

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Pathways Learning Centre
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	June 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Louise Leader, Headteacher
Pupil premium lead	Connie Coppin
Governor / Trustee lead	Nigel Harrison/Naomi Western

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year (22-23)	£41,015
Recovery premium funding allocation this academic year	£8,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,215

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 ensuring that pupils progress during their placement at Pathways Learning Centre (PLC). Whilst socio-economic disadvantage is not always the primary challenge for pupils at PLC, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers. This difference is particularly noticeable in the following categories:

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

Our strategy is centred around the delivery of high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need (both academic and therapeutic), helping pupils to access a broad and balanced curriculum, as well as providing high quality resources and equipment for students.

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 and cultural capital activities.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality careers guidance and further and higher education guidance is available to all, including early college placements/taster sessions supported by knowledgeable staff who have positive relationships with pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. Every students bespoke strategy will be based upon these assessments.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils generally make less progress from their starting points when entering school.

2	Our WRAT assessments with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school.
3	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.
4	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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
Improved attainment for disadvantaged pupils in all subjects relative to their baseline assessments both academically and socially/emotionally.	Through achievement of improved performance in attainment, this can be identified through Progress Point 3 during 2023/2024.
Improved language comprehension for disadvantaged pupils so that they can learn more and do more in lessons.	Use of WRAT assessment data.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2023/24, more disadvantaged pupils are accessing early college/college taster sessions and progressing to college/6 th form.

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)

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of a Maths and English Teaching and Learning Responsibility lead to develop and improve maths and English teaching across the school in line with DfE guidance. The leads will engage with research and local hubs to develop the quality of teaching within their subject areas.	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com) https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf	1, 2
CPD for teaching staff on developing teacher and pupil dialogue	Evidence from EEF suggests that teachers must carefully consider their feedback to pupils and how to encourage appropriate pupil response: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1635355218	1, 2
Culture capital – outcome	PLC observed differences in cohorts across the provisions in the access to cultural opportunities which were impacting on understanding of the curriculum and contributing to the gap in learning outcomes. As a result SLT and governors feel that PLC needed to have more of a direct impact on addressing the differences in students access to cultural enrichment opportunities.	4
Supplying any bespoke intervention, equipment and alternative provision	The EEF guidance suggests that removing barriers to learning can be done	4

that is necessary for the student to be successful and make progress either socially/emotionally or academically.	in a range of ways and must be bespoke to each student. https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted literacy/comprehension intervention from a lead practitioner for disadvantaged pupils that require further support. This support will be based upon assessment and need.	Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: “The Simple View of Reading” National Center on Improving Literacy	1, 2
Supplying any bespoke intervention and equipment/resources that is	EEF guidance shows that in order to ensure progress any barriers would need to be removed. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance iPDF.pdf	1, 4

necessary for the student to be successful and make progress academically.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring that targeted AP is in place based upon assessments and that this is regularly reviewed in order to support students in their well-being and social gaps.	We have observed that targeted alternative provision where aims and objectives are regularly reviewed positively influence students to self-regulate, increase resilience, widen their window of tolerance and also increase their knowledge of how to act confidently in the community.	3,4
Pupils receive appropriate careers advice and guidance to promote options at post-16.	The EEF notes that the impact of high quality careers education will positively impact outcomes for student who are disadvantaged. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	3, 4

Total budgeted cost: £50,000