

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	ICC
Number of pupils in school	1197
Proportion (%) of pupil premium eligible pupils	36% (yr 7 – 11)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022
Date this statement was published	22/11/21
Date on which it will be reviewed	22/11/22
Statement authorised by	R Corbett
Pupil premium lead	A Jackson
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£295405
Recovery premium funding allocation this academic year	£44950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£0

# Part A: Pupil premium strategy plan

## Statement of intent

We are an inclusive, community school and will work tirelessly and imaginatively to secure every child's success. We have high expectations and support all students to succeed, celebrating their successes. Our curriculum allows all students to maximise their achievements. We provide a broad and balanced programme with a wide range of choice designed to develop students into lifelong learners and innovators. We engage, inspire and excite our learners through high quality teaching.

The aim of the Pupil Premium strategy is to ensure that all disadvantaged students achieve their potential.

Common barriers to learning for disadvantage pupils may include:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" plan for support.

Our ultimate objectives are:

- to eliminate the attainment gap between disadvantage and non-disadvantaged pupils at ICC
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates
- for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be well-rounded individuals who achieve their ambitions and flourish in life.

We aim to do this through:

- frequent monitoring of qualitative and quantitative data to ensure accurate and timely identification of pupils in need of support
- ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs that these are addressed through high quality, evidence based interventions led by appropriately trained staff
- ensuring all vulnerable learners are ready to learn through access to a breakfast club, equipment and uniform provision and a homework club
- ensuring that vulnerable learners have access to frequent and high quality careers and associated opportunities such as attendance at careers fairs
- ensuring that vulnerable learners have access to high quality pastoral and mental health support
- when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- promotion and support to increase attendance at extra-curricular activities and trips

Achieving the objectives:

- frequent monitoring and intervention of progress and needs from Heads of Faculty and Progress leaders
- literacy and numeracy support which includes in class support and small group withdrawal
- running a breakfast club to ensure vulnerable learners are prepared for the day
- tracking and monitoring attendance to provide intervention and support where a need is identified
- frequent contact and support with parents regarding uniform, equipment, extra-curricular activities, trips and revision resources
- providing laptops to support with access to homework and remote learning
- providing priority access to counselling, carers support advisors and the mental health team
- allocating high quality teaching assistants to support and wellbeing
- providing skilled and experienced Pastoral Managers to each year group

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantage students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non – disadvantaged students in our college. Implicit in the outcomes, as stated above, is the intension that non – disadvantaged student’s attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for educational recovery through the National Tutoring Programme for students whose education has been worst affected, including non – disadvantaged students.

## Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy on entry. Underdeveloped oracy skills
2	Low levels of numeracy skills and confidence in maths
3	Reduced attendance at school with a high incidence of persistent absenteeism
4	Increasing issues with student mental health and wellbeing
5	Students have limited experiences beyond their home and immediate community. They may also have limited access to support their learning eg books, resources, technology.
6	Parental engagement
7	Ready 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.

Intended outcome	Success criteria
<p><b>Progress in Literacy</b> Disadvantaged students show increased literacy levels and make expected progress from their starting points in all areas of the curriculum. The gap is narrowed in the progress and attainment of disadvantaged and non – disadvantaged students.</p> <p>A reading culture is developed that ensures all students read regularly and develop a love of books is embedded throughout the college community.</p>	<p>Students are supported and tracked closely to ensure they make progress and ‘catch up’ or exceed prior attainment targets.</p> <p>Students receive high quality intervention which is monitored by school leaders.</p> <p>Support staff and teachers support learning effectively using assessment and feedback strategies to identify and address gaps in learning.</p> <p>Students enjoy reading regularly.</p> <p>Consistent implementation of excellent practise and high expectations across the college for reading.</p> <p>Increased % of disadvantaged students are working at ARE or exceeding across the college in phonics and reading.</p>
<p><b>Progress in numeracy</b> Disadvantaged students show increased numeracy levels and make expected progress from their starting points in all areas of the curriculum. The gap is</p>	<p>Students are supported and tracked closely to ensure they make progress and ‘catch up’ or exceed prior attainment targets.</p>

<p>narrowed in the progress and attainment of disadvantaged and non – disadvantaged students</p>	<p>Students receive high quality intervention which is monitored by school leaders. Support staff and teachers support learning effectively using assessment and feedback strategies to identify and address gaps in learning.</p>
<p><b>Attendance</b> All disadvantaged students will meet national expectations for attendance and persistent absence</p>	<p>The attendance of students meets or exceeds national averages for disadvantaged students. Disadvantaged Lead meets regularly with the attendance team and have a clear plan in place for students with low attendance</p>
<p><b>Mental Health and wellbeing</b>  Students will have access to in house counselling, EP support and OT as well as clear signposting and referral to external agencies.</p>	<p>Disadvantaged students prioritised for and accessing support</p>
<p><b>Widening students experiences</b> All students are exposed to a breadth of experiences that enable them to contextualise their learning. All students have access to appropriate technology at home. All disadvantaged learners are fully engaged and participating in the college’s rich extra curricular offer.</p>	<p>Students will access a broad, exciting and varied curriculum including Personal Development days. Students will be encouraged and supported to attend a wide range of trips and extra curricular activities Staff will plan events and experiences to inspire and enhance learning and make it memorable  All disadvantaged students will have access to technology and appropriate resources at home and able to access the ‘Shadow curriculum if unable to attend college Monitoring of extra curricular activities show disadvantage students are attending</p>
<p><b>Parental engagement</b>  Parents / carers are engaged in the college, aware of their child’s learning and understand how to support them</p>	<p>The attendance of disadvantaged students parents / carers at PCE, Progress review days is at or above of non -disadvantaged students. Parent / carer surveys show engagement and satisfaction with the college and college life.</p>
<p><b>Ready to learn</b></p>	

