



iCollege Pupil Premium Strategy Statement 25/26

This statement details iCollege's Pupil Premium Strategy and how we intend to spend 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	82
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Jacquie Davies/Jo Farley

Pupil Premium lead	Jacquie Davies/Jo Farley
Governor / Trustee lead	Tim Pritchard, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	11 x FSM @ £1,515 = £16,665 (Reception to Year 6, Nov 25) 0 x Service Child 39 x FMS @ £1,075 = £41,925 (Year 7 – 11, Nov 25) 4 x CiC @ £2,630 = £10,520 (Year 7 – 11, Nov 25)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£60,730 – 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</p>

	<p>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 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 ASD or ADHD will find certain elements of learning more challenging than others, as will those with SpLD.</p>

Similarly, learners with poor mental health, those at risk of sexual or criminal exploitation, victims of peer on peer abuse and those engaging substance mis-use may find that their personal barriers hinder their progress at times. 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.	2. Improved emotional regulation, as poor regulation impacts on learning 3. Embedd the iCollege values and ethos 4. Individual learner mentoring to improve engagement and behaviour 5. Unit actions plans to develop targetted behaviour interventions leading to a culture of high expectations.	<ul style="list-style-type: none"> • Positive progress demonstrated by individual and unit behaviour tracking and intervention impact logs • Behaviour incidents monitored and analysed via CREST • Pupil progress meetings

		<ul style="list-style-type: none"> • Reduction in suspensions • Reduction in use of Physical Interventions at Primary • Reduction in levels of peer on peer abuse
B.	<ol style="list-style-type: none"> 1. Increased engagement with the curriculum 2. Support to access core subjects through 1:1 learning 3. Further development of bespoke educational packages to support learners with EBSA 4. Ensuring all learners get 'progress 8' opportunities 	<ul style="list-style-type: none"> • Reducing of internal truancy rates and improvement in attendance • Improved progress in core subjects evidenced through pupils progress meetings • No learner is missing education and bespoke packages are enabling success • End of year 11 attainment demonstrates learners have had 'progress 8' opportunities
C.	<p><u>Improve attainment in maths at KS 3 and 4</u></p> <ol style="list-style-type: none"> 1. Devise activities at Intervention and Independence where functional numeracy can be embedded into the everyday life of the school 2. Link science and maths more explicitly in lessons 3. Staff training for non-math specialist teachers 	<ul style="list-style-type: none"> • Staff who are working with 1:1 students are more confident in supporting with the maths • 1:1 students have a clear pathway of learning for maths and are taught the same methods as other students • GCSE and FS results

<p>D.</p>	<ol style="list-style-type: none"> 1. Increase attendance across the school 2. Ensure PTTT are used effectively and for the shortest length of time 3. Use of AP to increase engagement and hours of education for learners 	<ul style="list-style-type: none"> ● Unit tracking ● Identification of PA and SA learners and targeted interventions to improve attendance ● Regular meeting with EWO ● Clear and consistent referral process and support structure to prevent drift and delay ● All timetables to be monitored to ensure equity and equality ● AP used as a tool to promote engagement and impact of provision monitored



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff CPD £2,000</i></p>	<ul style="list-style-type: none"> • 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 • INSET: EBSA and Ofsted Training <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college) Cognitive science approaches in the classroom EEF (educationendowmentfoundation.org.uk)</p>	<p>5, 6, 7, 10, & 13</p>
<p><i>iCollege staffing: retention Inclusion Managers</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help</p>	<p>1,2,3,4</p>

<p><i>Inclusion Managers: training for staff to ensure assessments are interpreted and administered correctly.</i></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><i>iCollege staffing: recruitment in science and maths</i></p> <p><i>Online subscriptions for learners, Edclass, MyMaths and Twinkl</i></p> <p><i>Enhancement of our maths and science teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p><i>£4,500</i></p>	<p>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>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>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>Improving Mathematics in Key Stages 2 and 3</p>	<p>1</p> <p>3</p>
--	---	-------------------

