Pupil premium strategy statement – *Islip Manor High School*

This statement details our school's use of pupil premium funding to help improve the attainment of our pupil premium pupils.

It outlines our pupil premium strategy, how we intend to spend the funding over the next three academic years. It will be reviewed annually with necessary adjustments made to strategies and approaches in light of this review before being updated and republished.

School overview

Detail	Data
Number of pupils in school	776
Proportion (%) of pupil premium eligible pupils	42.7%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2024/25 until 2026/27
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Marion Budd, Headteacher
Pupil premium lead	Matt Haresnape, Senior Deputy Headteacher
Governor / Trustee lead	Michael Hulme, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,800
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£283,800

Part A: Pupil premium strategy plan

Statement of intent

At Islip Manor High School, our core ambition is to ensure that every pupil - regardless of their background, starting point or the challenges they face - secures strong academic outcomes and benefits from a high-quality, aspirational education. Our pupil premium strategy is central to achieving this aim. It ensures that disadvantaged pupils receive highly effective teaching, targeted academic support, and pastoral guidance that removes barriers and enables them to thrive.

The context of the school has shifted significantly in recent years. The proportion of pupils eligible for pupil premium funding has increased to 42.7%, reflecting the rising level of need within our community. At the same time, the overall funding allocation has reduced. This makes the strategic deployment of resources even more critical. Our strategy therefore places sharper emphasis on the issues that our data consistently identifies as having the greatest impact on disadvantaged pupils' attainment: low reading and numeracy levels on entry, attendance below 90%, and weaker independent study habits.

Our approach is grounded in the belief that high-quality teaching remains the most powerful lever for improving outcomes. We are committed to ensuring that all staff consistently deliver lessons that are well-structured, ambitious, and responsive to pupils' needs. Alongside this, we provide carefully targeted intervention where gaps emerge, particularly in literacy, numeracy and core subjects, ensuring that pupils who have fallen behind are supported to catch up quickly.

We recognise that a significant proportion of disadvantaged pupils also have special educational needs or disabilities. For these pupils, challenges are often compounded by barriers linked to cognition, communication, emotional regulation or attendance. Our strategy therefore aligns closely with the Inclusion Team to ensure that disadvantaged SEND pupils benefit from strong adaptive teaching, early identification, and tailored intervention.

We also acknowledge the strong link between attendance and attainment. Too many disadvantaged pupils, particularly at Key Stage 3, attend less than 90% of the time, and this remains the most significant limiting factor on their academic success. Improving attendance is therefore a central priority of this strategy, supported through strengthened mentoring, earlier intervention, and enhanced tracking systems.

We are committed to:

- *Ensuring all disadvantaged pupils access consistently high-quality teaching in every subject*
- *Intervening early when gaps in reading, numeracy or learning habits emerge*
- *Improving attendance—especially at KS3—through targeted mentoring, family engagement and robust monitoring*
- *Developing pupils' independence and learning confidence through metacognition and structured revision support*
- *Providing targeted academic intervention that is evidence-informed and rigorously monitored for impact*
- *Aligning SEND and pupil premium provision to strengthen access to the curriculum for the most vulnerable pupils*

By focusing our efforts on the strategies with the strongest evidence and greatest potential impact, we aim to narrow attainment gaps, remove barriers to learning, and ensure that disadvantaged pupils leave Islip Manor High School with the knowledge, skills, confidence and ambition they need to succeed in the next phase of their education.

Challenges

This details the key challenges to achievement that we have identified among our pupil premium students.

Challenge number	Detail of challenge
1	**Low reading attainment on entry** Baseline data continues to show significant literacy gaps for disadvantaged students, with a disproportionate number entering Year 7 below age-related expectations. Although the Accelerated Reader programme demonstrates good progress for students who attend regularly, non-attendance continues to limit impact for many disadvantaged pupils.
2	**Numeracy gaps at Key Stage 3** A similar pattern is evident in maths, with many disadvantaged students entering Year 7 below expected standards. Early fluency and retention remain lower than those of peers, contributing to weaker progress across KS3 and KS4.
3	**Attendance below 90%**

	Attendance is the most significant barrier to progress. In 2024–25: ● PP attendance averaged 79–85% across KS3. ● This represents a 10+ percentage point gap compared to peers. ● Progress for disadvantaged pupils with attendance below 90% remains significantly below their peers. ●
4	**Weaker independent study habits** Disadvantaged students continue to demonstrate less effective revision and organisational strategies. Period 6 sessions and structured revision support have helped, but gaps persist—especially where poor attendance has compounded lost learning.
5	**Behaviour and engagement concerns** Although the Therapeutic Thinking approach has started to reduce repeated behaviour incidents, disadvantaged students still account for a disproportionate number of internal and external suspensions. Pupil voice suggests lower levels of school belonging and engagement.
6.	**Overlap between SEND and disadvantage** A significant proportion of disadvantaged pupils are also on the SEND register. These pupils often experience lower starting points, slower rates of progress, and higher rates of absence. Cognitive, social, emotional and communication needs can amplify the challenges already associated with disadvantage, making this a priority area for coordinated support between pastoral, SEND and curriculum teams.
7.	**Weaker oral literacy and verbal reasoning skills** Disadvantaged pupils often demonstrate less developed oral confidence, vocabulary breadth and verbal reasoning skills. This limits their ability to participate in class discussion, articulate understanding, and receive high-quality feedback. Strong oracy skills are closely linked to improved reading comprehension, writing quality and attainment across subjects.

