

Pupil premium strategy statement Ifield Community College

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, 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) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1216
Proportion (%) of pupil premium eligible pupils	28% (Yr. 7 –11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	12/24 12/25
Date this statement was published	01/12/23
Date on which it will be reviewed	12/24
Statement authorised by	R Corbett
Pupil premium lead	P Hurrell
Governor / Trustee lead	R Boyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,520
Recovery premium funding allocation this academic year	£79,520
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£361,040

Part A: Pupil premium strategy plan

Statement of intent

Our aim at ICC is to ensure that all students have the same access to a curriculum that is engaging and inspiring. Our college mission statement To live, To Learn, To Grow demonstrates our commitment to develop well rounded, skilled people with the confidence and enthusiasm to be successful in their chosen career and to be a positive member of society.

A whole school approach to supporting disadvantaged students is embedded and understood by all stakeholders ensuring that high expectations for all students are upheld. Informed by national research (EEF), we understand the key factor in achieving this is a relentless drive to improve the quality of teaching and learning in the classroom. ICC teaching and learning policy is based around our 'ICC Six Roots of Learning'. These are six areas of classroom practice that, based on recent research and our school context, will have the greatest impact on maintaining the highest standard of teaching and learning, and help us to realise our wider curriculum vision.

Should disadvantaged students not make expected progress or lack drive to achieve highly in college individual barriers to learning will be identified with the support of the pastoral team and Inclusion team creating a personalised approach. Progress will be regularly measured at data entry points with the Pastoral team highlighting those students in need of targeted academic support and wider strategies.

The key principles of our strategy to support our disadvantaged students:

- High quality teaching – ICC 6 roots of learning
- Developing independent learners with high aspirations – ICC 6 roots of learning/ICC mission statement
- Supporting Social, Emotional and Mental Health
- Promoting attendance – EBSA pathway
- Raising standards in whole school literacy
- Parental engagement

Challenges

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

Challenge number	Detail of challenge
1	<p><u>High quality teaching</u></p> <p>To ensure that our curriculum meets the needs of young people, engaging and inspiring them through a range of relevant, demanding and exciting opportunities. Disadvantaged students may lack cultural capital and family support, it is therefore important to ensure that our students develop a deep knowledge and understanding of a broad and balanced curriculum with challenge for those disadvantaged students who outside of college experience this barrier. This will support ambition for future goals for disadvantaged students.</p> <p><u>ICC 6 Roots of Learning</u></p> <p><u>Root 1 – First 5 Last 5</u></p> <p>Excellent teaching and learning should begin as soon as students enter a classroom. A clear, concise, and consistent set of routines and expectations allow students to begin their lessons quietly and positively without the need for any learning time to be lost.</p>

Further established routines allow teachers to bring their lesson to a conclusion 'on their own terms'; pupils leave the classroom calmly and move purposefully to their next location. These expectations should be upheld by all staff across all subject areas to ensure a consistent message is delivered to students; overtime this consistent implementation builds a culture where students intrinsically begin and end lessons in a manner that fully supports and accelerates their learning.

At ICC we expect students to enter a classroom in silence. Teachers will have established a consistent set of routines that facilitate students entering the classroom, settling into their seat, gathering their lesson materials and beginning their 'starter' or 'Do Now' activity immediately, all without the need to ask questions or participate in low-level disruption. Appropriate use of the ICC rewards and sanction procedure supports the building of this culture where silence is the 'default' approach taken by students unless directed otherwise. Similar routines to support a positive end to a lesson should be a regular part of planning process. Teachers build positive relationships with students to establish a dominant yet co-operative persona that promotes effective learning through clear boundaries and a 'safe space' classroom environment.

Root 2 – Disciplinary Literacy

Students who cannot read, write and communicate effectively are highly unlikely to be able access the challenging academic curriculum in secondary schools and are more likely to have poor educational outcomes across all subjects (Ricketts, Sperring, & Nation, 2014). Prioritising the teaching and of disciplinary literacy is the primary recommendation to come from the EEF's recent report 'Improving Literacy in Secondary Schools' and, as a result, forms a significant part of our School Development Plan for this year. Each department will spend time considering what disciplinary literacy looks like in their subject and how their curricula can be updated to allow ample opportunities for this to be taught and mastered by students (utilising 'Bedrock Mapper'). This will be particularly relevant for Year 9 schemes of work where students begin to transition towards GCSE study.

