

Pupil premium strategy statement – Little Ilford School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1734 (2024)
Proportion (%) of pupil premium eligible pupils	676 (40%)
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Andrew Finn, Headteacher
Pupil premium lead	Mr R Bansal Deputy Headteacher
Governor Lead	Rebecca Hemming (Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£709,800
Recovery premium funding allocation this academic year	£92,203
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£802,003

Part A: Pupil premium strategy plan

Statement of intent

At Little Ilford School we expect all learners to have: the courage to challenge themselves to do their best; to demonstrate a commitment to their own life-long learning; to show compassion and respect towards their peers. We expect all professionals who work with students to help them to make good personal and academic progress. Our Pupil Premium (PP) strategy focuses on supporting our disadvantaged students.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the PP attainment gap and at the same time benefits the non-PP pupils in our school too. In order to raise PP students' attainment we prioritise school-based continued professional development (CPD) that includes teachers, Teaching Assistants (TAs), Higher Level Teaching Assistants (HLTAs) and Early Career Teacher mentors (ECT) to ensure that all students receive high quality teaching. The focus for all teaching staff, including TAs 2024-2026, will be completion of the SSAT Embedding Formative Assessment Programme.

Joint planning time (JPT) is timetabled, to allow for collaboration and the sharing of good practice in departments. Our school Learning Walks (LW) focus has been refined and modified this academic year to concentrate on improving the quality of checking for student understanding in classrooms. Adaptation strategies used by teachers is another key focus which again, supports the progress of all students.

We ensure that targeted and specific support is also available for departments. For this purpose, a team of Lead Practitioners (LPs) are assigned to quality assure the Schemes of Learning (SOL) and Work Scrutinies that take place. In the school, we are continually evaluating and updating target groups to ensure that our PP students are being supported to make the best progress possible.

Pastoral teams are supported by an enlarged Safeguarding team so that the Pastoral team can focus on supporting students in their development as young people. A new Pastoral curriculum is in place to enhance the enrichment and character development of our students. Pastoral and SEND (Special educational needs and disabilities) teams work with subject leaders to identify pupils who would benefit from small group or bespoke support. The school's MER (Monitoring, Evaluation and Review document) is focusing on meaningful formative assessment being embedded within all lessons to challenge the impact of disadvantage. Raising Attainment of Pupil (RAP) meetings and Data Inquiry Meetings (DIM) are used to monitor pupils' attendance, behaviour, attainment and progress and formulate actions to be acted upon in a timely manner.

Challenges

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

Challenge number	Detail of challenge
1	<p>PP students have lower KS2 scores in Maths on entry to Year 7 (2024 intake) compared to non-PP students. KS2 scores for English are the same for PP and non-PP students.</p> <p>There has been a gap between PP and non-PP students in Maths on entry for the last three years. Year 7 in 2023 (current Year 8) has the largest gap in Maths, 106 (PP) and 108 (non-PP).</p>
2	<p>Lower reading age (Standard Age Score) on entry to Year 7 of PP students when compared to non-PP students. In 2024, PP students had a SAS of 101 compared to 104 for non-PP students.</p> <p>This is similar to 2023, where on entry Year 7 PP students had a SAS of 102 and non-PP students had a SAS of 104.</p>
3.	<p>Student attainment and outcomes can be adversely affected by a number of issues. Students may face challenges in relation to housing and concomitant poor physical and mental health. Issues of socio-economic disadvantage also have a significant impact on educational outcomes. Students may not be able to access socially or culturally enriching experiences which enhance their learning, owing to a lack of resources. Additionally, where families are experiencing domestic challenges, this can present as a social and emotional mental health need for young people. This also has a significant impact on behavioural responses to the academic environment, and consequently on academic outcomes.</p>
4.	<p>Behaviour : Students eligible for PP make up 60% of all suspensions and are more likely to be internally suspended compared to non-PP students. PP students are more likely to have Adverse Childhood Experiences (ACE) which can have an impact on their ability to regulate emotions and so can lead to disruptive behaviour.</p>
5.	<p>Attendance data for 2023-2024 shows that attendance for disadvantaged students has been 3.6% lower than non-pupil premium students.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among PP pupils	The gap between PP students and non-PP students will be reduced as measured by the attainment and progress of students at the end of Year 11.

