

Pupil premium Strategy Statement

This statement details our school's use of pupil premium (and **recovery premium for the 2022 to 2023 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	750
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023 and September 2023
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	£124,868
Recovery premium funding allocation this academic year	£26,496
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	£151,364

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	Pupil Premium students face additional challenges in developing and maintaining successful learning habits and behaviours.
2	Pupil Premium students face additional challenges in (a) accessing, and (b) being supported to use appropriate learning technologies at home.
3	Pupil Premium students face additional challenges in recording high levels of attendance.
4	Pupil Premium students face greater financial barriers to accessing the cultural and social experiences that support learning.
5	Pupil Premium students require greater levels of pastoral support in order to ensure their well-being, to support their achievement and to realise their aspirations.
6	Pupil Premium students are currently facing more significant gaps in their knowledge as a result of the lockdown periods, 2020-2021, in comparison with their non-Pupil Premium 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 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. • The percentage of PP students gaining additional awards and qualifications such as DofE and Sports Leader is in line with their peers.

	<ul style="list-style-type: none"> • The percentage of PP students engaging in extra-curricular activities is in line with their peers
<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: £ 37,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide funding to enable all PP students to have access to their own devices to use at home.	<u>Access to one-to-one device widely demonstrated to raise academic attainment.</u>	2
Effective implementation of the new Assessment and Feedback strategy	<u>“Effective feedback supports pupils progress, builds learning, addresses misunderstandings and thereby closes the gap between where a pupil is and where the teachers wants them to be.”</u>	1, 6
Effective development and implementation of the Coaching strategy and ECT programme	<u>“Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes”</u>	1, 6
Effective implementation of teaching and learning tools such as Lexonic, Sparx and Century	<u>Effective implementation is key to ensure schools improvement</u>	1, 2, 6
Communication strategy	<u>“The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school”</u>	1, 6

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

Budgeted cost: £ 29,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Provide small group tutoring for identified students who are most disadvantaged from national lockdown in Maths, English and Science.	<u>"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."</u>	1,5,6

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

Budgeted cost: £ 84,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support 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 " Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with academic outcomes. "	3
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
To provide Free School Meals for all eligible students	Impact on student's general health, attainment and attendance	1, 3, 5
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
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	4

	<u>can be subject to financial barriers for pupils from deprived backgrounds.</u> "	
Prioritise PP learners for careers mentoring and, where needed, provide additional support and IAG.	<u>Prioritisation of PP learners indicated as best practice by in Gatsby Benchmark framework.</u>	5

Total budgeted cost: £ 151,364

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 2021 to 2022 academic year.

Challenge number	Detail of challenge	Intended outcome	Successes in Year 1	Moving forwards
1	PP students face additional challenges in developing and maintaining successful learning habits and behaviours.	PP students have necessary support to develop and maintain successful learning habits and behaviours.	<ul style="list-style-type: none"> Attitude to Learning process has been reviewed and developed and now offers more detailed and more useful information to students and parents. Staff voice activity suggests clear understanding of revised Attitude to Learning protocols. 	<ul style="list-style-type: none"> Developing systems for addressing poor Attitude to Learning grades at both departmental level and by Progress Manager teams.
2	PP students face additional challenges in (a) accessing, and (b) being supported to use appropriate learning technologies at home.	PP students have access to, and are supported to use, appropriate learning technologies outside the classroom.	<ul style="list-style-type: none"> All PP students had access to their own device to use both in school and at home. Development of the Computing curriculum and the Tutor Time programme provided students with the opportunity to be trained on how to use their device effectively. 	<ul style="list-style-type: none"> Ensure new cohorts have access to a device at home Ensure that all new students are appropriately trained to use their device effectively.
3	PP students face additional challenges in recording high levels of attendance.	PP students are supported to record levels of attendance comparable with their non-PP peers.	<ul style="list-style-type: none"> The average attendance gap between PP students and non-PP students was 12%. 	<ul style="list-style-type: none"> Liaise with attendance team regularly to identify PP students with or at risk of poor attendance Ensure that PP students are

				<p>prioritised for attendance interventions</p> <ul style="list-style-type: none"> • Prioritise PP parents for parents evening appointments and provide support in arranging meetings. • Review parental voice activities to understand potential barriers for PP parents.
4	PP students face greater financial barriers to accessing the cultural and social experiences that support learning.	PP students provided with financial and institutional support to access cultural and social experiences that support learning.	<ul style="list-style-type: none"> • 60% of PP students were provided with financial support to attend a wide range of educational visits • The percentage of PP students attending extra-curricular sports clubs was in line with their non-PP counterparts. • Students supported to gain qualifications such as Duke of Edinburgh and Sports Leaders award • Students received free or heavily subsidised music lessons. 	<ul style="list-style-type: none"> • Ensure that the % of pupil premium students attending educational visits is proportionate. • Ensure that the Evolve diagnostic tool is being used effectively.
5	PP students require greater levels of pastoral support in order to ensure their well-being, to support their achievement	PP students provided with the high-quality pastoral support they require to ensure well-being and to	<ul style="list-style-type: none"> • The GCSE options process ensures that there is support for all PP students when it comes to making the best selections for their GCSEs. 	<ul style="list-style-type: none"> • Increase the number of PP students involved in career and apprenticeship workshops and opportunities.

	and to realise their aspirations.	realise their aspirations.	<ul style="list-style-type: none"> 7.4% of PP students registered as NEET. 	<ul style="list-style-type: none"> Ensure that no PP students are registered as NEET
6.	Pupil Premium students are currently facing more significant gaps in their knowledge as a result of the lockdown periods, 2020-2021, in comparison with their non-Pupil Premium peers	Identified PP students supported in filling knowledge gaps resulting from 2020-21 lockdown period.	<ul style="list-style-type: none"> The attainment gap between PP and non-PP students was smaller in the final GCSE assessments than in earlier predictions for the class of 2022. Small-group intervention prioritised PP students Engagement with the National Tutoring scheme saw 145 hours of tutoring received by PP and vulnerable students. Successful introduction of Century and Lexonik, including staff training and roll out to students Target students identified through use of NFRE reading tests 	<ul style="list-style-type: none"> Ensure Heads of Department are utilising data to identify and issues and that these are being addressed in SIPs, 4i's and department meetings. Small-group interventions continue, prioritising PP students. Continue to engage with and grow the school led tutoring programme Ensure the effective implementation of Century, Lexonik and Sparx maths.