

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	50
Proportion (%) of pupil premium eligible pupils	66% (based upon 33 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	19 th June 2023
Date on which it will be reviewed	19 th November 2024
Statement authorised by	Gosia Klosek, Head of College
Pupil premium lead	Mr Delmede-Crawford, Assistant Head of College.
Governor / Trustee lead	Frank Green, Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,874.70
Recovery premium funding allocation this academic year	£6,204.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£16,078.70

Part A: Pupil premium strategy plan

Statement of intent

At The Arts Xchange college, our moral purpose is to ensure that a student's background is no barrier to their achievement and access to opportunities. We seek the 'Best in Everyone'. We aim for equality of opportunity in every aspect of college life. Academic achievement, extracurricular participation, health, and well-being should be achievable for all.

Our goal is for every student, regardless of background, to achieve good progress while attending The ArtsXchange College and perform well throughout the entire spectrum of the curriculum. This will give all students not only a strong set of academic results but also the abilities they need to successfully integrate into society and lead the most fulfilled lives possible.

Our approach is centred on teaching and learning that is incredibly successful. High-quality instruction, according to the education endowment foundation, has the strongest influence on the advancement of underprivileged students while preserving the progress of all students enrolled at The ArtsXchange College.

The strategy is going to concentrate on providing the highly effective teachers at our school with the resources they need to create exacting, accessible, and knowledge-rich curricula for all subjects, as well as the resources they need to put their curricula into practise. Effective evaluations will be utilised to evaluate the curriculum's effectiveness before directing interventions at any students but especially the underprivileged students who are not achieving the expected development. That will be verified by the evaluations' feedback.

- The ArtsXchange College's curriculum is kept at a high degree of challenge.
- The data generated is regularly reviewed to ensure that the right interventions are put in place right away to close the gap.
- The prompt communication of the progress data to the relevant staff members allows them to maintain the high standard of education provided to the underprivileged children.

This process will continue throughout the academic year.

Since our most disadvantaged students often do not have access to the same opportunities as their peers, the approach will also seek to improve the lives of our more underprivileged pupils. The school's enrichment curriculum will seek to shape each student's character by providing them with a wide range of opportunities and experiences they may not have access to within their community.

The comprehensive educational recovery strategy - the "catch up" plan, has been combined with the pupil premium approach. To help our underprivileged students catch up to their peers, we plan to use tutors and individual leaning plans with bespoke target-interventions. Since many of our underprivileged students start at The ArtsXchange far below the national average for these measures, the strategy will also incorporate efficient literacy and numeracy interventions.

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	All our students experience difficulties with social interaction and social communication. These difficulties have often been compounded with fewer opportunities to practise these skills in real life settings. Low levels of resilience for learning / weak study skills This is linked to high levels of anxiety + low self-esteem that so many of our students' experience.
3	The remote learning curriculum impacted on young people's written work stamina which needs support to develop. Continue to develop with Individual plans for each student.
4	Improving reading and literacy. The data shows that most of our students have low reading ages and are lower than the national average. 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 (cost of living crisis) limited the Young people'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
<p>1. Attendance rates to be reviewed and to be aligned to national averages for Alternative Provisions.</p>	<p>Attendance Rates to be more than 80%, above the national averages for AP.</p> <p>There are proven links between achievement and attendance and our strategy is aimed at supporting students and their families to understand the significant impact of poor punctuality can have on learning.</p>
<p>2. All our students experience difficulties with social interaction and social communication.</p> <p>These difficulties have often been compounded with fewer opportunities to practise these skills in real life settings. Our students also present low levels of resilience for learning and weak study skills.</p> <p>This is linked to high levels of anxiety + low self-esteem that so many of our students' experience.</p> <p>Young people need a targeted support to overcome these difficulties.</p>	<p>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.</p>
<p>3. The remote learning curriculum impacted on young people's written work stamina which needs support to develop.</p>	<p>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 2023 and for pre-public examinations (PPE).</p> <p>For students who are unable to attend college, we have developed a good system for home learners with individual personalised learning plans and regular welfare visits.</p>

