

Barriers to future attainment at iCollege (for all learners, but specifically those eligible for PPG)

Barriers are to be overcome – not used as an excuse for poor attainment or lack of progress

In-school barriers to overcome (iCollege main priorities in bold)

A.	Undiagnosed SEND needs in mainstream
B.	Behaviour that challenges
C.	Unsupported learning habits at home
D.	Family circumstances or expectations that impact negatively on their learning and involvement in extra-curricular activities
E.	Attendance and exclusion history at mainstream
F.	Inadequate teacher attention, understanding, training in mainstream
G.	In-school stereotypes
H.	Poor emotional regulation
I.	Poor speech and language acquisition
J.	Attainment lower than the National Expected Level

External barriers to overcome (from 'Success at School')

K.	<p>Motivation, or the availability to learn; Reference: Maslow's Hierarchy of Needs - self-actualization comes top of the list in the essential 'needs' that we require to learn. A lack of motivation is a major barrier to student's learning and without the desire to achieve; students often end up doing the bare minimum amount of work in the classroom, enough to get by but not enough to really enhance their learning. A lack of motivation to study typically results in students going through the motions of learning and not retaining information.</p>
L.	<p>Social and cultural factors; A child's ability to interact socially with their peers has a significant impact on how they progress in the classroom. The very act of learning in a</p>



	<p>classroom environment involves interacting with other students, talking through problems and finding solutions. Discussing lessons with other students helps pupils realise their own strengths and weaknesses and enables them to improve their knowledge gaps, learning directly from their classmates. School students who have poor social skills often fall behind in their learning as they aren't able to communicate as effectively as others.</p> <p>The culture in which a child grows up can also have a bearing on their ability to learn: Maslow - 'belonging' is one of the most essential learning needs. The relationships that we form with our parents, friends and teachers all feed into our ability to learn.</p> <p>As humans, we are hugely influenced by the people around us and during our first 5 years, our principal influencers are our parents or guardians. The beliefs that our parents hold and the cultures that they embrace can heavily influence how we learn as students.</p>
<p>M.</p>	<p>Emotional factors that affect learning;</p> <p>The encouragement that we receive from our teachers, parents and friends plays an important role in our emotional learning. If a student adopts a mindset of 'always trying their best' and learning from past failures, they'll generally have a positive outlook on their ability to learn. On the other hand, if a student's internal voice is always telling them that they're not good enough or that there's no point in even trying, they're more likely to underachieve in school.</p> <p>A learner's emotional wellbeing majorly impacts their ability to do well at school. Learners who lack confidence and are afraid to take educated guesses could have emotional issues that are affecting their learning. There can be a number of emotional factors at play in a learner's learning including fear of embarrassment, doubt and inadequacy, all of which can lead to self-sabotaging emotional states.</p> <p>Generally speaking, negative emotions can be reduced by setting expectations, focusing on the positives and setting goals for the future.</p>
<p>N.</p>	<p>Personal factors that affect learning;</p> <p>On an individual level, learners often have personal issues that affect their learning. For example, learners with diagnosed learning difficulties like autism or Asperger's syndrome will find certain elements of learning more challenging than others. Similarly, learners with learning impairments like dyslexia may find that their personal barriers hinder their progress at times.</p> <p>On a practical level, factors such as transport, location, language and access to resources can all present blocks to learning for some learners. For example, school pupils who don't speak English as their first language may find following instructions more difficult than native English speakers. Or students who live in remote locations may find that a lack of access to resources like the internet plays a big part in their ability to learn.</p>



1. Intended outcomes & how iCollege will spend the PPG allocation		Success criteria; how we measure the impact
A.	Improved emotional regulation, as poor regulation impacts on learning; iCollege ethos, SEMH support, reward schemes.	Positive progress demonstrated by TBBs, behaviour incidents monitored and analysed via CREST, 'continued progress' monitored on tracker and interventions identified during 'progress meetings', reviews / reports showing progress towards targets, evidence from counselling / EHA
B.	Increased ability to engage with the curriculum; support to access core subjects and bespoke enrichment activities; progress / attainment 8 'opportunities'.	Package monitoring / reports on engagement and learning, outcomes / qualifications, certificates etc, learner voice / questionnaires, meeting attendance targets
C.	Improved reading skills using increased SENCo time, and SEND 1:1 TAs, booster sessions in English and maths, online learning app; 'EdPlace'.	WRAT testing / progress beyond entry to show consistent and sustained progress / identify further interventions. National qualifications / progress tracking evidences closing the gap.
D.	Increased attendance; progress tracker link to attendance, progress monitoring meetings to identify new interventions, Attendance Policy actions.	Individual targets and progress monitoring – review day reports; current, target, new target.

NB. The Management Committee recognises that not all learners who are eligible are registered or qualify for FSM. The Management Committee reserve the right to allocate PRU 'top-up' funding to any learner or groups of learners the iCollege has legitimately identified as being socially disadvantaged or vulnerable learners.

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