



iCollege Pupil Premium Strategy Statement 22/23

This statement details iCollege’s use of pupil premium (School Led Tutoring and Recovery Premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

The DfE recommends a 3-year strategy. iCollege chooses to adopt a 1-year strategy because of inconsistent learner cohorts that vary from year to year. All schools are required to report annually regardless of the strategy timeframe.

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	iCollege Alternative Education
Number of pupils in school	72 (October 22 census)
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	December 22
Date on which it will be reviewed	December 23
Statement authorised by	Jacquie Davies
Pupil premium lead	Jacquie Davies
Governor / Trustee lead	Maureen Sims, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	13 x FSM @ £1,385 = £18,005 (Reception to Year 6, Nov 22) 32 x FMS @ £985 = £31,520 (Year 7 – 11, Nov 22) 5 x CiC @ £2,410 = £12,050
Recovery premium funding allocation this academic year	7 x £290 primary, plus 38.5 x £552 secondary Total £23,282
School Led Tutoring	17x £529 = £8,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£93,847 – this figure is subject to change as the iCollege roll status varies throughout the year

Part A: Pupil premium strategy plan

Statement of intent

We aim to provide a curriculum which offers:

- the skills, knowledge and understanding to ensure academic success, encourage creativity and foster resilience;
- flexibility, inclusivity and offers continuity, coherence and progression;
- spiritual, moral, social and cultural development and prepares all young people for the opportunities, responsibilities and experiences of life;
- a balanced, accessible and relevant range of learning experiences;
- a learner-centred approach, using our knowledge and understanding of our young people - their strengths, interests and needs – to make the best possible personalised offer to them
- the opportunities for our young people to develop as learners, such that they are confident and prepared for their next stage of education and/ or are able to develop and sustain positive, meaningful and relevant post 16 destinations
- the most up to date information, advice and guidance on opportunities available post 16

Challenges

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

Challenge number	Detail of Challenge: In-school barriers to overcome
1.	Undiagnosed SEND needs in mainstream

2.	Behaviour that challenges
3.	Unsupported learning habits at home
4.	Family circumstances or expectations that impact negatively on their learning and involvement in extra-curricular activities
5.	Attendance and exclusion history at mainstream; severe educational mobility
6.	Inadequate teacher attention, understanding, training in mainstream
7.	In-school stereotypes
8.	Poor emotional regulation
9.	Poor speech and language acquisition
10.	Attainment lower than the National Expected Level in literacy & numeracy
Challenge number	Detail of Challenge: External barriers to overcome (from ‘Success at School’)
11.	<p>Motivation, or the availability to learn; Reference: Maslow’s Hierarchy of Needs - self-actualization comes top of the list in the essential ‘needs’ that we require to learn. A lack of motivation is a major barrier to student’s learning and without the desire to achieve; students often end up doing the bare minimum amount of work in the classroom, enough to get by but not enough to really enhance their learning. A lack of motivation to study typically results in students going through the motions of learning and not retaining information.</p>
12.	<p>Social and cultural factors; A child’s ability to interact socially with their peers has a significant impact on how they progress in the classroom. The very act of learning in a classroom environment involves interacting with other students, talking through problems and finding solutions. Discussing lessons with other students helps pupils realise their own strengths and weaknesses and enables them to improve their knowledge gaps, learning directly from their</p>

	<p>classmates. School students who have poor social skills often fall behind in their learning as they aren't able to communicate as effectively as others.</p> <p>The culture in which a child grows up can also have a bearing on their ability to learn: Maslow - 'belonging' is one of the most essential learning needs. The relationships that we form with our parents, friends and teachers all feed into our ability to learn.</p> <p>As humans, we are hugely influenced by the people around us and during our first 5 years, our principal influencers are our parents or guardians. The beliefs that our parents hold and the cultures that they embrace can heavily influence how we learn as students.</p>
<p>13.</p>	<p>Emotional factors that affect learning;</p> <p>The encouragement that we receive from our teachers, parents and friends plays an important role in our emotional learning. If a student adopts a mindset of 'always trying their best' and learning from past failures, they'll generally have a positive outlook on their ability to learn. On the other hand, if a student's internal voice is always telling them that they're not good enough or that there's no point in even trying, they're more likely to underachieve in school.</p> <p>A learner's emotional wellbeing majorly impacts their ability to do well at school. Learners who lack confidence and are afraid to take educated guesses could have emotional issues that are affecting their learning. There can be a number of emotional factors at play in a learner's learning including fear of embarrassment, doubt and inadequacy, all of which can lead to self-sabotaging emotional states.</p> <p>Generally speaking, negative emotions can be reduced by setting expectations, focusing on the positives and setting goals for the future.</p>
<p>14.</p>	<p>Personal factors that affect learning;</p> <p>On an individual level, learners often have personal issues that affect their learning. For example, learners with diagnosed learning difficulties like autism or Asperger's syndrome will find certain elements of learning more challenging than others. Similarly, learners with unstable mental health, sexual exploitation, criminal exploitation, peer on peer abuse, substance mis-use and learning impairments like dyslexia may find that their personal barriers hinder their progress at times.</p>