<p>4. Improving reading and literacy.</p> <p>The data shows that most of our students have low reading ages and are lower than the national average. Young people need support to develop a wide vocabulary and the confidence to communicate with a range of others.</p>	<p>To improve reading, comprehension and Numeracy skills across all year groups but at KS4, we have in place interventions to achieve success criteria:</p> <p>Improvements in pupil reading age scores – KS4-5 Improvements in phonic screening + KS4 tests.</p> <p>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 because of this.</p>
<p>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 2023</p>	<p>Catch up funding used for English and Mathematics to facilitate accelerated progress for young people</p> <ul style="list-style-type: none"> -ILPs -Individual pastoral and academic interventions -Curricular offer expanded of Functional Skills (incl. Entry Levels)
<p>6. Restricted financial circumstances (cost of living crisis) limited the young people's range of activities and experiences.</p>	<p>Enrichment and enhancement activities put into place to address these issues and a term of the recovery curriculum.</p>

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 (1–6)
IT – Access to Chromebook and MacBooks for every student	The Creative media courses require extensive IT skills, which our pupils build during their Film, Photography, Digi Arts and Performing Arts sessions. learning in the event of Covid closures + homework + online learning platforms. More accessible keyboards purchased.	1,3,4
Interactive functional skills software- BKSB	Software to support the teaching of functional skills in a more engaging way.	1, 4
Ingredients for food technology purchased.	All ingredients for food tech lessons purchased – equality of access.	5
Talk for Writing	Purchase of more diverse range of children books to match the TFW approach.	1,4
Read write Inc	Some additional resources to support the scheme	1.4
Phonics Bug	Pearson, gov recommended scheme	1, 4
Teaching discrete study skills	Purchased new PSHE scheme for teachers incorporating study skills - Ecpublishing Booster sessions for KS4.	1, 4
Students engaging in specialist PE activities	Targeted students attending – sports games, residential adventurous activities (PE hall hire, trampolining etc)	2,3,4

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

Activity	Evidence that supports this approach	Challenge Number(s) addressed (1-6) _
Maths and English NTP interventions	Additional interventions for students struggling with Maths and English 1:1 support to close the gap in attainment as the result of COVID lockdown and disruption to learning.	1,2,3,4
Power of Reading- Mature Reading Scheme	Curriculum resources, reading scheme to support our students improve their literacy	1,2,3,4
Dongle/ Wi-Fi access	Children in Wi-Fi poor areas provided with dongles + data access.	1-5
Uniforg	Careers subscription supporting the students to reflect on their skills, qualities, create CVs, personal statements, apply to next destination placements.	1,2,3,4
GCSE Revision guides -BKSB	Maths, English	4,5

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

Activity	Evidence that supports this approach	Challenge Number(s) addressed (1-6)
Offsite trips	Wide range of education trips including Science Museum, Docklands, The Globe + Westminster Abbey, Swimming, Forest School.	2,3,4,5
Counselling	1-1sessions	2,3,4
Educational Psychology	Purchase of 1 day/week of EP time to support more powerful T+L interventions.	2,3,4
Breakfast	Food for lunches, breakfast + snack time purchased.	2,3,5
Sensory resources	A range of sensory items bought to help meet sensory needs of students. Including specialist items such as scissors/ cutlery/ pens.	1,2,3,4
Careers advice	1 to 1 weekly session with the careers 'advisor	2,3,4,5
Shows and concerts	Young artists are invited to perform in our college and deliver a Q&A session about their artistic and personal journey	2,3,4

Total budgeted cost: £ 16,078.70

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.

The last two years have witnessed unprecedented levels of challenge and change within our college. The impact of the pandemic followed by the cost-of-living crisis on the experiences of learning, attendance, and mental health of all our students and their families is significant and still being felt.

Most 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 through well-being checks given the vulnerability of all our students.

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.

In the academic year 2022/23 we have introduced some new strategies – both pastoral and academic to address the challenges our young people are experiencing.

The work will continue.

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	