Although our school will continue to promote and implement wider classroom and intervention strategies that supports literacy, a new focus on disciplinary literacy will allow our students to develop 'disciplinary habits of mind' (Fang, 2012). The literacy skills required to successfully read, interpret and summarise a scientific text are very different from the skills required to analyse and critically evaluate a historical source. Thus, students need explicit teaching of these skills in order to meet the demands of each subject discipline. Recent research confirms that secondary students are not reading effectively enough to adequately prepare themselves for study beyond Year 13 (Shanahan & Shanahan, 2012) – this is likely to have worsened as a result of the Covid-19 pandemic. Our shift in focus away from 'literacy across the curriculum' and towards disciplinary literacy should help to prepare students for later study and support a life-long love of learning.

Root 3 - Positioning

Across a typical two-week cycle our students encounter a vast amount of material across as many as fourteen different subjects. It is therefore easy for the purpose of this material and 'where it sits' within the larger scheme of work to get lost. This 'loss of

context' can also occur during individual lessons where students don't comprehend how a particular activity/assessment links to one of the learning objectives, or, how their work demonstrates that they have/have not met this objective. 'Positioning' is a technique that teachers can use to illustrate to students how what they are learning links to what has come before, how their prior knowledge will help them to access learning in the present and, how this will enable them to access what is to come in the future.

Staff at all levels continue to work hard to ensure their curricula build 'schemas' for students and 'interleave' concepts, so they are retrieved and build upon. These techniques, for example in Maths (EEF, 2021) have been shown to increase students' ability to activate their prior knowledge and select the most appropriate solution to problems. If students recognise the links between what they are learning and what has come before then they are more likely to take on new material – it 'fits' with their mental template (van Kesteren & Meeter, 2018; van Kesteren et al., 2020). It is therefore important that we continue to use interleaving in our curricula designs and utilise strategies to 'position' the lesson for students in lessons, for instance through the use of concept maps (EEF, 2021; Stern, 2019), 'connection cues' (Howard, 2020), 'generative activities' (Sherrington, 2021) or by simply talking directly to students!

Root 4 – AFL & Retrieval practice

Asking students to retrieve previously learnt material has been proven to enhance long-term, meaningful learning (Karpicke, 2016). Once content has been learnt, recalling this material embeds it more deeply and makes it more accessible for subsequent retrieval in the future (EEF, 2021). It can also have meta-cognitive benefits – by informing students as to the weaknesses in their own learning and encourages them to 'know about knowing' (Boser, 2022).

Examples of effective retrieval practice may include:

- Low-stakes quizzing
- Image recognition
- Creating lists True/false questions

Retrieval practice is one way in which teachers can assess the understanding of their students and therefore falls within the wider concept of 'assessment for learning' (AFL). Over recent years most of the academic research around assessment has pointed schools away from the use of internally awarded summative grades/rubrics/flightpaths and towards a more formative or ipsative approach to assessment (Black & Wiliam, 2014; Christodoulou, 2017; Brighouse & Waters, 2021). This includes assessment used within lessons. When planned and implemented effectively, assessment in the classroom can provide teachers with vital information on whether concepts have been mastered by their students, how their teaching techniques have been received and how they should shape future lessons to address misconceptions. AFL strategies will differ across subject disciplines, but some common techniques include the use of mini-whiteboards, exit-tickets, effective questioning and classroom polls.

Root 5 – 100 for 100

Our whole-school curriculum intent and learning charter state that staff at ICC have 'high expectations of student behaviour and progress', 'celebrate successes' and deliver 'dynamic lessons' that maximize learning. A key element of these high expectations is the understanding that 100% of students should be engaged, on-task and participating in a lesson for 100% of the time. Teachers will consider the various

