# Pupil premium strategy statement School overview

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| Detail | Data |
| School name | New College Worcester |
| Number of pupils in school  | 70 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 -2024/25 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | June 2024 |
| Statement authorised by | R Perks |
| Pupil premium lead | W Stark  |
| Governor / Trustee lead | P Simkiss |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £12,180 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £12,180 |
| **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 | £12,180 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * The first challenge that all of our students’ face is their Vision Impairment and students often arrive with us having experienced a very varied diet of educational and social experiences. Whilst socio -economic disadvantage is not the main challenge for our pupil premium students, we look to analyse the outcomes and ensure that their aspirations are high and their progress is in line or above that of their peers. Our aim is to ensure that we are preparing the students to live a full and independent life when they leave us, having gained academic, social and independent skills for life. Our Pupil Premium students should have a full and rich involvement in experiences and activities alongside a broad and balanced curriculum.

We focus on a number of areas:* Mental Health
* Academic Attainment
* Independent Skills for life
* Community and Social Opportunities and experiences
* Employability Pathways

Following lockdown, Mental Health has become a major issue nationally for students and although our overall Pupil Premium Strategy is focused on the needs of disadvantaged students, where funding is spent on whole school approaches such as Mental Health and high- quality teaching – it will benefit all students in our school. High -Quality teaching and targeted 1:1 support where it is needed is a key element of our strategy and we aim to give our students a broad and balanced curriculum, rich in a wide variety of experiences and enrichment activities- both within the curriculum and in the waking day curriculum. Bespoke elements and VI skills are all included in the curriculum as we prepare and support the students towards aspirational employability pathways of their choice.Our strategy will ensure that our students have the necessary independent skills for life to prepare them for adulthood and it is driven entirely by the specific needs, strengths, interests of each individual student. These needs may be widely varied and we will work across all areas of the college to ensure they are met.  Community and Social opportunities are an important element in the strategy and are particularly important in terms of ensuring good mental health and building self-esteem*.* |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | National studies have shown that disadvantaged students have been impacted more by the pandemic than for other students. Although this covers education, wellbeing and wider aspects of development, our assessments, discussions and observations with students and their families show that one of the main impacts is around the lack of practical activities and experiences and ILS (Independent Living Skills) and it is therefore vital that we plug this gap as it has led in some cases to low self-esteem, feelings of isolation and affected mental health as well as affecting their actual independent learning skills. |
| 2 | Our assessments show a mixed picture in terms of academic progress for our disadvantaged students from their starting points when they enter the school and this progress very much depends on the type of barrier to learning which we find when we analyse the issues and the data. Many students have particularly big gaps in PE skills as they have often been disapplied for many activities. Creating a mindset for fitness for life will support, physical and mental health alongside socialisation. Similarly, assessments show that in Maths they lack a lot of key skills when they arrive which need embedding before they can go on to make the expected progress.  |
| 3 | Our conversations, observations and assessments with students, staff and families show that our disadvantaged students often require additional support to develop VI skills around areas such as mobility as this was particularly affected by the pandemic. The medium of work is an issue for some students and support to develop the most appropriate medium of work for each student is key. The use of braille particularly to help support reading where appropriate, is offered. |
| 4 | There have often been fewer opportunities for our disadvantaged students to develop cultural capital – this is evidenced by discussions with students and their families. |
| 5 | Our assessments, discussions and observations show that disadvantaged students can demonstrate bigger challenges around social interaction and have bigger challenges around communicating and expressing their needs. |
| 6 | Our assessments, discussions and observations with students, staff and families demonstrate that Mental Health issues are a particularly big challenge for many students including disadvantaged students and it is imperative that good mental health is supported to ensure progress across all areas of their lives, including academic progress. Many students come with trauma associated particularly with their VI.  |
| 7 | Aspirations around employability pathways can be low with some disadvantaged students for a number of reasons, not least because of their VI so it is vital to open up opportunities for them to build their aspirations. Experiencing the wider world and community are both areas which need developing.  |