across the curriculum at the end of KS4.	
Improved literacy skills among disadvantaged pupils across KS3	<p>The majority of students attending the reading interventions (LEXIA) will make expected or better than expected progress.</p> <p>The gap between PP students and non-PP students will be reduced as measured by the updated reading Standard Age Score of students in reading intervention (LEXIA).</p>
Improved mental health and wellbeing of students so that they can achieve expected outcomes	<p>Less absence in school and more students engaged in learning</p> <p>More PP students having therapeutic support and being more involved in whole school activities</p> <p>PP students have less behaviour points</p>
Improved learning behaviours among disadvantaged pupils across all subjects.	<p>Track and Analyse Behaviour Trends</p> <ul style="list-style-type: none"> ○ more praise points per student ○ less behaviour points per student ○ more successful completion of reports. <p>Evaluate SEMH Strategies</p> <ul style="list-style-type: none"> ● Through positive: <ul style="list-style-type: none"> ○ student feedback ○ teacher feedback ○ guardian feedback <p>Monitor Independence and Resilience</p> <ul style="list-style-type: none"> ● Through <ul style="list-style-type: none"> ○ less homework related behaviour points ○ more attendance to academic interventions inc. homework clubs
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>The school seeks to extend the work that it undertakes in partnership with Children’s Social Care to support families. The school will</p> <ul style="list-style-type: none"> ● work more closely with Families First/Early Help practitioners to increase the support for vulnerable families ● Make further use of the parenting support offer available to parents of students with additional learning needs ● Work more closely internally with families, whose needs do not meet the threshold for external engagement ● The school has employed an additional member of staff with a focus on safeguarding to support vulnerable students. We will be monitoring the input of this colleague, and seeking to increase the number of students with whom this targeted intervention takes place ● Increase the availability of counselling sessions for students presenting with social, emotional and mental health needs ● Extend the mentoring offer and train additional staff to meet the increased demand for pastoral mentoring
To achieve and sustain improved	Persistent Absence (PA) figures to fall to 15%.

attendance for all pupils, particularly our disadvantaged pupils.	<p>There is between a 2 and 4% difference between PPG and non-PPG students' attendance in each year group, with a whole school gap of 3.6%. This gap is to be reduced.</p> <p>There is also a gap in the number of late marks recorded (1.65% PPG v 1% non-PPG) and through our attendance strategies this gap is to be reduced.</p> <p>Decrease the numbers of students with Education Health and Care Plans (EHCPs) who continue to have the highest rates of persistent absence (PA) compared to the rest of the school.</p> <p>Target students (and families) who present with additional mental health needs, and who have become school refusers to improve their attendance.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£427,796**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD - SSAT EFA programme	The Sutton Trust rightly recognises that the single largest factor in promoting good progress for learners of all abilities is the quality of feedback they receive from their teachers. In LIS all staff complete a Personal Action Plan through trialling and developing formative feedback strategies which benefit all students.	1, 2, 3, 4 and 5
KS3 English nurture groups + KS4 Study Plus and English Step Up programme (15 students or less)	<p>It is argued that smaller groups result in an adjustment to teaching approach, leading to higher quality interactions and increased quality and quantity of feedback.</p> <p>Results demonstrate that the addition of Study Plus at KS4 has resulted in improved outcomes in GCSE English for the students assigned to this</p>	1 and 2