	<p>strategies that helps to maintain student engagement and promote 100% 'buy-in', including:</p> <ul style="list-style-type: none"> • Consistent use of the school praise, rewards and incentives policy. • Students who are consistently 'getting it right' by fully engaging, showing a strong work-ethic, delivering high levels of work output and taking an active interest in their school/homework should be celebrated as much as possible. • Consistent use of the school behaviour and sanctions procedure. This should, however, begin with the removal of the praise mentioned in the previous bullet point. 'Cold-call' questioning, 'Be Seen Looking', 'No Opt Out' and other teaching techniques, many of which are listed in Doug Lemov's 'Teach Like a Champion Field Guide 2.0' (2016). • Designing interesting, exciting lessons and lesson activities that promotes student engagement • Devising classroom interventions that help particular students who may struggle to access, participate and engage to succeed. <p>Similarly with Root 1 ('First Five/Last Five'), establishing and maintaining positive relationships will help students to build levels of motivation needed to meet our expectations of 100% engagement 100% of the time. All teachers are encouraged to use the phrase '100 for 100' with students to help us to communicate these high expectations with a clear, consistent approach where students understand that giving 100% for 100% of a lesson is the norm.</p> <p><u>Root 6 – Scaffolding & Modelling</u></p> <p>The British educationalist Dylan Wiliam has described 'Cognitive Load Theory' as the 'single most important thing for teachers to know' (Wiliam 2017). An important recommendation to come out of the extensive research into Cognitive Load Theory is the need for effective 'scaffolding' (EEF, 2021; Shibley & West 2018). This strategy involves both breaking down larger objectives into smaller parts, and, slowly withdrawing support as students improve their understanding/ability to demonstrate a skill. When delivered correctly, scaffolding prevents pupils from being exposed to unmanageable levels of cognitive load and, this, failing to demonstrate learning and, inevitably, a loss of engagement. This particularly relevant for our students who have a special educational need.</p> <p>Barak Rosenshine discusses the need to provide scaffold for difficult tasks in his 'Principles of Instruction'. He also discusses the recommendation for teachers to provide 'good models', for example, through worked examples. A worked example is a 'step-by-step demonstration of how to perform a task or solve a problem (Rosenhine, 2012). These models and scaffolds can work together to create a 'cognitive apprenticeship' that allows students to become more and more independent but only when they have been directed through the content by a master or expert.</p>
2	<p><u>Developing independent learners with high aspirations – ICC 6 roots of learning/ICC mission statement</u></p> <p>To Live.</p> <p>To experience a wide range of the world's wonders; cultural, human, scientific and technological. To smile and laugh in a respectful, positive community where bright</p>

minds and inspiring people are raised. To enjoy and appreciate the rich diversity around us and to value every individual for who they are.

To Learn.

To give all students an opportunity to accomplish incredible things through a fair, positive and inclusive curriculum that helps them develop a passion for learning. To have engaging, stretching lessons and a wide choice so that all talents are recognised and flourish.

To Grow.

To grow adults who are independent, resourceful, resilient and happy, and a credit to their community. To give the opportunity for all students and staff to develop their skills, knowledge, and understanding for them to grow as individuals and ensure our school continues to grow.

ICC 6 Roots of Learning – Root 5 100 for 100

Our whole-school curriculum intent and learning charter state that staff at ICC have 'high expectations of student behaviour and progress', 'celebrate successes' and deliver 'dynamic lessons' that maximize learning. A key element of these high expectations is the understanding that 100% of students should be engaged, on-task and participating in a lesson for 100% of the time. Teachers will consider the various strategies that helps to maintain student engagement and promote 100% 'buy-in', including:

- Consistent use of the school praise, rewards and incentives policy.
- Students who are consistently 'getting it right' by fully engaging, showing a strong work-ethic, delivering high levels of work output and taking an active interest in their school/homework should be celebrated as much as possible.
- Consistent use of the school behaviour and sanctions procedure. This should, however, begin with the removal of the praise mentioned in the previous bullet point. 'Cold-call' questioning, 'Be Seen Looking', 'No Opt Out' and other teaching techniques, many of which are listed in Doug Lemov's 'Teach Like a Champion Field Guide 2.0' (2016).
- Designing interesting, exciting lessons and lesson activities that promotes student engagement
- Devising classroom interventions that help particular students who may struggle to access, participate and engage to succeed.

Similarly with Root 1 ('First Five/Last Five'), establishing and maintaining positive relationships will help students to build levels of motivation needed to meet our expectations of 100% engagement 100% of the time. All teachers are encouraged to use the phrase '100 for 100' with students to help us to communicate these high expectations with a clear, consistent approach where students understand that giving 100% for 100% of a lesson is the norm.

