



PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

SCHOOL OVERVIEW

Detail	Data
Number of pupils in school	26
Proportion (%) of pupil premium eligible pupils	48.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	30th September 2024
Statement authorised by	Charly Skoppek, Head Teacher
Pupil premium lead	Charly Skoppek, Head Teacher
Governor / Trustee lead	Lindsay Nash

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£0
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

- To have broadened and increased levels of aspirations; showing greater sense of self esteem and value as a member of the community.
- As an Independent Specialist Provision; our offer is available to all students.
- An adaptive, trauma informed and, relational approach to transforming young people's lives through caring education.
- A stage not age approach to promote access to academic study culminating in GCSEs or other recognised qualifications.

CHALLENGES

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

Challenge number	Detail of challenge
1	Recovery from trauma of previous negative education/ school experiences
2	Poor self esteem as a learner or future employee
3	Disengaged from the local community; influenced by online activities.
4	Restricted knowledge and sense of the wider national and international community, events or opportunities as relevant to them

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
All students broaden their knowledge of the world around them and have a positive sense of belonging and positively contributing to the community.	All students access a minimum of 3 Wow activities and at least one community activity per week with increasing levels of independence - recorded in their learning journals and EHCP reviews.
All students have their needs accurately identified, supported and can access qualifications by age 16 years.	All students progress to post 16 study or training; with recognised certificates in GCSEs, Functional Skills and L1/2 vocational awards.
All students have their aspirations for adulthood raised through life skills sessions and career guidance.	All students in KS4 have a bespoke roadmap for their Preparation for Adulthood including 1-1 sessions in life skills and careers guidance.

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils	Ongoing: Development 'Stage not Age' curriculum framework. Specialist teachers employed to rotate around centres to deliver their subject on a weekly basis; curriculum maps and knowledge organisers planned and shared by specialists with all staff. Centre/ stage staff then adapt to the needs of individuals in their groups based on their interests and levels of ability and engagement.	1,2
Professional development to support the implementation of evidence-based approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback	Ongoing: HLTAs trained as specialists in Speech and Language; Phonics; Read, Write, Ink; Fresh Start programme.	1,2
Mentoring and coaching for teachers	All staff have a professional mentor and access to ongoing CPD - records held.	1,2
Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)	In the last 2 years we have recruited a number of teachers and TAs and have supported staff through foundation qualifications in teaching, ECT year and progression in TA, SEMH, ASD and Play Therapy courses.	1,2
Technology and other resources that support high quality teaching, for example software to support diagnostic assessment	GL assessments Use of ICT as part of daily access to activities and learning.	1,2
Creation of a Reading and Literacy Lead to develop and improve literacy and	Creation of a library space with changing focus based on core values and SMSC topics. Additional English teacher recruited in January 2024.	1,2,4

reading skills across the school.		
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TARGETED ACADEMIC SUPPORT (FOR EXAMPLE, TUTORING, ONE-TO-ONE SUPPORT, STRUCTURED INTERVENTIONS)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one, small group or peer academic tuition, including through the National Tutoring Programme (NTP)	All students are taught 1:3 or 1-1 depending on level of needs. All students also have 1-1 personalised support informed by their EHCP, GL assessments in Reading, Numeracy and Spelling or targets for their KS4 curriculum.	1,2
Targeted interventions to support language development, literacy and numeracy	Fresh Start Phonics programme Rapid Reader scheme. White Rose Maths; My Maths. All students also have 1-1 personalised support informed by their EHCP, GL assessments.	1,2,3
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	All on roll students have an EHCP; all AP students are also on their home school SEND register. VLC provision map and curriculum approach for Learning and Processing; Communication and Interaction; SEMH available on our website.	1,2,3,4

WIDER STRATEGIES (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Meal provision	Meals and snacks are provided throughout the day for all students. Additional support such as food parcels and vouchers are provided to families over the school holidays.	3
Supporting pupils' social, emotional and behavioural needs	Fully trauma and attachment informed practice; PACE, relational and nurture based approach. Access to a school counsellor for all students.	1,2,3,4
Supporting attendance, including approaches outlined in the working	Bespoke timetables and settling routines. Arise programme for those struggling to attend a centre.	1,2,3,4

together to improve school attendance guidance		
Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips	All students: Wow days each half term for cultural enrichment for example, to the countryside, museums, art exhibitions, theatre trips. Weekly music sessions 1-1 in the centres. Music studio sessions for some students with a particular interest. Weekly sports and outdoor activities including the gym, golf, trampolining, dance and climbing opportunities. Weekly opportunities to use local cafes, businesses, charitable activities and undertake work experience.	1,2,3,4
Communicating with and supporting parents	Daily communication with parents by telephone, text messages and email. Termly learning journey and celebrating success events. Early Help and other referrals as needed for targeted support from local services.	1,2,3,4

TOTAL BUDGETED COST: £ [INSERT SUM OF 3 AMOUNTS STATED ABOVE]

PART B: REVIEW OF THE PREVIOUS ACADEMIC YEAR

OUTCOMES FOR DISADVANTAGED PUPILS

54.5% of our cohort are accessing external support from children's services.
87.9% have experienced trauma ACEs that we are aware of.
30.3% of our cohort are CiC or PCiC.

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments.

The data demonstrated that 11 year 11 students who took GCSEs in English and Maths in Summer 2023; 10 took English and Maths GCSEs with one student also taking separate Science and Geography and another student taking English Literature. Out of 10 English Language entries, all achieved a grade between 1-6 with 4 students achieving a grade 4 or above; in Maths, 9 achieved a GCSE with 2 students achieving a grade 4 or above. Maths is therefore a key area for further improvement at GCSE.

We have also analysed our disadvantaged pupil's wider development outcomes, drawing on our own assessments and observations. This data demonstrated that 69.7% (9) of our students were previously excluded in other settings in comparison to 12.1% since being on roll with VLC.

All of our students went on to post 16 education at college or an apprenticeship.