On a practical level, factors such as transport, location, language and access to resources can all present blocks to learning for some learners. For example, school pupils who don't speak English as their first language may find following instructions more difficult than native English speakers. Or students who live in remote locations may find that a lack of access to resources like the internet plays a big part in their ability to learn.

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.

1. Intended outcomes & how iCollege will spend the PPG allocation		Success criteria; how we measure the impact
A.	Improved emotional regulation, as poor regulation impacts on learning; iCollege ethos, SEMH support, reward schemes.	Positive progress demonstrated by TBBs, behaviour incidents monitored and analysed via CREST, 'continued progress' monitored on tracker and interventions identified during 'progress meetings', reviews / reports showing progress towards targets, evidence from counselling / EHA
B.	Increased ability to engage with the curriculum; support to access core subjects and bespoke enrichment activities; progress / attainment 8 'opportunities'.	Package monitoring / reports on engagement and learning, outcomes /

		qualifications, certificates etc, learner voice / questionnaires, meeting attendance targets
C.	Improved reading skills using increased SENCo time, and SEND 1:1 TAs, booster sessions in English and maths, online learning app; 'EdPlace'.	WRAT testing / progress beyond entry to show consistent and sustained progress / indentify further interventions. National qualifications / progress tracking evidences closing the gap.
D.	Increased attendance; progress tracker link to attendance, progress monitoring meetings to identify new interventions, Attendance Policy actions.	Individual targets and progress monitoring – review day reports; current, target, new target.

Activity in this academic year

This details how we intend to spend our pupil premium, recovery premium funding, and school-led tutoring funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Induction Service for Early Careers Teachers x 2 = £800</i> <i>TLR3 x 2 mentors = £1,200</i></p>	<ul style="list-style-type: none"> • Development of ECT teachers with an aptitude for working within the 'barriers to learning' challenges to plan and deliver opportunities according to needs of learners to fit with iCollege core, bespoke and nurture curriculums and so increase access to learning • iCollege ability to broaden the curriculum offer to mitigate mainstream 'narrowing' due to attendance and exclusion histories • pedagogical and content knowledge within specific subjects has positive impact of learner outcomes • careful introduction of new content to reference against existing knowledge <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</p>	<p>5, 6, 7, 10, & 13</p>

<p><i>iCollege staffing: retention Inclusion Managers</i></p> <p><i>Inclusion Managers: training for staff to ensure assessments are interpreted and administered correctly.</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>
<p><i>iCollege staffing: retention Inclusion Managers</i></p> <p><i>Embedding dialogic activities across the iCollege curriculum. These can support learners to articulate key ideas, consolidate understanding and extend vocabulary.</i></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p><i>iCollege staffing: recruitment in science and maths</i></p> <p><i>Enhancement of our maths and science teaching and curriculum planning in line with DfE and EEF guidance.</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Science guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	<p>3</p>

	Improving Mathematics in Key Stages 2 and 3 Improving Science in Key Stages 2 and 3	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted reading / phonics to support comprehension with texts and minimise vocabulary gaps.£5,500</i>	<ul style="list-style-type: none"> • Understanding text, word and language recognition • Monster Phonics renewal in primary £1,000 • Accelerated Reading renewal (reading for pleasure and diagnostic testing for primary, and years 9 and 10) £3,825 • Early Star Reader @ 10 £47 • CPD – Training for staff users £570 <p> Learning to Read: “The Simple View of Reading” National Center on Improving Literacy Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF Phonics Toolkit Strand Education Endowment Foundation EEF </p>	3, 5, 6, 9, 11

<p>1:1 and small group tuition / mentoring for identified learners/ Boost; closing gaps post covid £25,000</p>	<ul style="list-style-type: none"> Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups <p>One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4, 10, 11, 13</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Bespoke learning opportunities; emotional regulation, enhanced curriculum opportunities; low demand / high engagement / sensory learning equipment / Improving School Attendance / £30,000</i></p>	<ul style="list-style-type: none"> Funding used to support participation in curriculum and enrichment related trips and activities to support learning and increase cultural capital as detailed in SAPs and individual learning plans High quality Work Experience placements Therapeutic ‘small gardens’; being therapeutic means that school policy and the day to day practice in schools are designed. to provide experiences that create sustained prosocial feelings within all children, and adults. <p>Impact evidence from Therapeutic Thinking report to West Berks Schools Forum Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4, 5, 8, 11, 12, 13, 14</p>