3	<p><u>Supporting Social, Emotional and Mental Health</u></p> <p>Assessments, discussions and observations within college have identified an increase in the number of disadvantaged students who are experiencing social, Emotional and mental health issues. This has since a dramatic increase since the pandemic and has resulted in an increased safeguarding need.</p> <p>Early identification of disadvantaged students who require SEMH support is paramount for student wellbeing and to reduce the impact on student outcomes.</p> <p>A clear mental health policy and pathway is in place at ICC.</p>
4	<p><u>Promoting attendance – EBSA pathway</u></p> <p>Identifying those students whose attendance is lower than expected and planning early intervention for families before learning is significantly impacted.</p> <p>EBSA pathway to be developed in liaison with DOI/EP/OT to ensure that disadvantaged students are supported to attend college in line with their peers.</p>
5	<p><u>Raising standards in whole school literacy</u></p> <p>Adaptive teaching & new literacy strategy will reduce the barrier for cognition and learning all students</p> <p>All KS3 students to complete the GL new group reading test – recorded on ILP's and G4S</p> <p>All students to be identified for literacy intervention in line with new literacy strategy</p> <p>Retesting to take place termly or at the end of any intervention</p>
6	<p><u>Improving Parental engagement.</u></p> <p>Evidence from The Sutton Trust EEF Teaching and Learning toolkit states 'parental engagement is consistently associated with students' success at school. Studies suggest 'increasing parental engagement in primary and secondary schools had on average two to three months positive impact'.</p> <p>Shadow leadership role advertised for lead on improving parental engagement at ICC.</p> <p>Parental voice explored and a parental engagement strategy devised.</p>

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
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High quality teaching and learning	<ul style="list-style-type: none"> • Curriculum maps to have been created for all subject areas identifying clear pathways for students and teachers to follow • Teaching and learning staff inset embedding the ICC 6 Roots of Learning • Adaptive teaching inset delivered to all staff as well as the launch of ICC inclusion pathway • Staff performance development enquiry question to be focus on teaching and learning improvement in line with ICC 6 Roots of Learning • QofE team to launch coaching programme amongst teaching staff
Developing independent learners with high aspirations	<ul style="list-style-type: none"> • ICC Root 5 – 100 for 100 embedded throughout lessons • Rigorous careers programme delivered through drop down days and 1 to 1 careers meetings with disadvantaged student priority • Annual careers fair • All students support with discussions with the KS4-5 transition • Evidence of improved engagement of disadvantaged students seen and monitored on G4S. Progress review sessions focused upon disadvantaged students who are underachieving.
Supporting Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Dedicated wellbeing team • Ready2talk provision- students self-referral for support • Early identification of students in need of additional support for SEMH and wellbeing pathway followed • OT/EP interventions offered to students on wellbeing pathway • Disadvantaged students update of extra-curricular activities to be in line with non-disadvantaged students • RSHE curriculum covers social, emotional and mental health and avenues of support students can access independently • Year assemblies to raise awareness of the wellbeing team and wellbeing pathway
Promoting attendance – EBSA pathway	<ul style="list-style-type: none"> • The attendance of students meets of exceeds national averages for disadvantaged student • Development of an EBSA pathway with particular emphasis on removing barriers that disadvantaged students may face to accessing their education

	<ul style="list-style-type: none"> • Evidence of work with external agencies where necessary to support long term absenteeism • Fortnightly attendance meetings held with DOI/Safeguarding lead/SENCO/attendance officer
Raising standards in whole school literacy	<ul style="list-style-type: none"> • All students to be identified for literacy intervention in line with new literacy strategy • 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. • Students enjoy reading regularly this is supported by mentor reading book club • Accelerated Reader and bedrock intervention programmes are embedded at ICC • Adaptive teaching & new literacy strategy will reduce the barrier for cognition and Learning SEN students • All KS3 students to complete the GL new group reading test – recorded on IEP's and G4S • Retesting to take place termly or at the end of any intervention • Disciplinary literacy embedded in the classroom
Improving Parental engagement	<ul style="list-style-type: none"> • Shadow leadership role advertised for lead on improving parental engagement at ICC. • Parental voice explored and a parental engagement strategy devised.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school focus on high quality teaching and learning integrating key principles of effective classroom practice, implementation of 6 roots of learning.</p> <p>Root 6 – scaffolding & modelling focus- staff CPD</p>	<p>Adaptive teaching - The early carer framework Standard 5 – adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.</p> <p>What are the most effective ways to support disadvantaged pupils' achievement? (publishing.service.gov.uk)</p> <p>Addressing educational disadvantage, Mark Rowland, 2021. Principles of Instruction, Rosenshine</p>	1,2, 4 & 5
<p>Instructional Coaching team to support whole school teaching and learning standards.</p>	<p>Instructional Coaching at ICC follows Jim Knight's 'The Impact Cycle' model. This involves teachers regularly reflecting on their lessons and identifying particular aspects of their practice they wish to receive coaching on. Staff will meet their instructional coach who should be able to probe and diagnose the issue and help the teacher to set themselves high-impact PEERS goals. These goals will be measurable, easy to implement and emotionally compelling, therefore, allowing staff to make quick and significant improvements to their practice.</p>	1,2, 4 & 5
<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>Data entry points allow for heads of Faculty to monitor student progress and liaise with Progress leaders to ensure that swift intervention is implemented.</p> <p>EEF (2021)</p> <p><i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</i></p>	1,2,3 & 4