	Improving Science in Key Stages 2 and 3	
--	---	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted reading / phonics to support comprehension with texts and minimise vocabulary gaps.</i> £7,500</p>	<ul style="list-style-type: none"> • Understanding text, word and language recognition • Monster Phonics renewal in primary £1,000 • BedRock £1,000 • Early Star Reader £1,000 • CPD – Training for staff users £1,500 • KS3 Phonics and reading scheme purchased £3000 <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>	<p>3, 5, 6, 9, 11</p>

<p><i>1:1 and small group tuition / mentoring for identified learners/ Bespoke Learning packages</i></p> <p><i>Bespoke Learning teachers and TA hours</i></p> <p>£30,000</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 • Tuition at home for learners with EBSA (KF, VM) <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4, 10, 11, 13</p>
--	--	----------------------------

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

Budgeted cost: £16,730

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 /</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 • Use of AP to increase engagement and opportunity • 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>1, 2, 3, 4, 5, 8, 11, 12, 13, 14</p>



<u>Improving School Attendance</u> / £13,000	Impact evidence from Therapeutic Thinking report to West Berks Schools Forum <u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u>	
Contingency fund for in-year admissions / sudden changes in learner circumstances £3,730	<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. <u>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</u>	All

Total budgeted cost: £60,73

Part B: Review of outcomes in the previous academic year (2023/24)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year:

May 24 census	Number on roll	PPG learners	% PPG learners
Primary	20	10	50%
Secondary	93	51	55%
Total	113	61	54%

(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 (7)	PPG (5)	EHCP (6)	CiC(1)
English - Reading	29%	20%	33%	0%
English - Writing	29%	20%	33%	0%
English – S & L	29%	40%	17%	0%
Maths	0%	0%	0%	0%
Expected				
English - Reading	57%	60%	50%	0%
English - Writing	57%	60%	50%	0%
English – S & L	29%	20%	33%	0%
Maths	57%	60%	50%	0%

Key Stage 2 (Pod)

Accelerated	All (6)	PPG (5)	EHCP (6)	CiC
English - Reading	17%	20%	17%	-
English - Writing	33%	20%	33%	-
English – S & L	17%	20%	17%	-
Maths	17%	20%	17%	-
Expected				
English - Reading	67%	60%	67%	-
English - Writing	17%	20%	17%	-
English – S & L	17%	20%	17%	-
Maths	50%	40%	50%	-

Key Stage 3 (Pod+ Years 7 and 8)

Accelerated	All (14)	PPG (9)	EHCP (14)	CiC (2)
English	27%	33%	29%	0%
Maths	64%	67%	64%	50%
Expected				
English	57%	56%	57%	50%
Maths	79%	89%	79%	50%

Key Stage 3 (Intervention Year 9 and 10)

Accelerated	All	PPG (4)	EHCP (4)	CiC(1)
English (6)	33%	0%	0%	0%
Maths (4)	33%	25%	25%	0%
Science (5)	0%	0%	0%	0%
Art (4)	25%	0%	0%	0%
Expected				
English	83%	75%	75%	0%
Maths	67%	75%	75%	0%
Science	17%	25%	25%	0%
Art	40%	25%	33%	0%

Key Stage 4 (Independence Year 11 with 90% attendance)

Accelerated	All	PPG	EHCP	CiC(1)
English 10/13	79%	62.5%	100%	0%
Maths 6/14	43%	18%	50%	0%
Science 7/7	100%	100%	100%	0%
Art 5/12	41%	55%	0%	0%
Business 5/9	55%	75%	0%	0%
Expected				
English 10/13	83%	75%	75%	0%
Maths 8/14	67%	75%	75%	0%
Science 7/7	17%	25%	25%	0%
Art 10/12	40%	25%	33%	0%
Business 6/9	66%	100%	0%	0%