<p><i>Contingency fund for in-year admissions / sudden changes in learner circumstances</i> £18,000</p>	<ul style="list-style-type: none"> iCollege accepts referrals through-out the academic year for both short and long term places. A contingency fund allows us to respond quickly to the needs of learners' unknown at the start of the year, explore travel-to-school arrangements, and to safeguarding issues as they arise. <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>All</p>
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Total budgeted cost: £93,000

Part B: Review of outcomes in the previous academic year (2021/22)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year:

May 22	Number on roll	PPG learners	% PPG learners
Primary	28	10	36%
Secondary	63	35	55%
Total	91	45	49%

(Progress: Expected = 3 levels over 5 years. Accelerated = 2 levels over 2 years)

(PPG = Pupil Premium Grant, EHCP = Education, Health and Care Plan, CiC = Child in Care)

Key Stage 1 & 2 (Inspiration)

Accelerated	All	PPG	EHCP	CiC
English - Reading	0/13	0/9	0/11	-
English - Writing	2/13 (15%)	1/9 (11%)	2/11 (18%)	-
English – S & L	3/13 (23%)	1/9 (11%)	3/11 (27%)	-
Maths	2/13 (15%)	1/9 (11%)	2/11 (18%)	-
Expected				
English - Reading	5/13 (38%)	3/9 (33%)	5/11 (45%)	-
English - Writing	3/13 (23%)	3/9 (33%)	3/11 (27%)	-
English – S & L	3/13 (23%)	3/9 (33%)	3/11 (27%)	-
Maths	3/13 (23%)	2/9 (22%)	3/11 (27%)	-

Gap closed between 'all' and PPG for 'expected' in reading, S & L, writing and maths, and accelerated for writing and S & L.

21/22 cohort ranged from year 1 to year 6, with 3 learners in year 6. One more 'All' learner achieved accelerated progress in writing than for PPG learners. This learner was also in receipt of an EHCP.

Key Stage 2 (The Pod)

Accelerated	All	PPG	EHCP	CiC
English - Reading	43% (3/7)	33% (1/3)	43% (3/7)	-
English - Writing	14% (1/7)	33% (1/3)	14% (1/7)	-
English – S & L	57% (4/7)	0% (0/3)	57% (4/7)	-
Maths	43% (3/7)	33% (1/3)	43% (3/7)	-
Expected				
English - Reading	57% (4/7)	66% (2/3)	57% (4/7)	-
English - Writing	86% (6/7)	66% (2/3)	86% (6/7)	-
English – S & L	43% (3/7)	100% (3/3)	43% (3/7)	-
Maths	43% (3/7)	33% (1/3)	43% (3/7)	-

Gap is closed in reading, writing and S & L . 2 PPG learners need further support due to complex needs

Key Stage 3 (Pod+ Years 7 and 8)

Accelerated	All	PPG	EHCP	CiC
English	25% (3/12)	30% (3/10)	25% (3/12)	-
Maths	50% (6/12)	50% (5/10)	50% (6/12)	-
Expected				
English	58% (7/12)	60% (6/10)	58% (7/12)	-
Maths	75% (9/12)	80% (8/10)	75% (9/12)	-

Gap is closed in all areas.

Key Stage 3 (Intervention Year 9)

Accelerated	All	PPG	EHCP	CiC
English	100% (5/5) term 2	100% (3/3) term 2	100% (2/2) term 2	0% (0/1)
Maths	0% (0/5)	0% (0/3)	0% (0/2)	0% (0/1)
Science	60% (3/5)	66% (2/3)	100% (2/2)	100% (1/1)
Art	20% (1/5)	33% (1/3)	50% (1/2)	0% (0/1)
Expected				

English	60% (3/5)	66% (2/3)	66% (2/3)	0
Maths	0% (0/5)	0% (0/3)	0% (0/3)	0
Science	60% (3/5)	66% (2/3)	100% (2/2)	50% (1/2)
Art	40% (2/5)	33% (1/3)	100% (2/2)	50% (1/2)

At Intervention, the gap between 'all' and PPG learners was closed for both expected and accelerated progress in English, maths science and art in 21/22. Maths progress has been recorded as 'emerging' and therefore not achieving one level of progress; attendance in lessons and off-site activities.