	<p>course instead of a 4th option subject.</p> <p>Since the introduction of Step Up all mainstream students have acquired an English qualification by the end of KS4.</p>	
Literacy interventions for struggling readers	<p>Recommendation 7 of the EEF Guidance Report: Improving Literacy in Secondary Schools focuses on providing high quality literacy interventions for struggling readers.</p> <p>It is for this reason that we now provide four waves of intervention at KS3 that include:</p> <p>Reading Quest - phonics instruction</p> <p>Reading mentors - small group reading with a teacher to improve comprehension and fluency</p> <p>Lexia - Timetabled reading intervention focused on improving comprehension</p> <p>Peer readers - Older students (Year 10) reading with Year 7 struggling readers to improve fluency and confidence.</p>	2
<p>Develop the quality of learning and teaching as well as improving learning behaviours in all pupils.</p> <p>This will involve appointment of staff, ongoing teacher training (CPD) as well as support and release time.</p>	<p>Improving the Quality Assurance systems across subject and pastoral curricula to ensure that the Teaching and Learning experience for students is of a high quality with adaptation as a result of high quality formative assessment a high priority in all lessons.</p> <p>Lead Practitioners work in specific departments and areas to support teachers and Curriculum Team Leaders in implementing new curricula for their subjects and support on evaluating the quality of work in each subject</p>	1, 2, 4, 5
<ol style="list-style-type: none"> To continue reviewing and revising our new three-year KS3 curriculum Implement the new curriculum design for SEN students - both our 	<p>The curriculum design for the SEND students seeks to ensure that we provide meaningful opportunities for students to access learning, participate in the life of the school, engage with learning, work with others and develop life skills.</p> <p>Design of an appropriate curriculum that serves the wide needs of the</p>	1, 2, 3, 4, 5

<p>Bridge and Resource Provision students.</p>	<p>school and supports achievement for all. This is particularly the case for students taught within the Bridge and Resourced Provision.</p> <p>Lessons are differentiated and adapted to individual needs with consideration of learning levels and EHCP targets. The curriculum seeks to</p> <ul style="list-style-type: none"> ● Develop students' communication and interaction skills ● Develop students' social, emotional and work based skills ● Support students to become as independent as possible within the home setting and local community. <p>The design and implementation is rooted in the latest educational research, including case studies</p> <p>The design and quality assurance of our new curriculum are aligned with current pedagogical research</p> <p>The quality assurance of our curriculum - intent, vision, long term plan and Schemes of Learning (SoL) - has provided us with opportunities to identify how gaps in student knowledge are going to be addressed.</p>	
<p>Appointment of a Vocational Curriculum coordinator to quality ensure the increase in vocational qualifications offered</p>	<p>The appointment of a vocational curriculum coordinator has enabled the school to offer more vocational courses, particularly to targeted students. Currently, the school offers vocational qualifications in</p> <ul style="list-style-type: none"> - Hospitality and Catering - Music Practice - Health and Social Care - Cambridge National in Creative iMedia - Travel and Tourism 	<p>1, 2, 3, 4 and 5</p>
<p>Increasing the number of school based Counsellors from .8 FTE to 2.0 FTE</p>	<p>There has been an increase in the number of students referred to School Counsellors by pastoral teams.</p>	<p>3 and 5</p>

	<p>Having counselling support enables students with mental health and wellbeing needs to improve their attendance to school</p> <p>Increasing the counselling offer for students with mental health and wellbeing needs has led to a decrease in negative behaviour points</p> <p>The increased offer of counselling support has allowed pastoral teams to target mentoring support for students in their year group</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establishing a Reading Recovery programme	Reading intervention will have a positive impact on students' fluency and comprehension of text. Most students attending reading recovery will make expected or better than expected progress.	1, 2, 3, 4 and 5
Teaching Assistants provide targeted support for disadvantaged students who need additional help.	More students attend after school support sessions for completion of homework and exam revision	1, 2, 3, 4 and 5
Implementation of a Personal Development curriculum for students to broaden their personal, academic and leadership experiences by taking part in a range of extra-curricular activities. A significant proportion of the pupils who will take part will be disadvantaged students.	We offer our students as wide a range of opportunities as possible in order for them to take part in activities that are not just only related to the curriculum they are learning. We believe that students will become independent learners through a varied range of activities that focus on developing, widening and enriching students' whole-child experience, such as educational visits, learning debating skills, etc.	1, 2, 3, 4 and 5