<p>Disadvantaged students are punctual and ready for school</p>	<p>Affordable uniform with financial support available for disadvantaged students. Equipment, such as stationary, GCSE subject specific equipment provided. Parent / carers are aware that they have access to financial support to assist with purchasing equipment and resources. Mentor equipment checks show that disadvantaged students are equipped for the college day</p>
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## 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: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Heads of Faculty closely monitor and intervene where the progress of disadvantaged learners is below that of non-disadvantaged learners or below that of their expected attainment pathway.</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” EEF guide to the Pupil Premium.</p> <p>Heads of Faculties promote positive engagement and teaching strategies with disadvantaged students.</p> <p>Heads of faculties track disadvantaged students progress and liaise with disadvantaged ‘champions’ and disadvantaged leads to help signpost needs for targeted intervention. “Evidence consistently shows the positive impacted that targeted academic support can have”.</p>	1,2
<p><i>Literacy Lead promotes literacy, provides staff CPD</i></p>	<p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence and greater outcomes.</p>	1
<p><i>Leadership of Teaching and Learning strategies targeted at disadvantaged students through dedicated allocation of DHT time</i></p>	<p>Disadvantaged students given priority in planning and marking. Monitored by DHT and Disadvantaged Lead through subject reviews.</p>	1, 2, 3
<p><i>The teacher in charge of SEND and Disadvantaged students works with disadvantaged ‘champions’ to identify any staff who would</i></p>	<p>“Good teaching is the most important lever in schools to improve outcomes for disadvantaged pupil”. EEF guide to Pupil Premium.</p> <p>Staff who feel skilled and confident will see better progress from students.</p>	1, 2, 3

<p><i>benefit from further CPD to support the most vulnerable students</i></p> <p><i>Assessments undertaken by EP and Mental Health and Wellbeing practitioner and external agencies.</i></p> <p><i>Enrolment for all staff with the National College to support staff CPD</i></p>	<p>EP and external agencies offer access to current professional opinions and strategies to support learning. Access to alternative strategies will improve pedagogy.</p> <p>Increased understanding of student's difficulties and barriers to learning allows staff to plan thoroughly to meet students' needs and thereby improve progress.</p> <p>Upskilling and knowledgeable staff</p>	<p>4</p> <p>1, 2</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage with the National Tutoring programme to deliver a school lead tutoring scheme for disadvantage students who have</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one – to – one:</p> <p>One to one tuition EFF</p> <p>And in small groups:</p>	<p>1, 2</p>



been most impacted by the pandemic	Small group tuition. EEF Toolkit Strand	
Hegarty maths package to support learners numeracy skills	Where students make regular use of this at primary settings it improved students confidence and functional maths foundation	2
<i>Small numeracy withdrawal groups.</i>	“ The average impact of small group tuition is four months’ progress, on average , over the course of a year” EEF Teacher toolkit.	2
<i>Accelerator Reader package for all students year 7-9.</i>	Accelerator Reader assessment.	1
<i>Small literacy withdrawal groups.</i>	“ The average impact of small group tuition is four months’ progress, on average , over the course of a year” EEF Teacher toolkit.  Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject; Improving literacy in secondary schools  Evidence would suggest that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	
<i>Homework and catch up support available through the LRC and Hub.</i>	Access Reading and CAT testing.  “Homework has a positive impact on average (plus 5 months), particularly with students in secondary schools”. EEF Teacher Toolkit.	5

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

Budgeted cost: £150,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated AHT leading on attendance with a	“Interventions may well be one part of an effective Pupil Premium Strategy, they are likely most effective when	3

<p>priority for disadvantaged students.</p> <p>Attendance Officer closely monitors and supports Disadvantaged students liaising with the SENCO and Hub.</p> <p>Appointment of a dedicated careers advisor. Disadvantaged students prioritised and, where needed receive additional support. Year 11 post 16 interviews with SLT. Dedicated Personal Development days.....</p> <p>Progress Leaders and mentors monitor attendance, engagement and readiness to learn prioritising disadvantaged students.</p> <p>Dedicated AHT to monitor behaviour and safeguarding.</p>	<p>deployed alongside efforts to attend to widen barriers, such as attendance and behaviour.”</p> <p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and college.</p> <p>Behaviour interventions strategy form EEF teacher toolkit.</p> <p>Internal tracking data.</p>	<p>5</p> <p>3, 7</p>
<p><i>Other Extra - curricular clubs and trip support.</i></p>	<p>“Findings from previous research suggest extra curricular activities are important in developing soft (especially social) skills as well as being associated with a range of positive outcomes (eh achievement, attendance at school). We found from our analysis that extracurricular activities – specifically music classes and playing a wide range of sports – are predicting intentions to</p>	<p>5</p>

<p><i>Equipment, uniform and subject supplies.</i></p>	<p>remain in education after compulsory schooling.” Social Mobility Commission.</p> <p>Removing potential barriers to participation increases attendance.</p>	<p>7</p>
<p><i>Counselling</i></p>	<p>The increase in in mentals health issues has increased dramatically over the last few years. Especially with COVID 19. This is also alongside a decrease in support from outside agencies such as CAMHS.</p> <p>Increase our knowledge of student needs.....</p>	<p>4</p>
<p><i>EP and OT support both with assessment of students and parental support groups</i></p>	<p>We have seen more parents feeling quite isolated with the issues that they face with their children. Decreasing external agency support has compounded this. By bringing parents in in support groups we can increase parental knowledge and help them empower themselves and others.</p>	<p>6</p>

**Total budgeted cost: £295,500**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*