



Iffley Academy Pupil Premium Strategy Statement 2025/26

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

This statement outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Iffley Academy
Number of pupils in school	180 (including Post 16)
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 to 2028-2029
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Yvette Fay Head Teacher
Pupil Premium lead	Russell Chinery Assistant Headteacher
Governor / Trustee lead	Karen Shaw (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,408.50
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£91,408.50

Part A: Pupil premium strategy plan

Statement of intent

What the pupil premium funding is and how it should be used by schools

Schools should spend the pupil premium and recovery premium funding on evidence-based approaches to support students. Each school should choose the activities they think are the most appropriate to support the learning of their students however the Department for Education proposes that schools use the funding in a variety of ways including to support the quality of teaching, to provide targeted academic support and to help overcome non-academic barriers to success in school, such as attendance, behaviour and social and emotional support. Schools can spend the premium on a wider cohort of students than those who attract the funding and can direct the funding where they think the need is greatest. There is no demand on the school to demonstrate an allocation of funds to particular students whether they are eligible for the funding or not.

How we will use the funding at Iffley Academy

At Iffley Academy we strive to deliver the best possible outcomes for our students regardless of their background or specific barriers to learning. We aim to ensure that our students experience success and achievement in all aspects of their lives. We define 'disadvantage' in many ways and do not take eligibility for free school meals as our sole indicator; we also consider the additional needs of students who are known to children's social care or who may be a young carer.

Our overall aim with our targeted allocation of the pupil premium funding is to ensure its use has a sustained and meaningful impact on the lifelong opportunities for children in our school community who are deemed to be disadvantaged.

Challenges

Challenge number	Detail of challenge
1	All of our pupils begin school with literacy and numeracy skills below age-related expectations. Without targeted support to address these gaps, disadvantaged pupils in particular risk having reduced access to employment opportunities and essential life skills compared to their more affluent peers.

2	For many of our pupils, especially those from disadvantaged backgrounds, additional preparation is required to build the skills and confidence needed to access employment, further education, or training.
3	While our overall attendance rates remain excellent, tracking data shows that disadvantaged students have a slightly lower attendance average and are more likely to be persistent absentees compared to their peers. Low attendance disproportionately affects their progress and attainment, as these pupils are less able to recover missed learning opportunities.
4	Disadvantaged pupils have more limited opportunities to engage in cultural experiences or visits. Conversations with pupils and their families indicate that they have fewer occasions to broaden their cultural capital outside of school.
5	Assessments, observations, and discussions with families indicate that disadvantaged pupils are disproportionately less likely to possess independence and essential skills for adulthood. They often require additional support to develop key personal competencies, such as independent travel and the confidence to engage with their local communities.

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
English and maths: Disadvantaged pupils will make progress in reading, writing, and mathematics inline with their personalised trajectory. Gaps between these pupils and their peers will be narrowed, enabling them to access the full curriculum confidently. Improved literacy and numeracy skills will support overall academic achievement and long-term educational success.	Success will be measured through disadvantaged pupils making sustained and measurable progress in reading, writing, and mathematics from their individual starting points. Assessment data will evidence that gaps with peers are reducing, and pupils will increasingly demonstrate the confidence and skills needed to access the wider curriculum effectively.
Employment: Disadvantaged pupils will develop the knowledge, skills, and confidence necessary for future employment or further education. They will gain awareness of career pathways, employability skills, and opportunities for work experience or vocational training. This preparation will equip pupils to make informed choices and compete successfully in the labour market.	Success will be demonstrated by disadvantaged pupils showing greater readiness for further education, training, or employment. Participation in careers education, vocational opportunities, and work experience will increase. Pupil voice and destination data will show improved awareness of pathways and successful transition into appropriate next steps.