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

Budgeted cost: **£316,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide counselling and other support opportunities to disadvantaged students in school to remove barriers to learning.	Early and targeted intervention to remove social, emotional and learning difficulties barriers will improve students well-being and mental health as well as their attendance and punctuality to school, which they will avoid otherwise due to their emotional and mental health.	1, 3, 4 and 5
To provide support to parents and students so that our disadvantaged students improve their attendance and punctuality. This will also include supporting more challenging students by offering off-site support.	<p>We buy in to the Gold standard from the Attendance Monitoring Service in order to support students and parents in getting students into school regularly and on time. We will continue with the support of the LA Attendance team.</p> <p>Off-site support will help challenging students to re-engage with learning and provide a more suitable learning environment so that they remain in education.</p> <p>We are working with Academy 21 to re-engage some learners who find coming to school difficult and have recently begun work with a new partner in this intervention, EDClass.</p>	3, 4, and 5
To provide support to disadvantaged students to improve their learning behaviours	<p>The Pastoral Teams will support teachers and improve students' behaviour to maximise learning and achievement. This includes dedicated 1-1 support, mentoring, counselling referrals, and interventions such as Power2 and Khulisa. A new On Call system seeks to reduce in-class incidents, and facilitates follow-up restorative/reconciliation meetings between staff and students, thereby minimising lost learning time. Satchel One will be used to record achievement and behaviour points and to share information with parents.</p> <p>To support disadvantaged students further, we are introducing trauma-informed practice for all staff, enabling early intervention and empathetic responses to the impact of adverse childhood experiences. Its effectiveness will be measured</p>	1, 2, 4, 5

	<p>by reduced behavioural incidents and improved student well-being.</p> <p>Additional strategies, which the school will employ, include targeted academic tutoring, family engagement programmes, and funded access to extracurricular activities, all designed to foster confidence and inclusion. Peer mentoring and buddy systems will enhance social and emotional support.</p>	
Contingency fund for acute issues	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. The school has a hardship fund, which is advertised on the website. Parents and carers, who are experiencing financial hardship, can apply to this fund to pay for things such as:</p> <ul style="list-style-type: none"> • All items related to school uniform/PE kit. • Materials or equipment needed to study (e.g. subject revision booklets). • Emergency cost of travel or cost to attend work experience placements. • Educational visits organised by the school. <p>The impact of this funding can be seen in improved school attendance and participation of the students, who might otherwise have experienced barriers to engagement.</p>	1, 2, 3, 4 and 5
Increasing our Breakfast Club to include Y11 students sitting exams to improve their punctuality and attendance to exams	<p>The Breakfast Club has seen a doubling in numbers of students attending from each year group. Breakfast clubs can be an important way of supporting a whole school focus on healthy lifestyles. Breakfast clubs allow students to have a healthy breakfast in a safe and secure environment before school and can be particularly essential for families who do not have the resources or the time to provide breakfast for their children. This also supports students with punctuality and attendance to examinations</p>	3, 4 and 5

Total budgeted cost: £803,796

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

In 2023/24, the Attainment 8 for PP pupils was 41.92 compared to 51.23 for non-PP pupils. Internal data shows that the Progress 8 score for PP pupils was 0.07 compared to 0.39 for non-PP pupils. The gap between PP pupils and non-PP pupils' attainment and progress has narrowed since 2022/23. The national Attainment 8 score for all pupils was 50 and the Progress 8 score was 0.16.

Internal data for 2023/24 shows that EBacc entry for PP students was 75.19% compared to 88.2% for non-PP pupils. We are addressing this through looking at the GCSE option choices for students in Year 9 and offering more vocational and appropriate courses for some students to ensure better attainment figures overall.