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.

No	Intended outcome	Success criteria
1	**Improved reading ages across Years 7–9**	A reduction of at least **20%** in the number of disadvantaged students below chronological reading age. Demonstrated improvement through Accelerated Reader and standardised assessments.

2	**Improved attainment for disadvantaged pupils in English, Maths and Science**	The proportion of disadvantaged pupils achieving Grade 4+ in English & Maths to be in line with or ahead of 2024–25 outcomes (52%). The proportion achieving Grade 5+ in English & Maths to improve by at least 3 percentage points from 23% to 26%. Attainment 8 for disadvantaged pupils to improve year-on-year (baseline 36.7).
3	**Disadvantaged pupils with attendance between 80–90% achieve stronger attainment**	This group's average Attainment 8 score increases compared with 2024–25 internal data. Fewer disadvantaged pupils with attendance between 80–90% fall into the lowest attainment band
4	**Improved overall attendance for disadvantaged pupils**	The attendance gap between PP and non-PP pupils reduces from 8.6% to 6% or lower. Persistent Absence (PA) for PP pupils shows measurable year-on-year reduction.
5	**Effective targeted academic intervention leading to improved attainment**	Students receiving English, Maths or Science intervention demonstrate improved attainment in mock exams compared with baseline assessments. Student voice indicates increased confidence in revision and independent study habits.
6.	**(SEND-PP): Improved attainment for disadvantaged pupils with SEND**	Attainment improves in line with individual starting points, evidenced through 4Matrix and departmental tracking. SEND–PP joint reviews show clear impact of strategies on access to the curriculum.
7.	**Improved oracy skills leading to stronger attainment**	Evidence of improved oral contributions and academic vocabulary in lessons, particularly among disadvantaged pupils. Think–Pair–Share and other structured oracy routines are consistently implemented across departments. Internal assessment shows improved written responses and reasoning linked to enhanced verbal rehearsal.

Activity in this academic year

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

Part A: Teaching

Budgeted cost: £113,078

Activity	Evidence	Challenges Addressed
High-quality feedback & AFL strategies	EEF: High impact, low cost. Improves diagnosis of misconceptions.	1,2,3,4,7
Disciplinary literacy across subjects	EEF: Improves comprehension and curriculum access.	1,7
Whole-school oracy focus (Think–Pair–Share)	EEF: Oral language interventions +6 months. Improves reasoning and vocabulary.	1,5,7
Adaptive teaching for SEND-PP pupils	High-quality teaching is most impactful for SEND learners.	1,2,6
Therapeutic Thinking behaviour strategy	EEF: Behaviour interventions moderate impact, low cost.	3,4,5,6
Metacognition & revision modelling	EEF: Very high impact, low cost.	3,4,5

Part B: Targeted Academic Support

Budgeted cost: £102,536

Activity	Evidence	Challenges Addressed
Accelerated Reader programme (Y7–9)	Internal: +9 months reading age. EEF: Very high impact.	1
Numeracy fluency pilot (Y7–8)	Supports fluency, retention, long-term attainment.	2
Y11 English/Maths/Science option block intervention	EEF: Small-group tuition positive impact.	1,2,3,5
Streamed literacy & numeracy catch-up (Y7–8)	Evidence supports targeted, structured literacy intervention.	1,2
SEND-PP targeted intervention groups	Enhances curriculum access; supports specific needs.	1,2,6
Streamed maths groups on entry	Smaller groups improve fluency and confidence.	2

Part C: Wider Strategies

Budgeted cost: £68,186

Activity	Evidence	Challenges Addressed
Full-time attendance mentor (KS3 priority)	Strong link between attendance & attainment.	3,4
Pastoral & SLT mentoring using Synergy	Early identification improves attendance outcomes.	3,4

Period 6 compulsory revision sessions	Strong internal attendance; supports independent learning.	3,4,5
Revision skills workshops (Y10–11)	EEF: Metacognition improves planning & monitoring.	5
Revision guides & materials for PP pupils	Removes material disadvantage; improves preparedness.	3,4,5
Girls' Super-Tutor Group (Y11)	Proven impact on aspiration & attendance.	3,4,5
SEND-PP pastoral & behaviour mentoring	Reduces repeat behaviour, improves belonging.	5,6

Part B: Review of the previous academic year

Outcomes for disadvantaged students

Overview

During 2024–25, the school continued to deliver its three-year Pupil Premium Strategy, with a focus on raising attainment, improving attendance, addressing literacy and numeracy gaps on entry, and tackling residual post-pandemic barriers to learning. Outcomes for disadvantaged pupils showed areas of improvement, particularly in English, and several strategies demonstrated measurable impact. However, persistent and widespread attendance challenges—especially at Key Stage 3—remained the most significant limiting factor affecting attainment.

