Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	170
Proportion (%) of pupil premium eligible pupils	59.5%
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Daniel Walton, Headteacher
Pupil premium lead	Connie Coppin
Governor / Trustee lead	Ryan Starr

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	**£52,920**
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	**Approx £0**
Sports Premium funding allocation for this academic year	**Approximately £12,000**
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	**£64,920**

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/cross curricular 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 bespoke strategy will be based upon these assessments and reflected in their programme.

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 explore careers.

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 2025/2026.
Improved language comprehension for disadvantaged pupils so that they can learn more and do more in lessons.	Use of WRAT assessment data, including development of a more robust system for reporting and analysing WRAT data. Use of Literacy Gold, Banded Reading and letters and sounds to improve oracy and literacy.
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 careers guidance. All students have access to our transformation curriculum that includes specific careers guidance and lessons once a week.

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
Subject Specific Training for individual staff members eg moderation and exam training	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 our transformation curriculum including careers, RSHE and SEAL.	The purpose of CPDL is to enhance professional practice and support continuous growth. It can take many forms and provides opportunities to build confidence, update knowledge, prepare for increased responsibilities, improve decision-making, and develop creative approaches to problem-solving. As an organisation, we are committed to investing in our staff to strengthen these areas and ensure high-quality outcomes for all learners. The Transformation Curriculum is designed to positively impact students' lives by providing opportunities for emotional regulation, developing an understanding of trauma and brain development, offering consistent careers guidance through trusted adults, informed by specialist expertise, and delivering high-quality RSHE education. To support the effective implementation of this curriculum, regular CPDL opportunities have been planned to develop and inform teaching practice. CPDL is essential in enabling staff to deliver effective and inclusive SEND provision. This has become increasingly important following the SEND Review and subsequent developments in the SEND Code of Practice, which place greater emphasis on the responsibility of teachers, support staff, SENDCos, and school leaders to meet the diverse needs of	1, 2, 3

	students with SEND (Parker & Baker, 2023). Ongoing professional development ensures staff have the knowledge, skills, and confidence required to fulfil these responsibilities and support positive outcomes for all learners.	
Dedicated training in the use of Literacy Gold and Banded reading and Letters and Sounds.	This is the essential knowledge that pupils need to be able to access functional reading skills, teachers need to be upskilled in all reading and phonics programmes as reading ages are below chronological age for most students.	1, 2
Supplying any bespoke intervention, equipment and alternative provision that is necessary for the student to be successful and make progress either socially/emotionally or academically.	The EEF guidance suggests that removing barriers to learning can be done 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	1, 2, 3

Targeted Academic Support (for example, Tutoring, One-to-One Support Structured Interventions)

Budgeted cost: **£35 x session x number of sessions per week and x 38 weeks**

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.	Using WRAT data to inform intervention. 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 Individual intervention staff are being trained by Boolean Maths and Ascentis to be able to offer further intervention for those with the lowest WRAT data.	1, 2

Supplying any bespoke intervention and equipment/ resources that is necessary for the student to be successful and make progress academically.	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

Wider Strategies (for example, Related to Attendance, Behaviour, Wellbeing)

Budgeted Cost: £35/hour

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. Some AP providers work with on-site PLC staff to assist students in gaining qualifications.	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 We use the following guidance to inform our practice: Careers guidance and access for education and training providers (publishing.service.gov.uk)	3, 4