside world, through external speakers, work experience and life experiences, and educational and enrichment visits.	A number of students eligible for the Pupil Premium were able to attend educational and enrichment visits at a reduced cost or free through the use of Pupil Premium funding. For these students, they were able to access the experience the outside world.	£1393.00
Student Support Officers (SSOs) will provide a supportive link between the academy and the identified families to improve engagement with learning, behaviour and attendance.	These roles were vital in supporting students eligible for the Pupil Premium, with one SSO linked to each year group. The pastoral support provided allowed for a narrowing gap in outcomes for students eligible for the Pupil Premium when compared to 2023, and particularly for those students with attendance of 90%+.	£26,768.02
Breakfast club and availability of snacks helps students focus and succeed in school, and also makes them more likely to attend the academy. Students have access to reading materials during this time, thereby improving literacy levels simultaneously.	This was not implemented in the 2023/24 academic year.	This was not implemented in the 2023/24 academic year.

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
MyTutor tuition	MyTutor