iCollege Pupil Premium Strategy Statement 21/22

This statement details iCollege's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 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	65 (October 21 census)
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	December 21
Date on which it will be reviewed	December 22
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	32 x FSM @ £1,345 = £43,040 3 x CiC @ £2,345 = £7,035
Recovery premium funding allocation this academic year	23 (census October 21) x £290 = £7,400
School Led Tutoring	14 x £529 = £6,670
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	**£64,145** – this figure and those above are subject to change / adjustment as the iCollege roll status varies throughout the year

Commented [MS1]: As we said at MC – need to check this figure in order that there is agreement with Fayes - at least at the time of writing!

Commented [JD2R1]: It's the number and amount allocated from the census – it will be adjusted. I'll put in a note to say adjustment expected.

Part A: Pupil premium strategy plan

Statement of intent

We aim to provide a curriculum which offers:

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- 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.	Previous behaviours led to limited teacher attention and understanding of how to cope with the presenting behaviours in a classroom context.
7.	Learners living up to 'perceived stereotypes'
8.	Poor emotional regulation
9.	Poor speech and language aquisition
10.	Attainment lower then the National Expected Level in literacy & numeracy
Challenge number	**Detail of Challenge: External barriers to overcome (from 'Success at School')**
11.	**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.
12.		**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 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. 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. 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.
13.		**Emotional factors that affect learning;** 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. 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. Generally speaking, negative emotions can be reduced by setting expectations, focusing on the positives and setting goals for the future.
14.	**Personal factors that affect learning;** 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. 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 progess' 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 'opportunites'.	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 sesions 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, positive reports to parents / carers and reporting of data (progress / attendance) to Governors regularly at each MC meeting.

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: £4,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for aspiring teachers x 4 = £2,500	• Development of new 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	5, 6, 7, 10, & 13

	What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)	
	Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)	
NPQML x 2 = no cost	• 2 x HoDs: English and science • Accelerated Reader programme development: 'On entry' data shows iCollege learners are performing significantly below where they should be in relation to their mainstream peers – and to their Standard Attainment Target (SAT) scores. • Identifying and supporting speech and language needs • Science team support and development • Gap analysis to pin-point learner needs and address through differentiation. Improving Literacy in Secondary Schools Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)	9, 10
NPQH x 1 = no cost	• Lead Teacher – leadership skills and leading 'soft-data' / anti and pro-social skills monitoring so that classroom teachers have the best chance of using progress and attainment data to maximize outcomes EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	1, 2 & 12
Mental Health lead & National Education Lead Mental Health x 2 = £1,600	• Head Teacher and iCollege Counsellor: reduction in risk taking behaviours and support for adolescent mental health Adolescent mental health: A systematic review on the effectiveness of school-based interventions	Early Intervention Foundation (eif.org.uk)	8, 12, 13

Whole school staff training		

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading / phonics to support comprehension with texts and minimise vocabulary gaps.£5,000	• Understanding text, word and language recognition • Monster Phonics in primary £1,000 • Accelerated Reading (reading for pleasure and diagnostic testing for primary, and years 9 and 10 £4,000 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	3, 5, 6, 9, 11
1:1 and small group tuition / mentoring for identified learners/ Boost	• Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining	1, 2, 4, 10, 11, 13

11

| £12,000 | pupils or those falling behind, both 1:1 and in small groups

One to one tuition \| EEF (educationendowmentfoundation.org.uk)

Small group tuition \| Toolkit Strand \| Education Endowment Foundation \| EEF | |

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

Budgeted cost: £43,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke learning opportunities; emotional regulation, enhanced curriculum opportunities; low demand / high engagement / sensory learning equipment / Improving School Attendance */ £25,045*	• 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. Impact evidence from Therapeutic Thinking report to West Berks Schools Forum Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5, 8, 11, 12, 13, 14

Contingency fund for in-year admissions / sudden changes in learner circumstances £18,000	• 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 and to safeguarding issues as they arise. EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	All

Total budgeted cost: £64,145

Part B: Review of outcomes in the previous academic year (2020/21)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year:

July 21	Number on roll	PPG learners	% PPG learners
Primary	23	16	70%
Secondary	33	21	64%
Total	56	37	66%

Key Stage 1 & 2 (Inspiration)

Accelerated	All	PPG	EHCP	CiC
English - Reading	3/15 (20%)	0/9 (0%)	2/13	1/2 (50%)
English - Writing	4/15 (27%)	2/9 (22%)	2/13	0/2 (0%)
English – S & L	5/15 (33%)	2/9 (22%)	4/13	1/2 (50%)
Maths	2/15 (13%)	0/9 (0%)	1/13	0/2 (0%)
Expected				
English - Reading	5/15 (33%)	4/9 (44%)	4/13	0/2 (0%)
English - Writing	2/15 (13%)	0/9 (0%)	2/13	0/2 (0%)
English – S & L	4/15 (27%)	3/9 (33%)	3/13	0/2 (0%)
Maths	4/15 (27%)	2/9 (22%)	3/13	1/2 (50%)

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

Key Stage 2 (The Pod)

Accelerated	All	PPG	EHCP	CiC
English - Reading	0/8 (0%)	0/7 (0%)	0/8 (0%)	-
English - Writing	1/8 (13%)	1/7 (14%)	1/8 (13%)	-
English – S & L	4/8 (50%)	4/7 (57%)	4/8 (50%)	-
Maths	2/8 (25%)	2/7 (29%)	2/8 (25%)	-
Expected				
English - Reading	3/8 (38%)	3/7 (43%)	3/8 (38%)	-
English - Writing	2/8 (25%)	2/7 (29%)	2/8 (25%)	-
English – S & L	1/8 (13%)	0/7 (0%)	1/8 (13%)	-
Maths	3/8 (38%)	3/7 (43%)	3/8 (38%)	-

Gap is closed in all areas.