2024-2025 National Results

• Examination Results Table 2024-2025

GCSE Subject	8	7	6	5	4	3	2	1	U	Entry Level 3	Entry Level 2
English Lang				1	2	8	4	2	1		
Maths					2	3	11	1	3		
Biology					1	5	4				
Art and Design						9	4	3			
Business Studies					1	3	4	4			
Functional Skills				Level 2			Level 1			Entry Level 3	
English				11			14				

Maths		1	8	10
Childcare				3
BTEC Catering		7	2	
ICT			6	14

Interventions 24/25	
Targeted reading	80% of KS 1 and 2 PPG learners made progress in reading.
Targeted spelling & writing	80% of KS 1 and 2 PPG learners made progress in writing. 40% of PPG Pod learners made progress in writing.
Targeted numeracy	60% of KS 1 and 2 PPG learners made progress in maths. In KS 3, 89% of PPG learners at Pod+ made progress in maths, and 75% in KS3 at Intervention. 75% of PPG learners in KS4 made progress in maths.
Targeted speech and language	60% of KS 1 and 2 PPG learners made progress in S & L at Inspiration and 40% at Pod.
Emotional support	Primary 12 children engaged in weekly EHA sessions (max of 12 sessions) 3 children had weekly Play Therapy sessions All children had OA sessions 4 children had bespoke therapeutic packages (50% or more offsite)

	<p>Secondary</p> <p>Total number of students supported 53 by iCollege Counsellor</p> <p>Mainstream: 32</p> <p>iCollege: 21</p> <p>13 of those iCollege students received ongoing Counselling support to the end of the academic year</p>
<p>Targeted off-site engagement / enrichment activities</p>	<p>All learners were offered off-site activities appropriate to need and aspirations. Such activities have included Outdoor Academy, Auto-Skills, college courses, RAW mentoring and Work Experience at secondary, and at primary, Forest School, Upper Lodge Farm and Blue lighthouse etc.</p> <p>Learners attended the iCollege Careers Exhibition</p>



Attendance 24-25

Inspiration

	No in Group	Attendances	Authorised Absence	Unauthorised Absence
FSM	18	83.05%	14.31%	2.64%
No FSM	13	87.35%	11.09%	1.56%
PPG	3	84.64%	14.40%	0.96%
No PPG	28	84.88%	12.72%	2.40%

Pod

	No in Group	Attendances	Authorised Absence	Unauthorised Absence
FSM	4	89.21%	10.46%	0.33%
No FSM	2	93.16%	5.53%	1.32%
PPG	4	89.21%	10.46%	0.33%
No PPG	2	93.16%	5.53%	1.32%



Pod Plus

	No in Group	Attendances	Authorised Absence	Unauthorised Absence
FSM	10	91.67%	7.77%	0.56%
No FSM	6	82.44%	16.13%	1.42%
PPG	4	92.79%	7.01%	0.20%
No PPG	12	87.30%	11.63%	1.06%

Intervention

	No in Group	Attendances	Authorised Absence	Unauthorised Absence
FSM	7	57.22%	36.92%	5.86%
No FSM	4	61.67%	29.78%	8.46%
PPG	1	78.42%	19.21%	2.37%
No PPG	10	55.92%	36.88%	7.20%



Integration

	No in Group	Attendances	Authorised Absence	Unauthorised Absence
FSM	33	40.42%	44.12%	15.46%
No FSM	22	54.26%	30.87%	14.87%
PPG	0	N/A	N/A	N/A
No PPG	55	44.67%	40.05%	15.28%

Independence

	No in Group	Attendances	Authorised Absence	Unauthorised Absence
FSM	26	37.63%	48.29%	14.08%
No FSM	16	52.71%	34.63%	12.64%
PPG	4	59.96%	25.93%	14.11%
No PPG	38	41.31%	45.24%	13.46%



Externally provided programmes

Programme	Provider
The EHA team offers support with low to moderate mental health issues and works one-to-one with young people, as well as offering group sessions for parents and carers.	Emotional Health Academy
We also offer the option of 1:1 mentoring for young people who are disengaging with education or showing signs of disengaging with their education.	Berkshire Youth

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