	Progress review days allow Progress leaders, Pastoral Manager and Mentors to meet with parents and students who are underachieving offering support and interventions when required.	
Literacy Lead/ DOI promotes literacy, provides staff CPD	Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance. The most recent estimates suggest that low levels of literacy cost the UK economy at least £20 billion a year EEF (2018)	1 & 4
Leadership of Teaching and Learning strategies targeted at disadvantaged students through dedicated allocation of DHT time	<p>Provide opportunity for all pupils to experience success by:</p> <ul style="list-style-type: none"> Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. Balancing input of new content so that pupils master important concepts. Making effective use of teaching assistants. <p>Early Careers framework</p>	1, 2, 3 & 4
Assessments undertaken by Educational Psychologist/Occupational Therapist and Mental Health and Wellbeing practitioner and external agencies	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:</p> <ul style="list-style-type: none"> promote positive relationships, active engagement, and wellbeing for all pupils; ensure all pupils can access the best possible teaching; and adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report. 	3,4 & 6
Enrolment for all staff with the National College to support staff CPD	<p>Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance- related pay for teachers of lengthening the school day.</p> <p>Education Policy Institute (2020)</p>	

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

Budgeted cost: £ 130,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small numeracy withdrawal groups.	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>EEF (2021)</p>	1 & 2
<p>Accelerator Reader package for all students, year 7-9.</p> <p>NGRT package for all student's year 7 -14</p>	<p>Children who read at or above the expected level for their age hold more positive attitudes towards reading than children who read below the level for their age Clark and DeZoya (2011)</p> <p>According to the 'Read All About It' report, 20% of all 15-year-olds have a reading age of 11 and below, and 10% a reading age of 9 and below. The report authors conclude that "given the importance of literacy to the whole school curriculum, it follows that those students who struggle with reading are at a significant disadvantage in every one of the GCSE examinations they take". NGRT</p>	1, 2 & 5
Small literacy withdrawal groups.	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>EEF (2021)</p>	1, 2 & 5
Purchased reading books for group reading in mentor sessions.	<p>"Teresa Cremin et al (2014) suggest that the acquisition of the habit of reading is helped when teachers build communities of readers in their classrooms, developing a love of reading and the motivation to do so – building both the will and the skill. Likewise, Jerrim and Moss (2018) argue that reading fiction is a predictor of long-term academic success."</p> <p>EEF 2020</p>	1, 2 & 5
Access Reading and CAT testing.	Results from CAT4 enable teachers to adapt their teaching approaches, materials,	1, 2 & 5

	emphasis and pace in the classroom to meet individual student needs. This is enhanced by an understanding of the interaction between student characteristics and the demands of the task or the classroom. The effective teacher will use all these factors to directly impact each student's learning outcomes – GL assessment	
Bedrock Learning Homework and catch-up support available through the LRC and Hub.	<p>1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p> <p>3. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p> <p>4. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</p> <p>EEF (2021)</p>	2, 5 & 6
Blended Learning and TUTE Packages.	<p>Blended learning has a range of benefits for SEN students. Students who suffer from severe anxiety and mental health problems who may struggle with the stricter routine of traditional schooling may benefit from being able to attend some of their lessons from home.</p> <p>SEN schools guide (2020)</p>	1, 2,3, 4 & 5
Period 6 lessons focusing on Disadvantaged year 11 group.	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>EEF (2021)</p>	1,2 & 3
Shadow leadership post focusing on Parental Engagement	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps</p> <p>EEF (2021)</p>	4 & 6