We continue to prioritise attendance of all students, particularly of those with persistent absence (above 10%).

Overall attendance for PP students was 90.4% compared to 94% for non-PP students. So there still remains a gap between the groups. The reasons are varied and do not show particular patterns.

In 2023/24 our overall PA10 figure was 22% an improvement from 30% the previous year. Of this group, 57% were in the PP group, so a gap of 15% with non-PP students, slightly higher than last year by percentage but a fall in number.

All of our attendance figures for PP and non-PP students are above national figures, for example our PA percentage was better - 30% for PA10 in school v 45% for National figures. However, we continue to work hard to improve these figures by:

- Working with the borough's Attendance Service to intervene where there is low attendance and to support parents with improving the attendance of their children.
- Making referrals to external support groups (Parent groups), Families First and other social services
- Free breakfasts for all FSM students
- Breakfast clubs for identified students (who are not FSM)
- Informing parents regularly of attendance levels and expectations
- First day calling and follow up meetings where appropriate

Our data and observations demonstrated that there is a rise in overall recorded behaviour incidents in all groups. In 2022-2023 there were 19,615 recorded behaviour incidents whereas in 2023-2024 there were 31,617. Challenges around wellbeing and mental health remain significantly higher than before the pandemic.

Although the gap between PP and non PP students remains, we continue to aim to provide the best possible educational experience to ensure success for all. With many

new systems in place (such as the On Call etc) it will take some time for our systems to be established to track year on year trends.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
We will offer 1-1 mentoring with teachers as well as counselling services both in school and with external agencies.	SAFE - Khulisa and SALT services Power2 - Teens and Toddlers and Power2Rediscover
Sparx - maths software that builds confidence in maths through creating personalised homework for students Century - Science AI-powered personalised teaching and learning for KS3 and GCSE. Software that helps teachers improve student performance. Twinkl - Resources for teachers to support learning White Rose/Pinpoint - Maths Independent learning platform Classroom 42 - Humanities empowers teachers and unlocks pupil potential with innovative online learning tools and tailored feedback Zigzag/Smart Interactive - Digital resources for ICT/Media Pixel - equip teachers as they work to improve life chances and outcomes of pupils Kerboodle online learning - A subscription service matched to your course or specification Lexia online learning	Sparx - £2k Century £3.2k £5.2k £700 £400 £500 £2.8k £1k £3.3k Total £19.1k
Improve confidence and increase social capital through debate	Debate Mate
Speech, language and communication needs (SLCN) can have a direct impact on children's development and educational outcomes, health and	There are four speech and language therapists providing a cohesive service for the school

<p>wellbeing. If left unaddressed, they can adversely affect children and young people throughout their lives. The school uses specialist speech and language therapy services to carry out interventions to support young people with their social communication. The school has targeted intervention for young people with social, emotional and mental health needs (SEMH) as well as specialist speech and language therapy input for students with SLCN.</p> <p>Fight for Peace uses boxing combined with education and personal development to realise the potential of young people in communities that suffer from crime and violence.</p>	<ul style="list-style-type: none"> ● Safe SLT - students with Social Emotional and Mental Health Needs ● Specialist SALT - Resourced Provision ● Bridge/Mainstream SALT ● SALT for EHC Needs Assessments <p>Total spend: £24,000 - covering 5 days per week for 39 weeks per year</p> <p>Fight4Peace - £2,940</p>
<p>The Resourced Provision Work-Related Learning Programme has allowed KS4 students in the Resourced Provision and Bridge to access weekly work-related learning. This has enabled students to access the wider community, and it supports their personal development</p>	<p>Mudchute farm - 8 week programme £1194.</p> <p>Cycling - Free at Lea Valley Velo park</p> <p>Cafe and shopping - Parents and profits from enterprise projects</p> <p>Birch Hall adventures overnight residential- £1500</p> <p>Leaside canoeing and kayaking. One visit a month October - June = £700</p> <p>Total: £3000</p>