



"Unlocking potential through learning"

Pupil Premium Strategy

New Horizons
Learning Centre

Date Ratified: December 2022

Review Date: December 2025

Signed by: Donna Portingale

Position: Chair of Governors

New Horizons Learning Centre Pupil Premium Strategy

The staff and governors of New Horizons Learning Centre (NHLC) are committed to providing inclusive provision for 'socially disadvantaged' children, and those children from service backgrounds. The school is committed to meeting their academic, social, emotional, personal, health and cultural needs as we would with any of our children in promoting equality of opportunity, and fulfilling our vision and values as a school. We are committed to ensuring that all of our children make rates of progress at least in line of that expected of them, and that we 'narrow the gap' for those groups of children where attainment may be lower than that of their peers within our school context, and nationally, Age Related Expectations (ARE's) across the curriculum.

The Pupil Premium funding is allocated to school based on census information detailing those children/families who have been receipt of Free School Meals at any point in the past 6 years, those children from service families at any time within the past 5 years, and children who have been under the care of the Local Authority.

In line with the school's Pupil Premium Policy, the Staff and Governors of NHLC are totally committed to ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of all the pupils so that all make at least good progress, and have equal opportunities to access all provision across the school.

We also recognise that not all pupils who are socially disadvantaged, and at risk of not making the good progress expected, are registered or qualify for free school meals, or are Children Looked After by the Local Authority, or have come from service families.

Reporting on Pupil Premium

It is the responsibility of the governing body to report on the expenditure and impact of pupil premium funding. The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 1 day or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years. In 2015, the 3 year eligibility for children from service backgrounds was extended to 5 years.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low income families. From September 2012, this information must be published on the school website.

Principles

- We ensure, through careful tracking and monitoring, that teaching and learning opportunities meet the needs of all of the pupils, that equality allows all children to access opportunities, and that we are a highly inclusive school.
- We ensure that appropriate provision is made for children who belong to vulnerable groups, including those who are socially disadvantaged.
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We also recognise that not all children who are socially disadvantaged are registered to qualify for free school meals.
- We strive to ensure that all of our children have the same high quality opportunities to learn and take part in every aspect of provision made by the school. Therefore, we will use pupil premium funding to ensure that all children make similar rates of progress and achieve outcomes in line with their peers, removing any barriers to this in recognising equality of opportunity.
- No child will have a difference of opportunity to any other child in the delivery of our school curriculum.

Barriers to Educational Achievement

The barriers to Educational Achievement will be bespoke for every child who comes to school with a background of social deprivation. The school serves a very diverse community both socially and culturally, and there are many factors that can create barriers to educational achievement.

The main barriers that the school identifies are as follows:

- There is a shortage of affordable housing in the area and housing stock is expensive when compared to house prices nationally, both in the sales and rental sectors.
- The school is located in the SE Bristol area and all children travel from across South Gloucestershire, as well as from neighbouring authorities. They may have been permanently excluded or been out of school for a period of time. Children sometimes have gaps in their skills and knowledge, have moved from school to school, and their emotional well-being is fragile and unsettled.
- The cost of living is relatively expensive and incomes are low in comparison to other parts of the South West.
- Children enter the school with skills lower than those found nationally. Entry level data varies year on year but the main barriers are around age appropriate Personal, Social, Emotional Development, and the skills within Communication, Language and Literacy. They have barriers with accessing reading, and in spelling, grammar and punctuation identification, and use. This is particular of pupils who join Key Stage 2.

Provision

- Provision will be bespoke per child based on their 'fluid' needs and these can vary at any given time.
- Children's progress is tracked every half term individually. This enables all staff to keep rigorous checks on progress and attainment of all children so that they can be provided with quality first learning experiences. All staff are aware of those children who are 'vulnerable' across the school, professional development is bespoke, and the greatest success for all pupils in achieving equality of opportunity, is quality first provision, based on a secure robust knowledge of pupil's needs.
- Quality first teaching, underpinned by a deep knowledge of each child, that is at the heart of achieving quality first teaching, and the school invests a lot in a high quality of teaching. The permanent staffing structure includes strong leadership and succession planning.
- The school provides linked opportunities for children and families to have access to activities and events outside of school, as all students come to school in a taxi from across the LA, so it is challenging to provide transport for extra curricular activities.
- The school has employed a 42 week per year Pastoral Lead because there is a high level of need across the school and such support networks are diminishing from Local Authorities.
- The school has two Intervention Leads employed for 37 hours per week.
- All children are able to participate in Breakfast Club, so that they can have a positive start to that day.
- The school will partially or fully subsidise school visits for children, ultimately allowing all of our children to have the same inclusive opportunities.
- 1:1 and small group boosting takes place where the need for this has been identified in English and Maths.
- All children who are Looked After, subject to a Child Protection Plan, or Child In Need Plan a known, trusted adult with whom they can communicate with. Expenditure for children looked after by the Local Authority is in part to meet the needs identified in their PEPs (Personal Education Plans) for which each child has one, reviewed within the statutory review periods.
- The provision for every child will be bespoke to their personalised needs, and the school tracks every child's progress and attainment to ensure that there is a 'whatever it takes' culture based on each and every need and barrier to equality of opportunity.

The Pupil Premium Governor has the responsibility of reporting back to governors, the progress of the Pupil Premium Strategy and this will be reflected in governor meeting minutes.