

# Pupil premium strategy statement – The Island Learning Centre

This statement details our school's use of pupil 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	105
Proportion (%) of pupil premium eligible pupils	63.55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/25 - 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Andrew Hatherley
Pupil premium lead	Andrew Hatherley
Governor / Trustee lead	Joanne Anderson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,000.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£34,000.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

The Island Learning Centre is a Pupil Referral Unit

Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching, relational and trauma informed practice, PACE and targeted support focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

The COVID-19 pandemic significantly affected the mental health of many young people which is can be seen through our increasing medical roll numbers. Interventions for pupils that have been worst affected, including non-disadvantaged pupils are built into ILC provision.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Our assessments 2023/2024 show that disadvantaged pupils generally achieve less positive outcomes. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	Observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties. (behaviour records)
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel, money, social interactions.
6	Attendance figures indicate that disadvantaged students join the school with lower attendance than their 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
All pupils increase attendance	All students improve attendance from their starting point. Pupils with poor attendance show a substantial increase.
Improved attainment for disadvantaged pupils in all subjects, notably literacy and Numeracy, relative to their starting points	Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy.

as identified through baseline assessments.	<p>An increase in the percentage of disadvantaged pupils entered for GCSE subjects.</p> <p>An increase in the number of pupils attaining Functional Skills Level 1 or 2 in Maths and English, Entry Level or Step up Qualifications, if they do not study GCSE Students attaining Level 1 vocational qualifications</p>
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in school.
Pupils can use a range of strategies to maintain regulation throughout the day	Through achievement of core skills, shown in progress
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<p>Through observations and discussions with pupils and their families.</p> <p>Life skills targets achieved in progress</p>
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	<p>All disadvantaged pupils are able to access high quality work experience and careers mentoring.</p> <p>By the end of the strategy, disadvantaged pupils are progressing to post 16 provisions.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (CPD, recruitment and retention)

Budgeted cost:

**Music - £2,730.00 pa**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contracted Music Teachers onsite offering	Arts participation can offer a route to engage older students and develop	3,4

Guitar, Vocal coaching and Music production to individuals/small groups of students.	positive attitudes to learning and wellbeing. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	
Allocation of dedicated reading and mentoring time and phonics Intervention resources to develop pupils reading and comprehension skills across the school	Reading for enjoyment, frequency and access to reading resources and Intervention programmes to enable young people to access their learning. Increased reading and comprehension skills enable access to curriculum materials and support independent learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,2,5
Pupils to explore and experience vocational options of interest to themselves. Individualised learning.	Pupils in enjoy following areas of special interest where this is possible. Many pupils learn by vocation and kinaesthetic learning.	1,3,5,6

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

Budgeted cost:

**Trauma Informed Practitioner 6 hours a week - £11,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance interventions, Key Adult time	A clear link between attendance and outcomes for pupils. We are often trying to break negative cycles	1,3,4,6
A range of support will be offered for individuals and groups of pupils where a need has been identified.	Developing the current good practice across the school, and improving our wellbeing support for pupils (Uniform etc)	3,5,6
One to One Targeted Interventions	Talking Therapies	3,5,6
To offer pupils an exciting curriculum with some vocational provision that meets their needs and helps them to overcome	This is the fundamental universal offer for ALL pupils at the ILC and creates a secure platform for developing individualised learning through Quality First Teaching.	1,2,3,4,5,6

barriers thus giving them equal opportunities		
One to One support for Maths and English for specific students requiring catch up	Assessments have shown that PP students require additional one -to-one support to plug gaps in learning for English and maths. Assessments are used to assess reading and comprehension levels.	1,2

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

Budgeted cost:

**Voice 21 - £2,500.00 Intervention**

**Rewards/Trips - £5,000.00**

**Home Visits - £5,174.00**

**Uniform - £3122.00**

**AV1 Robots - £5400.00**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Mental health and wellbeing of pupils	As well as developing the current good practice across the school, we wish to build on support for mental health and wellbeing of pupils	1,2,3,5,6
Meaningful and positive engagement with families that enable participation in target setting, implementation and reviews.	The ILC works holistically with pupil, families. We are not only goal setting for school but for life	1,3,4
Pupils are more able to self-regulate and lower	Giving pupils the tools to self-regulate	1,3,4,5,6

arousal levels, enabling a 'just right state' for learning		
Home visits and off-site education for reluctant attenders to increase engagement	Discussions and observations show that pupils who find it difficult to attend school benefit from off-site provision and home visits to support engagement and attendance	1,3,4,5,6
Oracy programme – Voice 21	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,2,3,5
Uniform support	All students to have access to a set of uniform to raise self-esteem and promote a sense of belonging	3,5,6
AV1 Robots	3 AV1 robots available to enable medical students to 'attend' lessons virtually	6

**Total budgeted cost: £ 34,926.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our internal assessments during 2022/23 indicated that disadvantaged pupils made below average progress.

Low attendance significantly impacted on progress for many students which has led to the development of the educational offer to focus on a more vocational carousel of activities that will promote enjoyment and purpose.

We have focussed on core academic outcomes through our resolution to maintain a high quality curriculum, even when pupils were not in school, by providing home tutors, online learning and work packs alongside onsite teaching.

Our assessments and observations suggested that for many pupils, being out of mainstream schools, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

#### Targeted Support

- Promotion of the love of reading with a variety of materials at appropriate reading levels with interventions supported individual success
- Pupils enjoyed the enrichment activities and vocational curriculum offers and benefited from them. It sparked interests that hopefully lead to a lifetime of interests/careers
- The Island Learning Centre worked holistically with pupil and families to support children in school, introducing a Trauma Informed Practitioner into the staffing structure.
- We identified individuals and groups that needed additional support. The centre supported by engaging with external agencies and developing bespoke provisions to meet need.

### Externally provided programmes

Programme	Provider

**Service pupil premium funding (optional)**

<b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

### Additional activity

Additional activities to support pupil premium students:

- Working in partnership with local colleges to access opportunities such as open evenings, pre-arranged visits and taster courses
- Arranging work-experience placements where possible that enable pupils to have first-hand experience of work environments.
- **Planning, implementation and evaluation**

In planning our new pupil premium strategy, we evaluated activities undertaken in previous years and if it had the degree of impact that we had expected.

We have also put a sharp focus on supporting teachers to develop their professional practice and experience in specialist areas, allowing them to develop expertise and share them with other staff. The school has an induction programme for new staff to ensure consistency and quality.

We look at studies and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.