

14+ Academies
(14+ Apprenticeship Academy & 14+ PTECH Academy)
Pupil Premium Strategy

Document Details

Education Provision	14+ Academies (Leeds City College)
Proportion (%) of Pupil Premium Learners	34% (2021/2022) > 29% (2022/2023)
Years Strategy Active	Two Years (2021/2022 and 2022/2023)
Date Published	6 September 2021
Date to be Reviewed	31 August 2022
Date Re-Published	4 September 2022
Authorised by	Niki McKenna (Interim Headteacher)

Funding Overview

Pupil Premium Funding Allocation in Year	£60085
Pupil Premium Funding carried forward	£0
Total Budget for this Academic Year	£60085

Introduction

The Pupil Premium Funding is additional funding from the government and is targeted to support learners who require extra intervention to enable them to achieve their full potential.

The Pupil Premium Funding is allocated to education provisions with young people on roll that are known to have been eligible for Free School Meals at any time in the last six years (FSM6); Children who are Looked After (CLA); and those of Service Personnel.

It is for education provisions to decide how the additional funding is spent, provided it is used to close the gap between the achievement of students who receive the Pupil Premium and their peers.

Aims and Driving Principles

- Every staff member is committed to meeting the development and academic needs of every student - irrespective of background or circumstance.
- To ensure that every teaching and learning opportunity meets the needs of all our learners. This is regardless of background or educational need whilst also aiming to ensure the highest possible chance of success for all learners.
- In making bespoke and targeted interventions for disadvantaged students, we recognise and accept that not all our learners who are, or have been in the receipt of Free School Meals will be socially disadvantaged.
- We know that not all young people who are disadvantaged have been registered for Free School Meals. Wherever possible and where appropriate, these learners will also benefit from the additional funding from the Pupil Premium grant.
- The interventions put in place for learners are designed and intended to meet the young person's individual needs. Some of these may be temporary whilst others will exist for a longer period of time (or even for the duration of their studies). Interventions are reviewed and measured to ensure impact. It is important to consider that no single intervention will provide a complete solution to a young person's needs or circumstances.

If you would like further information about any information provided in this statement please contact us. Contact details can be found on the Leeds City College website.

Progress and Achievement

Priority	
To ensure appropriate teaching and learning opportunities which meet the needs of all our learners, regardless of background or educational need, and aim to ensure the highest possible attainment for every student.	
Interventions	Desired Outcomes
<p>Small group and one-to-one interventions (both academic and developmental) where gaps or a decreased rate of acquisition of knowledge is highlighted.</p> <p>This includes use of 'away days' which are targeted interventions for learners who require more intensive time on particular subjects.</p>	<p>1) Learners make the same amount of progress as peers ensuring life chances are not impacted.</p> <p>2) Learners continue to be successful in lessons without enjoyment getting affected.</p> <p>3) Away days (such as at business centres or universities) are also an opportunity to raise aspirations.</p>
<p>High ratio of support staff in lessons to assist the teacher in providing quality teaching to all learners, but especially those who statistically may not have the same levels of outcomes as their peers.</p>	<p>1) Learners receive the attention and help they require in order to push them academically and developmentally.</p> <p>2) Learners feel and are supported during lessons offering them the ability to learn and develop at the same levels as their peers.</p>
<p>Coaching and CPD provided to staff to support professional development. This includes a robust Twilight training programme for staff members.</p>	<p>1) Quality lessons provided to learners ensuring objectives are met.</p> <p>2) All staff have the abilities and skills to work with a variety of learners ensuring progress (through fun and engagement) is at the heart of every lesson.</p> <p>3) Development of wider knowledge and skills for staff to implement subject curriculums with embedded sequencing and challenge.</p> <p>4) Lessons are well structured and well taught, leading to better results.</p>
<p>Learners receive the required resources needed to partake in all areas of academics and development.</p> <p>Special consideration given to digital devices for home/blended learning that may be implemented due to the COVID pandemic.</p>	<p>1) All learners feel part of the learning community without falling behind or feeling 'left out'.</p> <p>2) Staff are able to teach and support all learners with efficiency without having to worry about learners facing different barriers to education (in our out of the classroom).</p>
<p>Increased amount of PP Days (Personal Progress Days) for learners.</p>	<p>1) Learners have more opportunity to understand the levels they are currently at and more importantly, know how to improve to the next level.</p>

	<p>2) Through more 1-1 discussions, learners and staff build stronger relationships, leading to improved academic progress.</p>
<p>Provisions and resources to undertake at least weekly home visits for disadvantaged learners that may have to be implemented due to the COVID pandemic.</p>	<p>1) Learners are able to continue their study by having work and provisions delivered to them.</p> <p>2) Relationships with key staff will not be affected as regular face to face contact is continued throughout.</p> <p>3) The wellbeing and safeguarding of the young person is assured.</p>

Attendance and Behaviour

Priority	
To ensure that disadvantaged learners' attendance remains high making sure that progress, achievement and enjoyment is seen for all learners. The attendance of disadvantaged learners should be above the national average.	
Interventions	Desired Outcomes
Provide enhanced pastoral support (especially through smaller class sizes).	<ol style="list-style-type: none">1) Swift and targeted interventions are put in place to provide support to learners who are in need - making sure negative routines and habits are not initiated.2) Staff have excellent relationships with all learners meaning they enjoy attending education and therefore attend more.
The recruitment of an increased coordination team, (who lead on attendance).	<ol style="list-style-type: none">1) Increased communication and restorative work (where needed) with parents/carers ensuring that attendance is high, or where it decreases, is quickly highlighted and intervened.
Provision of resources and monies for reward strategies designed to engage and reward the learner.	<ol style="list-style-type: none">1) Learners are rewarded for reaching high expectations of behaviour and attendance providing greater chance of continued performance.2) Learners enjoy all aspects of the curriculum helping to ensure attendance is high.
All disadvantaged learners receive travel to and from college.	<ol style="list-style-type: none">1) Hardship does not stand in the way of all young people having the right to education.2) Learners' progress and development is not hindered and they have the opportunity to make the same levels of progress as their peers.

Wellbeing

Priority	
All learners are happy, safe and comfortable. They can access support to assist them with their development in areas such as social success and positive mental and physical health.	
Interventions	Desired Outcomes
Resources and funds available for extra-curricular activities including provisions such as breakfast clubs and pre-exam snacks.	<ol style="list-style-type: none">1) Learners are more strongly bonded to their education experience and develop skills and confidences which will assist them in their development.2) Learners grow greater social bonds and friendships with peers allowing them to flourish and thrive.3) Learners are better prepared and equipped to succeed academically.
Ensure that all learners receive appropriate wellbeing support. (Counselling, MindMate and other external partners).	<ol style="list-style-type: none">1) Learners' previous negative experiences during their time in education is reversed allowing better progress and development.2) If learners start 'falling behind' due to health or wellbeing circumstances, targeted interventions are swiftly adopted to support the individual.
Ensure that learners, their parents/carers as well as wider families are supported wherever appropriate and possible. This includes access to basic provisions (food, clothes and hygiene products).	<ol style="list-style-type: none">1) Learners and their families are supported to engage in all opportunities.2) Learners are confident and comfortable attending education and can do so comfortably.