

The ArtsXchange

Part of the T4 Trust

Pupil Premium Statement

Pupil premium strategy statement

This statement details our college's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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 college

School overview

Detail	Data
School name	The ArtsXchange College, 263-269 City Road, London EC1V 1JX.
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	18.5% (based upon 10 students who are eligible).
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	23 rd November 2021.
Date on which it will be reviewed	23 rd November 2022
Statement authorised by	Mr Robinson (Interim Head of College),
Pupil premium lead	Mr Delmede-Crawford (Assistant Head of College).
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,550
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£15,550

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Attendance rates have a significant impact on learning outcomes
2	The social and emotional well-being of the children has suffered during lockdown. Children need to have the support to ensure these needs are met so that they are ready to learn.
3	The remote learning curriculum impacted on young people's written work stamina which needs support to develop.
4	As a result of narrowed social circumstances language and communication has suffered. Young people need support to develop a wide vocabulary and the confidence to communicate with a range of others.
5	Remote learning and school closures have impacted on the attainment gap. Young people need support to get back on track for summer series of examination in 2022.
6	Restricted financial circumstances (exacerbated by Covid) limited the children's range of activities and experiences.

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
Attendance rates to be reviewed and to be aligned to national averages for Alternative Provisions.	Attendance Rates to be in excess of 80% above the national averages which were re-calibrated on the 11 th November 2021. Pre-16 attendance from the 1 st September 2021 to the 26 th November is 71% and Year 10 have a figure of 85.6% which compares favourably to the Year 11 figure of 67.9% in Year 11. Attendance in state funded alternative provisions has recently (25 th November) been recalibrated from 60.9% from November 11 th down to 58.3%. This in effect means that we are achieving above the national benchmark but collectively we would like to ensure that this is higher than this for our students. In terms of the post-16 attendance figures, the overall percentage is 79% and Year 12 and 13 are 77.8% and 75.8% respectively whilst Year 14 are 84.7% and this has given the College an overall figure of 79.1%. This again will be prioritized and strategized and the use of SIMS will allow the College to track attendance and persistent absenteeism more effectively.
The social and emotional well-being of the young people has suffered during lockdown. The Young People need to have the support to ensure these needs are met so that they are ready to learn.	Cycle of well-being checks established to ensure that all young people are safe and the welfare team to work on this by making regular contact with the students and families and logged on SIMS. Phone calls and emails logged and recorded.
The remote learning curriculum impacted on young people's written work stamina which needs support to develop.	Catch up and intervention work with writing and recording information in smaller groups with LSA's. Exam practice and preparation with past papers to prepare for examinations for the Summer 2022 and for pre-public examinations (PPE).

As a result of narrowed social circumstances language and communication has suffered. Young people need support to develop a wide vocabulary and the confidence to communicate with a range of others.	SALT work to continue to support young people and social interaction to continue and group work to be initiated and to carry on. Linguistic paucity to be looked at and explored through the creative and informal curriculum through talent and recreation, additional enrichment sessions and student take up increases and is enhanced as a result of this.
Remote learning and school closures have impacted on the attainment gap. Young people need support to get back on track for summer series of examination in 2022.	Catch up funding used for English and Mathematics to facilitate accelerated progress for young people and spreadsheet of expenditure submitted.
Restricted financial circumstances (exacerbated by Covid) limited the young people's range of activities and experiences.	Enrichment and enhancement activities put into place to address these issues and also a term of the recovery curriculum.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance focused training and procedures to follow up on low attendance and persistent absenteeism.	The welfare team are doing attendance meetings, home visits, network meetings and liaising with external agencies and networks to help support	Case review meeting once a week where attendance and absenteeism are addressed. 14 students involved in this and 10 PP plus an additional 4 students.
Welfare team expanded and augmented so that more capacity to support students who are reluctant attendees and who are struggling to come to college	Students who previously did not attend have started to attend more consistently and this is positive and means that things are changing and shifting more significantly. External visit from commissioning group highlighted the work around an attendance strategy.	Persistent non attenders are targeted and this means that there is more tracking of attendance in place and that this leads to more positive attendance figures which are aligned to national averages for AP's.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English interventions to support students with	Additional interventions for students struggling with Maths 1:1 support to close the gap in attainment as the result of COVID lockdown and disruption to learning. Agreed additional £700 agreed by Haringey for two LAC students plus additional funding for students.	6 students.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Welfare check-ins and support for individual students through well-being checks through telephone calls and home visits.	Students supported through welfare outreach for persistent absenteeism through welfare check ins and interventions through outreach and home visits.	Caseloads assigned to welfare team to work with individual students who are LAC and in receipt of PP.

Total budgeted cost: £ 15,550

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 by the Department of Education for 2020 to 2021.

The college's focus during this time was to support all its students, given significant proportions of the academic year being subject to remote learning.

The majority of the additional funds available was spent during the lockdown with the issuing of computers and laptops so that students could access online learning and also through well-being checks given the vulnerability of all our students facilitated through telephone calls, zoom calls and weekly check-ins. Where required dongles were also sent to key students with no internet access. In some cases, cameras and programmes for editing and music production were purchased to enable individual students to access the creative curriculum online and to ensure that students remained connected with the college through this process.

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
N/A	