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

Budgeted cost: £ 130,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated DHT leading on attendance with a priority for disadvantaged students.	Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category. EEF Guide to Pupil Premium 2023	4 & 6
Attendance Officer closely monitors and supports disadvantaged students liaising with the Director of Inclusion and SENCO.	Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category. EEF Guide to Pupil Premium 2023	4 & 6
Appointment of a dedicated careers advisor. Disadvantaged students	High-quality careers guidance is essential to enable all children and young people to understand the range of options available to them and realise their potential. There have been substantial changes to the careers landscape in England over the past decade, including the introduction of the Gatsby benchmarks and Baker clause. https://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers#fn:1	2

prioritised and, where needed received additional support.		
Year 11 post 16 interviews with SLT	<p>High-quality careers guidance is essential to enable all children and young people to understand the range of options available to them and realise their potential. There have been substantial changes to the careers landscape in England over the past decade, including the introduction of the Gatsby benchmarks and Baker clause.</p> <p>https://www.gov.uk/government/publications/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers/independent-review-of-careers-guidance-in-schools-and-further-education-and-skills-providers#fn:1</p>	2
Dedicated Personal Development days	<p>‘The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’</p> <p>Ofsted 2019</p>	2
Progress leaders and mentors monitor attendance, engagement and readiness to learn prioritising disadvantaged students as part of the progress review process.	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>EEF (2021)</p> <p>Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.</p> <p>EEF Guide to Pupil Premium 2023</p>	2 & 6
Dedicated AHT to monitor behavior	<p>Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools,</p>	2, 3 & 6

ur and safegu arding	the specific features of the community your school serves will affect which approaches you prioritise in this category. EEF Guide to Pupil Premium 2023	
Other extra- curricul ar clubs and trip support /STEM bus	Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school) https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf	2 & 3
Wider curricul um, equipm ent and uniform PP subsidi ary process	Supporting pupil's social, emotional needs Extra-curricular activities Communicating with, and supporting, parents EEF's tiered approach to PP spending	2, 3, 4 & 6
College Counse lling	Counselling within secondary schools has been shown to bring about significant reductions in psychological distress in the short term, and to help young people move towards their personal goals https://assets.publishing.service.gov.uk/media/5a74ba8640f0b619c8659f41/Counselling_in_schools.pdf 'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment' EEF Social and Emotional Learning 2021	3
Educati onal Psychol ogist and Occupa tional Therapi st support both assess ment of student s and parenta l support groups.	'Where EPs worked directly with children and young people, interviewees explained that EPs were able to capture children and young people's experiences and accurately understand their situation. This work was complemented by EPs upskilling school staff to identify children and young people's needs early and by adopting a whole-school graduated approach' 'Interviewees gave several examples of children, young people and parents/carers feeling empowered following support from the EP service' https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1166208/Educational_Psychology_services_-_Workforce_insights_and_school_perspectives_on_impact.pdf	3 & 6
Duke of Edinbur gh Award	'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities,	2 & 3

– Promoted to all students	<p>outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.’</p> <p>EEF (2021)</p>	
Shadow leadership post focusing on Parental Engagement	<p>Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps</p> <p>EEF (2021)</p>	4 & 6

Total budgeted cost: £361,040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

This details the impact that our pupil premium activity had on students in the 2022 to 2023 academic year.

Progress and attainment 8 (2022/23)

P8	A8	PP P8	PPA8
-0.48	37.5	-0.79	31.2

Attendance (2022/23)

Overall	PP
90.8%	87.1%

Suspensions 2022/23

Total number of incidents	Suspensions Non disadvantaged students	Suspensions disadvantaged students
62 incidents by 41 students	19	22

Post 16

At ICC, we have a clear support process for student to access to have a secure future once they leave college at the end of year 11, or at the end of their post-16 education. Students are exposed to an extensive careers programme and attend a careers fair to support them in making appropriate next steps as they move forward with their further education.

Destination measures provide clear and comparable information on the success of schools and colleges in helping their young people continue in education, employment or apprenticeships.

Pupil destinations (2021 leavers)

This data is for pupils who completed in 2021, which is the most recent data available.

	Ifield Community College	Local Authority	England
Pupils staying in education or employment	91%	94%	94%
Total number of students included in destination measures	176	8,206	576,305
Pupils staying in education for at least 2 terms after KS4	84%	88%	86%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

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Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year</p>
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.