<p>Attendance: Disadvantaged pupils will achieve improved attendance, reducing persistent absenteeism and ensuring consistent engagement with learning. Higher attendance will support better progress and attainment, enabling pupils to access the full range of educational opportunities. Strengthened routines and school support will promote sustained attendance and commitment to learning.</p>	<p>Improved attendance rates among disadvantaged pupils will be the key indicator of success. Persistent absenteeism will reduce, and attendance data will show Pupil Premium attendance is in line with whole-school averages. Improved consistency in attendance will be reflected in stronger engagement with learning and wider school life.</p>
<p>Cultural Capital: Disadvantaged pupils will benefit from increased access to cultural experiences, including trips, visits, and enrichment activities, expanding their knowledge and understanding of the world. These opportunities will build confidence, aspiration, and engagement, enhancing personal development and ensuring pupils can draw on a broader range of experiences to support learning and growth.</p>	<p>Success will be evidenced through disadvantaged pupils engaging more frequently in cultural and enrichment opportunities, both within and beyond the school environment. Feedback will indicate increased confidence and aspiration, and pupils will demonstrate a broader awareness of the world around them, enhancing their ability to link experiences to their learning.</p>
<p>Independence and Preparation for adulthood: Disadvantaged pupils will develop key life skills, including independent travel, self-confidence, and resilience, preparing them for adulthood. They will gain the personal competencies necessary to navigate their communities and make informed decisions about further education, training, or employment, promoting independence, self-reliance, and long-term success.</p>	<p>Disadvantaged pupils will demonstrate improved independence, resilience, and preparation for adulthood. Evidence will include participation in targeted programmes, increased self-confidence noted through surveys and observations, and the ability to apply key skills such as independent travel. Transition outcomes will confirm greater readiness for post-16 pathways.</p>

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: £44,521.37

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Further embed and review Iffley’s curriculum offer under the strategic guidance of the Deputy Headteacher, ensuring alignment with the school’s Raising Achievement Plan and maintaining a clear focus on improving outcomes for all learners.</p> <p>Contribute to effective, SEND-specific teacher development and training, led by the Assistant Headteacher, to strengthen staff expertise and address current challenges in teacher retention within the education sector.</p>	<p>Building on last year’s CPD around curriculum quality, our focus this year is embedding a curriculum aligned with our Purpose, Aims, and Values. We want to foster teacher autonomy and creativity, recognising that empowered teachers design ambitious and engaging learning. As the EEF (2018) states, <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</i> Our approach is guided by the Teaching and Learning Toolkit, ensuring effective use of resources. Influenced by Deborah Kidd’s <i>Curriculum of Hope</i> and Jonathan Lear’s <i>The Monkey-Proof Box</i>, we aim to deliver a values-driven, innovative curriculum for all.</p>	<p>1</p>
<p>Raise standards in Maths by further developing pupils’ skills through the Mathematical Mindset Approach, embedding autonomy, creativity, and problem-solving within a practical and experience-rich curriculum.</p>	<p>Following the successful roll-out of the Maths4Life programme, our next step is the continued development of teacher expertise in delivering high-quality mathematics. Supported by EEF research, we recognise that pre-emptive skills are crucial in anticipating misconceptions and ensuring teaching is embedded within a rich network of mathematical knowledge. As the EEF (2022) states, <i>“Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.”</i> Our aim is to strengthen teacher knowledge, pedagogy, and confidence to secure deep mathematical understanding for all learners.</p>	<p>1</p>
<p>Raise standards in English by effectively disseminating skills to build staff and pupil confidence in the</p>	<p>Following the successful implementation of an approved phonics programme (Fresh Start), this year’s focus is on deepening teacher expertise in reading and English. Drawing on the Reading Framework (2023),</p>	<p>1</p>

<p>Fresh Start programme, while establishing a whole-school literacy culture under the principle of ‘<i>every teacher a teacher of English</i>’.</p>	<p>we prioritise structured, evidence-informed approaches that develop fluency, comprehension, and vocabulary, while addressing potential barriers to reading. Teachers will be supported to create engaging, inclusive lessons that foster confidence and enjoyment in literacy. By enhancing pedagogical knowledge and understanding of how children acquire reading skills, we aim to ensure that all pupils, including those who struggle, can access a rich and ambitious curriculum, laying the foundation for wider academic success.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,608.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions and tutoring programmes are designed, delivered, and reviewed by the HLTA, specifically targeting the Pupil Premium cohort to ensure their progress is proportionate to that of the non-Pupil Premium cohort.</p>	<p>Research shows that structured interventions and targeted tutoring can be particularly effective for disadvantaged pupils. The EEF states that “one-to-one tuition led by teaching assistants is likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.” Studies also indicate that pupils eligible for free school meals often gain the most from such tuition, especially if they are low attaining. By focusing interventions on the Pupil Premium cohort, the HLTA ensures that these pupils make progress in line with their peers.</p>	<p>2</p>
<p>Continued use of a structured, evidence-informed</p>	<p>Research supports the use of structured, evidence-informed programmes like Family Links to enhance children’s social, emotional, and academic outcomes. The</p>	<p>2</p>