Key Stage 4 (Independence Year 11 and Intervention Year 10)

Accelerated	All	PPG	EHCP	CiC
English	65% (13/20)	50% (6/12)	57% (4/7)	67% (2/3)
Maths	67% (14/21)	57% (8/14)	57% (4/7)	67% (2/3)
Science	91% (10/11)	80% (4/5)	50% (1/2)	100% (1/1)
Art	54% (7/13)	43% (3/7)	67% (2/3)	50% (1/2)
Expected				
English	65% (13/20)	50% (6/12)	57% (4/7)	67% (2/3)
Maths	67% (14/21)	57% (8/14)	57% (4/7)	67% (2/3)
Science	91% (10/11)	80% (4/5)	50% (1/2)	100% (1/1)
Art	54% (7/13)	43% (3/7)	67% (2/3)	50% (1/2)

In KS4, the gap was closed between 'all' and PPG learners for accelerated and expected progress in maths, science and art in 21/22. Progress in English was slightly lower for PPG learners due to 3 PPG learners joining iCollege post January 2022 with incomplete coursework.

Post 16 (Independence)

Accelerated	All	exPPG	EHCP	CiC
English	0% (0/0)	0% (0/0)	0% (0/0)	0% (0/0)
Maths	0% (0/0)	0% (0/0)	0% (0/0)	0% (0/0)
Science	100% (1/1)	100% (1/1)	100% (1/1)	100% (1/1)
Art	100% (1/1)	100% (1/1)	100% (1/1)	100% (1/1)
Expected				
English	0% (0/0)	0% (0/0)	0% (0/0)	0% (0/0)
Maths	0% (0/0)	0% (0/0)	0% (0/0)	0% (0/0)
Science	100% (1/1)	100% (1/1)	100% (1/1)	100% (1/1)
Art	100% (1/1)	100% (1/1)	100% (1/1)	100% (1/1)

For Post 16, the gap was closed for science and art, but appears 'open' for English and maths. This will be because those learners achieved their maximum potential in Year 11 and returned to iCollege to increase their range of GCSE passes.

Progress Rates for final GCSE Results 2021 - Summary							
	Subject	No. of Students taking GCSE exam	Expected Rate (fm Entry)	Accelerated Rate (fm Entry)	PPG Expected Rate (fm Entry)	PPG Accelerated Rate (fm Entry)	Grade 4 or better
KS 4	En	20	65% (13/20)	65% (13/20)	50% (6/12)	50% (6/12)	3
	Ma	21	67% (14/21)	67% (14/21)	57% (8/14)	57% (8/14)	5
	Sc	11	91% (10/11)	91% (10/11)	80% (4/5)	80% (4/5)	1
	Art	13	54% (7/13)	54% (7/13)	43% (3/7)	43% (3/7)	0
Post 16	En	0	0	0	0	0	0
	Ma	0	0	0	0	0	0
	Sc	1	100% (1/1)	100% (1/1)	100% (1/1)	100% (1/1)	1
	Art	1	100% (1/1)	100% (1/1)	100% (1/1)	100% (1/1)	1

Interventions:

Interventions 21/22 (Post Pandemic / lock-down year)	
Targeted literacy	25% of KS 1 and 2 PPG learners made progress in reading.
Targeted spelling & writing	25% of KS 1 and 2 PPG learners made progress in writing.
Targeted numeracy	25% of KS 1 and 2 PPG learners made progress in maths.

	In KS 3, 80% of PPG learners made progress in maths, and 57% in KS4.
Targeted speech and language	59% of KS 1 and 2 PPG learners made progress in S & L.
Emotional support	15 learners have been supported by the iCollege Counsellor, 18 by the iCollege Family Support Worker, and 11 by referral to the West Berkshire Emotional Health Academy.
Targeted off-site engagement / enrichment activities	All learners were offered off-site activities appropriate to need and aspirations. Such activities have included Outdoor Academy, Auto-Skills, college courses and Work Experience at secondary, and at primary, Forest School, Trail Blazers, Upper Lodge Farm and Path Hill etc.

Attendance

Full year 21-22	All learners: Attendance (on site)	All learners: Authorised absence (Includes off-site learning)	Total Attendance & Authorised	PPG learners: Attendance	PPG learners: Authorised absence (Includes off-site learning)	Total Attendance & Authorised
Inspiration (KS1 & 2)	89%	9%	98%	86%	12%	98%
The Pod (KS1 & 2)	93%	6%	99%	91%	7%	98%
Pod Plus (Years 7 & 8)	82%	10%	92%	85%	8%	93%

Integration (KS3 & 4)	53%	39%	92%	46%	45%	91%
Intervention (KS3 & 4)	49%	42%	91%	55%	37%	92%
Independence (KS4)	46%	45%	91%	37%	49%	86%
Independence (Post 16 – ex PPG)	22%	65%	87%	65%	35%	100%

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A