

Pupil Premium statement 2024-25

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	86*
Proportion (%) of pupil premium eligible pupils	59% (51 pupils) *
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	April 2025

**Data updated as of Nov 2024*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,710

Statement of intent

We receive Pupil Premium funding for all students who are single registered with the VLC; this means that the majority of funding received by the school is for students in Phases 1 and 2 who have been permanently excluded from mainstream schools, and not those in Phase 3 who are referred for medical tuition and remain dual rolled with their mainstream schools.

Our aim is to use pupil premium funding to help us deliver our strategic intent of supporting young people to thrive both academically and socially. All of our students experience disadvantage due to their exclusion from mainstream education, which we know makes them more vulnerable to achieving poor academic outcomes compared to their peers, being at risk of exploitation or involved in serious youth violence or becoming NEET post 16 with poorer long term economic outcomes.

However, whilst economic disadvantage is not always the main challenge our students face, we do see disadvantaged students performing less well across the school when compared to their peers, particularly in terms of attendance and academic outcomes.

Our approach is based on delivering high-quality first teaching with targeted academic and pastoral support based on assessment of need, which helps students access a wide curriculum and move onto the next stage of their educational journey successfully.

Although this strategy is focused on the needs of disadvantaged pupils, it will benefit all in our school as funding is spent on whole-school approaches, such as high-quality teaching and evidence informed interventions.

We will also provide all students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Challenges

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

Challenge number	Detail of challenge
1	Students' low literacy and numeracy levels on entry; the large majority of students start VLC with reading and numeracy levels below age related expectations
2	Social, emotional and mental health; all students attending the VLC have identified SEMH needs (preventing them from success in a mainstream environment) as part of their SEND profile
3	Attendance; students typically on entry have attendance below 95% due to exclusion and other factors
4	Cultural Capital: Through observations and conversations with students and their families, we find that disadvantaged students generally have fewer opportunities to develop cultural capital outside of school.

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 reading accuracy and comprehension levels	Reading accuracy and comprehension scores increase between initial assessment and re-assessment
Improved numeracy levels	Numeracy levels increase between initial assessment and re-assessment
Improved regulation and self-management	<ul style="list-style-type: none"> • Phase 1 students make progress through Thrive levels • PSPs • Reintegration to mainstream
Improved attendance	<ul style="list-style-type: none"> • Improved attendance for individual and groups of students

Activity in this academic year

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted Cost
CPD to support teachers' knowledge and understanding of attachment and trauma and to develop teaching of Executive Functioning Skills to impact on students' learning and develop independence as learners.	EEF Guidance Report <u>Special Educational Needs in Mainstream Schools</u>	2, 3	£600
Sessions with Interventions Teaching Assistant/s.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition Teaching and Learning Toolkit EEF</u> And in small groups: <u>Small group tuition Teaching and Learning Toolkit EEF</u>	1	£16,646 Phase 2 £10,196 Phase 1
Catch Up Literacy and Numeracy training	<u>https://www.catchup.org/interventions/numeracy.php</u>	1	£900
Cultural trips and in-school arts activities, including drama, art and music.	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. <u>Arts participation Teaching and Learning Toolkit EEF</u>	4	£800
Thrive training to support Social and Emotional Learning for all students in Phase 1 and for targeted interventions in Phase 2	EEF - <u>Improving Social and Emotional Learning in Primary Schools</u>	2,3	£1,000
Campus Student Family Liaison Officer to support families in crisis e.g. early help, parenting advice and to encourage parental support of student attendance	EEF Teaching & Learning Toolkit <u>Parental Engagement</u>	3	£10,380