## 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.

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| Intended outcome | Success criteria |
| Disadvantaged students have been given a wide range of practical experiences and activities both in the curriculum and in the waking day curriculum.Skills in ILS are shown to be improved   | All subjects have given them a range of practical experiences – both in lessons and externally. By 2024.25 all subjects will have external links with school, universities or businesses and disadvantaged students will experience work from these links.  |
| Improved attainment and progress across the range of subjects from their baseline assessments. Disadvantaged students recognise the importance of fitness for life in all of its forms.  | Progress results for all subjects are in line with all students as seen by termly tracking and end of term/ year assessments in subjects. 100% students are participating in at least 2 fitness activities a week.  |
| Improved access to work through appropriate medium of work being established and embedded. Improved attainment in all VI skills.The use of braille to further support reading. | All disadvantaged students will be able access their work independently and will have the VI skills in place to access the world of work as seen through subject work and observations. Skills lessons for students according to needs highlighted in EHCPs. |
| Disadvantaged students have been offered a range of activities and experiences across all subjects and in the waking day curriculum to develop and enrich their cultural capital.  | By 2024/25 all disadvantaged students have been to the theatre or experienced external theatre productions in school, they have been part of an external fitness experience- eg Albion, tennis coaching, Cricket, Judo, they have gone on at least 2 visits per year into the community. They will have been offered a residential visit.  |
| Students can use a range of communication systems to help their understanding and to develop their communication needs. | TINTS -termly interim plans will highlight and show progress in these areas – all are linked directly to EHCP outcomes.  |
| Students are supported with their Mental Health and feel confident and comfortable to access the variety of support available.Our students all come with trauma in some form – often connected to their VI | Through student voice, observations and a decrease in CPOMs referrals around Mental Health. Staff are trained to support the rising needs around this area.  |
| Disadvantaged students have increased confidence meaning that that engage more with the wider world and community, and they feel better prepared for career progressions and employability pathways.  | By the end of 24/25 disadvantaged students are accessing higher / further education courses and apprenticeships at the same rate as all students. |

Budgeted cost £2600 (2 staff)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| National Online Safety /DSL Online Safety/ Trauma Informed School TrainingTraining staff to be able to support students with their mental health and trauma issues.  | Young Minds outlines the ongoing impact of trauma of all kinds and how it needs to be addressed and spoken about. [Addressing trauma and adversity | Resources | YoungMinds](https://www.youngminds.org.uk/professional/resources/addressing-trauma-and-adversity/) | 5, 6  |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £6000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Tutoring 1:1**Purchase of LSA to provide specific 1:1 support through interventions as part of the whole interventions programme around numeracy / literacy if needed* | Tuition targeted at specific needs in different areas can help address and close the gaps in attainment. [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 2, 3  |
| *ILS / VI skills students to access 1:1 support both in school and in residential and training of high- quality teaching in this area through QTVI qualification*  | High quality teaching and qualifications in specifically teaching VI will ensure that students get the best teaching and learning and best life chances when they enter the world of FE/HE/ Employment as they have the necessary skills and qualifications in place. [Teachers of Children and Young People with Vision Impairments | University of Birmingham - University of Birmingham](https://www.birmingham.ac.uk/postgraduate/courses/distance/edu/vision-impairments.aspx#ResearchTab) | 1, 2, 3  |
| *Purchase of a careers specialist 1 day a week for group and 1:1 work for KS4 and KS5* | Alongside the careers school programme a specialist advisor will provide the specific knowledge and avenues [Careers education | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education) | 7 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ *3,580*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Cultural capital is enhanced and supported through a number of group and individual activities to include: Purchasing of Music Equipment,Internet Access from home, Travel to activities, Individual Music Lessons, Horseriding, ClimbingJudo, Camp, Full range of Activities, Theatre trips  | Supporting wellbeing and mental health through a range of activities – both group and individual and we have observed that students who are active in any way and pursue an interest are more engaged in all aspects of their life :https://www.nhs.uk/.../guides-tools-and-activities/five-steps-to-mental-wellbeing | 4,5, 6, |

**Total budgeted cost: £** *£12,180*