1. Academic Outcomes

GCSE Outcomes (Year 11)

Attainment for disadvantaged pupils improved modestly in 2024–25:

- *Grade 5+ in English & Maths increased from 19% to 23%*
- *Grade 4+ in English & Maths remained broadly stable at 52%*
- *Attainment 8 for disadvantaged pupils was 36.7, reflecting continuing lower starting points and varied engagement*

Internal analysis highlighted that improvements were strongest in English and that targeted academic intervention made a measurable contribution to outcomes. Nonetheless, gaps remain between disadvantaged and non-disadvantaged pupils in several subjects.

Key Stage 3 Attainment

Significant attainment gaps persisted for disadvantaged pupils across KS3:

- *Year 9: 37% of disadvantaged pupils achieved expected attainment, compared with 54% of non-disadvantaged pupils*
- *Year 7: Baseline assessments confirmed substantial literacy and numeracy gaps on entry, limiting early progress*

Where attendance was strong, disadvantaged pupils tended to make expected progress. For many, however, inconsistent attendance limited the impact of planned interventions.

2. Attendance

Attendance continues to be the most significant challenge affecting disadvantaged pupils' outcomes.

- *PP attendance averaged 79–85% at KS3, significantly below their peers*
- *Disadvantaged pupils made up a disproportionately high proportion of persistent absentees*
- *Internal data showed that disadvantaged pupils who attend regularly achieve positive outcomes, reinforcing the critical link between attendance and attainment*

The introduction of the full-time attendance mentor and improved use of School Synergy strengthened early identification of concerns, though further embedding is required for greater long-term impact.

3. Behaviour and Engagement

The rollout of the Therapeutic Thinking behaviour framework has begun to have a positive influence:

- *Repeat behavioural incidents decreased among some targeted pupils*
- *Pastoral teams reported improved relationships and communication between staff and students*

However, disadvantaged pupils continue to be over-represented in suspension data. Student feedback indicates that some disadvantaged pupils still feel less confident or less positively engaged with school, suggesting the need for further work in belonging, motivation, and emotional regulation.

4. Impact of Key Strategies

Literacy (Reading) Development

The Accelerated Reader programme demonstrated strong outcomes where engagement was consistent:

- *Average reading age improvements of +9 months were recorded for Year 7 pupils*

Low attendance, particularly in Years 8 and 9, remained a limiting factor on wider literacy progress.

Targeted Academic Support

- *Small-group interventions in English, Maths and Science supported improved confidence and attainment for pupils who attended regularly*
- *Period 6 compulsory revision sessions in Year 11 achieved strong attendance and contributed positively to exam preparation and learning habits*
- *Streamed literacy and numeracy support in Years 7 and 8 provided targeted catch-up for pupils below expected levels, particularly in reading and numeracy fluency*

Behaviour and Pastoral Support

The therapeutic approach reduced repeat behaviour incidents but requires continued development to address entrenched patterns, particularly for SEND-PP pupils.

Summary of evaluation against 2024–25 desired outcomes

Intended Outcome (2024–25)	Evaluation Summary
1. Improve reading ages in Years 7–9	Strong progress made (+9 months average), but the original reduction target was not met. Attendance limited the full impact.
2. Improve attainment for disadvantaged pupils	Attainment improved modestly, especially in English. Gaps narrowed slightly but remain a priority.
3. Improve outcomes for disadvantaged pupils with attendance between 80–90%	Outcome not met. This group's attainment remained significantly lower, highlighting the need for earlier and stronger KS3 attendance intervention.
4. Reduce the attendance gap between disadvantaged and non-disadvantaged pupils	Only marginal improvement; the gap remains large (approx. 8.6%). Persistent Absence remains a critical challenge.
5. Ensure that targeted academic interventions have measurable impact	Evidence of positive impact in English, stronger engagement in Period 6, and improved exam readiness. Impact strongest for pupils with consistent attendance.

Overall evaluation

The 2024–25 strategy delivered clear strengths in literacy development, targeted academic support and improved Year 11 engagement through structured intervention. The introduction of the attendance mentor and improved monitoring systems has created a more robust framework for early intervention.

However, attendance continues to be the most significant barrier to improved outcomes for disadvantaged pupils. Strengthening KS3 attendance intervention, improving family engagement, and refining pastoral structures will be essential to ensuring that the gains in teaching, literacy, numeracy and targeted support translate into sustained improvements in attainment.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Online tutoring	Academy 21
	EDCLASS
Mentoring & Tutoring	Let Me Play
	Jamie's Farm