

# **The ArtsXchange**

Part of the Beckmead Trust

Pupil Premium Statement

This statement details our college's use of pupil premium (and recovery premium for the 2025 to 2026 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 (AXC)
Pupils in school (Allocation Census)	13
Proportion of disadvantaged pupils	53.9%
Pupil Premium Allocation (2025/26)	£7,525 (Deprivation) + LAC Funding
Academic year or years covered	2025/2026
Publish date	January 2026
Review date	September 2026
Statement authorised by	Head of College Gosia Klosek

## 2. Funding Overview

### 2025/26 Allocation (Current)

- **Number of secondary pupils on roll:** 13
- **Number of eligible pupils (Deprivation):** 7
- **Percentage eligible:** 53.9%
- **Confirmed Deprivation Allocation:** £7,525
- **Additional LAC Funding:** *Funding for Looked After Children (approx. £2,570 per pupil) is managed via the Virtual School and is additional to the figure above.*

### 2024/25 Allocation (Previous)

- **Number of secondary pupils on roll:** 13
- **Number of eligible pupils (Deprivation):** 7
- **Percentage eligible:** 52%
- **Confirmed Deprivation Allocation:** £6,825

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

#### Statement of Intent (2025–2026)

**Our Moral Purpose and Ambition** At The ArtsXchange College, our moral purpose is absolute: **a student's background must never dictate their destiny.** We hold the conviction that every student—regardless of their socio-economic status, prior educational disruption, or SEMH needs—deserves access to the 'Best in Everyone'.

We recognise that our students often present with "double disadvantage": the intersection of financial hardship and complex Social, Emotional, and Mental Health (SEMH) needs. Therefore,

our goal extends beyond academic metrics; we aim to equip students with the emotional resilience, cultural capital, and qualifications necessary to integrate successfully into society and lead fulfilled lives.

**Our Core Approach: High-Quality Teaching First** We adhere to the Education Endowment Foundation (EEF) principle that **high-quality teaching is the single most effective lever** to improve outcomes for disadvantaged pupils. While targeted interventions are vital, they cannot compensate for poor classroom practice. For the 2025–26 academic year, our teaching strategy has evolved to meet the specific needs identified in our data:

- **Curriculum Structure:** We have restructured the timetable to provide **daily 50-minute sessions** in English and Mathematics. This frequency supports the retention and cognitive load needs of our learners, ensuring that literacy and numeracy skills become embedded habits rather than isolated tasks.
- **Vocational Engagement:** We utilise our high-quality Creative Arts Curriculum not just as a subject area, but as the "hook" for engagement. By securing success in Arts and Media, we build the self-efficacy required to tackle challenging academic subjects like Mathematics.

**Targeted Academic Intervention** We acknowledge that the pandemic and the cost-of-living crisis have exacerbated learning gaps, particularly in numeracy. Our strategy moves beyond generic "catch-up" to granular, data-driven intervention:

- **Diagnostic Assessment:** Assessment data is reviewed weekly. This allows us to identify gaps immediately—specifically for students with high prior attainment who are underperforming in Functional Skills.
- **The "Safety Net" Strategy:** We have implemented January exam entries for Functional Skills Level 1 and 2. This ensures disadvantaged students bank qualifications early, reducing anxiety and allowing for focused GCSE preparation in the summer.
- **Literacy & Numeracy:** Recognising that many students arrive with reading ages below their chronological age, we invest in access arrangements (e.g., reader pens, speech recognition) to remove literacy barriers during assessments.

**Wider Strategies: Behaviour, Attendance, and Cultural Capital** Academic success cannot happen without emotional regulation. Our strategy integrates Pupil Premium funding with our pastoral approach:

