

Pupil premium Strategy Statement

This statement details our school'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	Icknield Community College
Number of pupils in school	752
Proportion (%) of pupil premium eligible pupils	12.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Mat Hunter
Pupil premium lead	Charlotte Gibson
Governor / Trustee lead	David Marcou

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,130
Recovery premium funding allocation this academic year	£13,340
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£25,228
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	£120,698

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all students, including Pupil Premium students, have the opportunity to make good academic progress, to develop socially and to achieve excellence, regardless of the barriers to learning that they might face.

In this report we identify six principal challenges faced by Pupil Premium students at Icknield. Our Pupil Premium plan aims to address these challenges through a range of provision including rigorous tracking, careful planning and targeted support and intervention. Together these measures are designed to provide all children with the access and opportunities they need to enjoy academic success.

In compiling our Pupil Premium strategy we have prioritised and relied upon the nationally recognised evidence provided by the Education Endowment Foundation's Teaching and Learning Toolkit.

Challenges

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

Challenge number	Detail of challenge
1	PP students face additional challenges in developing and maintaining successful learning habits and behaviours.
2	PP students face additional challenges in (a) accessing, and (b) being supported to use appropriate learning technologies at home.
3	PP students face additional challenges in recording high levels of attendance.
4	PP students face greater financial barriers to accessing the cultural and social experiences that support learning.
5	PP students require greater levels of pastoral support in order to ensure their well-being, to support their achievement and to realise their aspirations.
6	PP students are currently facing more significant gaps in their knowledge as a result of the lockdown periods, 2020-2021, in comparison with their non-PP peers.

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
<p>PP students have necessary support to develop and maintain successful learning habits and behaviours.</p>	<ul style="list-style-type: none"> • Attitude to Learning process reviewed and developed to offer more detailed and more useful information to students and parents. • Staff voice activity suggests clear understanding of revised AtL protocols. • PP students' Attitude to Learning grades (within the classroom) in line with their peers across the year. • PP students' Attitude to Learning grades (beyond the classroom) in line with their peers across the year. • Regular monitoring of and intervention for students with poor AtL grades by departmental and Progress Management teams.
<p>PP students have access to, and are supported to use, appropriate learning technologies outside the classroom.</p>	<ul style="list-style-type: none"> • PP students all have access to their own device to use at home. • PP students all trained appropriately to use device. • PP families, where necessary, supported with wireless internet provision.
<p>PP students are supported to record levels of attendance comparable with their non-PP peers.</p>	<ul style="list-style-type: none"> • PP students will achieve attendance percentages in line with their peers. • Increased parental engagement demonstrated through parents' evening attendance, routine parent voice activities and through communication with Attendance Officers.
<p>PP students provided with financial and institutional support to access cultural and social experiences that support learning.</p>	<ul style="list-style-type: none"> • Percentage uptake of educational visits by PP students is in line with peers. • Increase the number of PP students gaining additional

	<p>awards and qualifications such as DofE and Sports Leaders.</p> <ul style="list-style-type: none"> • Increase in the number of PP students engaging in extra-curricular activities.
<p>PP students provided with the high-quality pastoral support they require to ensure well-being and to realise their aspirations.</p>	<ul style="list-style-type: none"> • Student voice activities report high levels of satisfaction with pastoral support and IAG offered. • Support in place for PP students when selecting their GCSE options. • Increased number of PP students involved in career and apprenticeship workshops and opportunities. • No PP students to be registered as NEET.
<p>Identified PP students supported in filling knowledge gaps resulting from 2020-21 lockdown period.</p>	<ul style="list-style-type: none"> • Attainment gap between PP and non-PP students smaller in final GCSE assessments than in earlier predictions (Classes of 2022 and 2023.) • Students who have been significantly affected by the school closure in terms of academic progress are identified. • Small-group interventions to support pupils implemented. • Engagement with National Tutoring Scheme.

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: £ 50,202

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors to offer interventions that (a) support pupils in developing and maintaining successful learning habits and behaviours, (b) foster independence, and (c) offer interventions to improve well-being.	<u>Well-trained learning mentors have a positive impact on individual pupils, meaning that pupils show improved motivation and engagement.</u>	1,3,5
Attendance Officers to monitor and support PP attendance closely.	Attendance Officers' engagement with parents acknowledges that " <u>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes.</u> "	3
Teaching Assistants effectively deployed to improve PP students' well-being, provide good pastoral support, and support students in developing and maintaining successful learning habits and behaviours.	" <u>Teaching assistants can provide a large positive impact on learning outcome if deployed effectively.</u> "	1,5

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

Budgeted cost: £ 25,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Determine and communicate interventions for PP students whose AtL score falls within the bottom 20 in each cohort through the RAP meeting structures.	RAP protocols shown to generate better understanding of students' priorities, improved progress and greater motivation, more consistent approaches between subjects, and greater levels of attention from a variety of staff.	1
Provide small group tutoring for identified students who are most disadvantaged from national lockdown in Maths, English and Science.	"Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully."	1,5,6
Provide one-to-one tutoring as appropriate through the National Tutoring Strategy.	"On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas."	6

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

Budgeted cost: £ 45,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide Free School Meals for all eligible students	Impact on student's general health, attainment and attendance	1, 3, 5
Provide funding to enable all PP students to have access to their own devices to use at home.	Access to one-to-one device widely demonstrated to raise academic attainment.	2
Continue to develop family-home-school liaison and relationships by alleviating potential attendance barriers such as uniform and food hardship.	Parental engagement interventions shown to offer four months' worth of student progress.	3

Provide funding for PP students' equipment and subject supplies.	Evidence supports work to remove " significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. "	3
Provide financial support to enable students to attend curriculum-focused educational visits.	Despite limited evidence, various educational visits " may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork ".	4
Provide funding for music lessons for PP students who show interest in music.	" There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. "	4
Prioritise PP learners for careers mentoring and, where needed, provide additional support and IAG.	Prioritisation of PP learners indicated as best practice by in Gatsby Benchmark framework.	5

Total budgeted cost: £ 120,698

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

See the separate Pupil Premium Report 2020-21, which is available on our website.