<p>approach (Family Links) to support families in developing stronger relationships, positive communication, and emotional resilience. The programme focuses on enhancing parenting skills, improving emotional literacy, and fostering nurturing environments that enable children to thrive socially, emotionally, and academically.</p>	<p>EEF (2021) highlights that “explicit instruction in cognitive and metacognitive strategies can improve pupils’ learning.” This is particularly relevant for disadvantaged pupils, as the EEF (2020) notes that they are less likely to use metacognitive and self-regulatory strategies without explicit teaching. By providing targeted support through Family Links, families are empowered to foster these skills in their children, enabling pupils to use strategies independently and habitually, manage their own learning, and overcome future challenges.</p>	
<p>Continued implementation of a structured Work Experience programme to support pupils in developing employability skills, workplace awareness, and professional confidence. The programme focuses on fostering independence, resilience, and real-world understanding, enabling pupils to make informed career choices and thrive in future employment or further education.</p> <p>Continued provision of professional, one-to-one careers interviews for KS4 pupils to develop informed decision-making,</p>	<p>Research shows that structured Work Experience programmes can significantly enhance pupils’ employability, workplace awareness, and professional confidence. The Education and Employers Taskforce highlights that such programmes are associated with better career outcomes, including higher interview success, improved salaries, and reduced unemployment. Studies also show that work experience develops essential soft skills, such as communication, teamwork, problem-solving, and resilience, which are critical for future employment. By providing structured, meaningful opportunities, schools enable pupils to build independence, understand real-world work environments, and make informed career choices, ensuring they are better prepared for further education or the workplace.</p> <p>Research indicates that targeted, one-to-one careers guidance significantly improves pupils’ decision-making, employability skills, and confidence. The Careers & Enterprise Company and the Gatsby Foundation highlight that personalised careers interviews help pupils understand their options, make informed choices, and develop self-efficacy in pursuing future pathways. By providing structured, professional guidance at KS4, schools ensure students can explore</p>	<p>2</p>

employability awareness, and confidence in exploring future pathways.	education, training, and career opportunities effectively, reducing the risk of disengagement and improving long-term outcomes.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,276.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance for all pupils, including those deemed disadvantaged, will be rigorously monitored and tracked by the school's Wellbeing and Therapeutic Manager. Data will be triangulated against attainment (Assistant Head), behaviour (Therapeutic Manager), and safeguarding concerns (DSL) to ensure timely, targeted, and effective interventions.	Research shows that consistent attendance monitoring and targeted interventions are strongly linked to improved academic outcomes and reduced behavioural issues. The EEF highlights that timely identification of attendance concerns allows schools to implement tailored support, particularly benefiting disadvantaged pupils who are at higher risk of disengagement. By triangulating attendance data with attainment, behaviour, and safeguarding information, schools can deliver precise, evidence-informed interventions that address barriers and support students' overall wellbeing and success.	3
Maintenance of a Family Fun Day, offering an inclusive opportunity for all pupils and families to participate in a safe, supportive environment that fosters connection, understanding, and positive relationships.	The Family Fun Day creates an inclusive space where pupils and families can come together in a safe, supportive environment. Research highlights that events promoting family engagement strengthen relationships, enhance children's wellbeing, and positively influence learning and attendance. By providing opportunities for shared experiences and connection, the school fosters a sense of community, builds trust with families, and supports pupils' social, emotional, and academic development inline with its Restorative Ethos.	3

<p>Development and expansion of cultural opportunities for pupils to explore their community and develop independence in a safe, supported environment, including through residential experiences that enrich learning and personal growth.</p> <p>Utilise administrative support to facilitate successful trip planning, including proactively engaging families of Pupil Premium pupils to address potential socio-economic barriers and ensure equitable participation.</p>	<p>Providing pupils with cultural and residential experiences supports both personal growth and academic development. Research shows that opportunities to explore new environments enhance independence, resilience, and social-emotional skills. By expanding access to cultural activities, the school enables students to engage with their community, broaden their horizons, and develop confidence in a safe, supportive setting, enriching learning beyond the classroom.</p>	<p>3</p>
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Total budgeted cost: £91,406