- **Relational Stability:** We have shifted to a relational behaviour model. Funding supports the staff training and systems (such as *Behaviour Smart*) required to understand the root causes of behaviour, rather than simply sanctioning it.
- **Attendance as a Priority:** We recognise that disadvantaged students are often more prone to absenteeism. Our "Positive Feedback" initiatives and Friday enrichment assemblies are designed specifically to reframe attendance from a statutory duty to a desirable choice.
- **Cultural Capital:** We refuse to let a lack of financial means narrow a student's horizons. Our enrichment curriculum provides fully funded access to theatre, industry workshops, and cultural experiences, ensuring our disadvantaged students possess the same "world knowledge" and soft skills as their peers.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Historic Attainment Gaps in Numeracy:</b> Internal data (2024/25) shows disadvantaged students with low prior attainment (iGCSE Grade 1) consistently struggle to pass Functional Skills Maths L1/L2 (12.5% pass rate).
2	<b>Attendance &amp; Punctuality:</b> While improving (74.2%), attendance for disadvantaged learners remains below national averages, with "Fridays" identified as a historic avoidance point.
3	<b>SEMH &amp; Regulation Barriers:</b> High behavioural volatility and social communication difficulties impact readiness to learn. 60% of suspensions in Autumn 2025 involved a small nucleus of high-risk pupils.
4	<b>Safeguarding &amp; External Risk:</b> Vulnerability to external risks (e.g., exploitation, online safety) requires intensive safeguarding support (MASH/Prevent referrals).
5	<b>Lack of Cultural Capital:</b> Many students arrive with limited exposure to professional workplace environments or cultural institutions.

## 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
<b>Close the Maths Attainment Gap</b>	Disadvantaged students achieve parity with English outcomes. Target: 60%+ pass rate in Functional Skills L1/L2 Maths by Summer 2026.
<b>Improve Attendance Stability</b>	Attendance for LAC and FSM students sustains at >75% (moving towards 85%). Friday attendance aligns with the rest of the week.
<b>Reduction in Suspensions</b>	Suspension rate for disadvantaged pupils continues to fall (Target: <10 suspensions in Spring Term).
<b>Successful Post-16 Destinations</b>	100% of disadvantaged Year 11s progress to Education, Employment, or Training (NEET figure: 0%).

## Activity in this Academic Year (2025/26)

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

### 1. Teaching (for example, CPD, recruitment and retention)

*Budgeted cost: £3,000*

- **Restructuring Core Curriculum:** Supporting the staffing shift from double lessons to **daily 50-minute Maths and English sessions** to support retention and cognitive load.

- **Staff Training:** CPD for all staff on the new *Behaviour Smart* system to ensure data-driven, consistent behavioural responses.
- **Exam Board Alignment:** Resource costs for transitioning to AQA English and Pearson Maths to align with Functional Skills pedagogies.

## 2. Targeted Academic Support (for example, tutoring, one-to-one support)

*Budgeted cost: £2,500*

- **"Safety Net" Exam Series:** Funding January entry fees for Functional Skills L1/L2 to secure qualifications early for GCSE students, reducing summer anxiety.
- **SEN Access Arrangements:** Provision of computer readers and speech recognition software training for students with literacy barriers (SEN/FSM overlap).
- **Weekly Intervention Sessions:** Ring-fenced timetable slots for small-group Maths intervention.

## 3. Wider Strategies (for example, related to attendance, behaviour, wellbeing)

*Budgeted cost: £2,025*

- **Attendance Initiatives:** Funding the **"Positive Feedback Token System"** and Friday Assemblies (prizes/recognition) to tackle the "Friday Dip."
- **Therapeutic & Social Interventions:** Weekly Cooking Sessions focused on social communication and teamwork.
- **Cultural Capital Trips:** Subsidising trips (e.g., *Six the Musical*, Immersive Experience) to build peer relationships and social confidence.
- **Careers Support:** Contribution towards "Work Experience Guarantee" pilot activities.

**Total Budgeted Cost: £7,525**

## Part B: Review of Outcomes in the Previous Academic Year (2024/25)

- **Allocation:** £6,825
- **Outcomes:**
  - **Vocational Success (Met):** 100% of disadvantaged students entered for BTEC Workskills L2 and UAL Creative Media/Performing Arts passed.
  - **English Attainment (Met):** High accessibility maintained; students with low prior attainment (iGCSE Grade 1) successfully passed Functional Skills English L1.
  - **Maths Attainment (Not Met):** Only 12.5% pass rate at L1/L2. This has led to the radical change in timetable structure (Daily Maths) for 2025/26.
  - **Attendance (Partially Met):** Attendance dipped in 2024 (59.3%) but the new strategy implemented late in the year has seen a sharp rise to **74.2%** in Autumn 2025.
  - **Destinations (Met):** Only 1 student (2.9%) was NEET. 45.7% progressed to FE College, showing strong transition support for disadvantaged learners.