Key Stage 3 (Intervention)

Accelerated	All	PPG	EHCP	CiC
English	40 (4/10)	38% (3/8)	40% (2/5)	-
Maths	50 (5/10)	50% (4/8)	75% (3/4)	-
Science	0% (0/3)	0% (0/2)	0% (0/1)	-
Art	30 (3/10)	38% (3/8)	25% (1/4)	-
Expected				
English	60% (6/10)	50% (4/8)	0% (0/5)	-
Maths	70% (7/10)	75% (6/8)	50% (2/4)	-
Science	33% (1/3)	0% (0/2)	100% (1/1)	-
Art	30% (3/10)	38% (3/8)	25% (1/4)	-

At Intervention, the gap between 'all' and PPG learners was closed for both expected and accelerated progress in English, maths and art in 20/21. **It is not closed in science as this subject is delivered at Entry Level only and lesson sessions are used to support bespoke programmes for some learners.**

Key Stage 4 (Independence)

Accelerated	All	PPG	EHCP	CiC
English	85% (17/20)	83% (10/12)	20% (1/5)	100% (1/1)
Maths	50% (10/20)	25% (3/12)	0% (0/4)	100% (1/1)

Science	50% (7/14)	44% (4/9)	50% (2/4)	-
Art	27% (3/11)	12% (1/8)	33% (1/3)	-
Expected				
English	85% (17/20)	83% (10/12)	20% (1/5)	100% (1/1)
Maths	80% (16/20)	75% (9/12)	50% (2/4)	100% (1/1)
Science	79% (11/14)	67% (6/9)	75% (3/4)	-
Art	27% (3/11)	12% (1/8)	33% (1/3)	-

At Independence, the gap was closed between 'all' and PPG learners for accelerated and expected progress in English and expected in maths in 20/21, and nearly closed in science. Progress in art was lower for all groups due to the restrictions of remote learning in a practical subject.

Post 16 (Independence)

Accelerated	All	exPPG	EHCP	CiC
English	100% (1/1)	0% (0/1)	0% (0/0)	-
Maths	67% (2/3)	0% (0/1)	0% (0/1)	-
Science	100% (1/1)	100% (1/1)	-	-
Art	100% (2/2)	100% (1/1)	-	-
Expected				
English	100% (1/1)	0% (0/1)	0% (0/0)	-
Maths	100% (3/3)	0% (0/1)	0% (0/1)	-
Science	100% (1/1)	100% (1/1)	100% (1/1)	-
Art	100% (2/2)	100% (1/1)	100% (1/1)	-

For Post 16, the gap is 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/C or better

KS 4	En	25	76% (19/25)	68% (17/25)	83.3% (10/12)	83.3% (10/12)	9
	Ma	23	82.6% (19/23)	47.8% (11/23)	75% (9/12)	25% (3/12)	4
	Sc	14	78.6% (11/14)	50% (7/14)	66.7% (6/9)	44.4% (4/9)	4
	Art	11	27.3% (3/11)	27.3% (3/11)	12.5% (1/8)	12.5% (1/8)	7
Post 16	En	2	50% (1/2)	50% (1/2)	0% (0/1)	0% (0/1)	1
	Ma	5	80% (4/5)	60% (3/5)	0% (0/1)	0% (0/1)	2
	Sc	1	100% (1/1)	100% (1/1)	100% (1/1)	100% (1/1)	0
	Art	1	100% (1/1)	100% (1/1)	-	-	1

Interventions:

Interventions 20/21 (Pandemic / lock-down year)	
Targeted literacy	Year 10 'accelerated reader' project: 100% improved their reading, 86% of learners reported that other areas of English had improved, and 72% of reported that their improved reading impacted on other subjects. 72% of these learners were PPG. 43% of KS 1 and 2 PPG learners made progress in reading. Although the iCollege primary provision remained open during 'school closure' performance is lower than in previous years due to the increased absence of PPG learners compared with 'all' learners. See Attendance table below.

Targeted spelling & writing	31% of KS 1 and 2 PPG learners made progress in writing. Although the iCollege primary provision remained open during 'school closure' performance is lower than in previous years due to the increased absence of PPG learners compared with 'all' learners. See Attendance table below.
Targeted numeracy	43% of KS 1 and 2 PPG learners made progress in maths. Although the iCollege primary provision remained open during 'school closure' performance is lower than in previous years due to the increased absence of PPG learners compared with 'all' learners. See Attendance table below. In KS 3, 75% of PPG learners made progress in maths, and 75% in KS4.
Targeted speech and language	56% of KS 1 and 2 PPG learners made progress in S & L.
Emotional support	17 learners have been supported by the iCollege Counsellor, * by the iCollege Family Support Worker and 18 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.

	There were some restrictions due to the pandemic and provision closures that impacted on the improved attendance of learners and in-year admissions.

Attendance

Full year 20-21	All learners: Attendance	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)	82%	17%	**99%**	71%	25%	**96%**
The Pod (KS1 & 2)	75%	25%	**100%**	63%	32%	**95%**
Integration (KS3 & 4)	47%	49%	**96%**	53%	45%	**98%**
Intervention (KS3 & 4)	46%	48%	**94%**	62%	27%	**89%**
Independence (KS4)	41%	53%	**94%**	41%	38%	**79%**
Independence (Post 16)	30%	65%	**95%**	No ex-PPG learners	No ex-PPG learners	**N/A**

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