



**West Cumbria
Learning Centre**

Pupil Premium Strategy Statement West Cumbria Learning Centre

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	70
Proportion (%) of pupil premium eligible pupils	61.43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	08.11.24
Date this statement was last reviewed	04.09.25
Date on which it will be reviewed	04.09.26
Statement authorised by	Daniel Gee
Pupil premium lead	Mark Stewart
Governor / Trustee lead	Richard Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,830.00
Recovery premium funding allocation this academic year	£8987.50
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£38,817.50

Part A: Pupil Premium Strategy Plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for ALL of our pupils. All of the students at West Cumbria Learning Centre are disadvantaged when compared to their peers, and this is the reason that our funding allocation is spent on whole school approaches. The areas of disadvantage include;

- Socially
- Historically
- Financially
- Academically
- Special Educational Needs and Disability
- Progression to further and higher education
- Employability

A large proportion of our students (if not all) have been affected by Adverse childhood experiences, or ACEs, which are potentially traumatic events that occur in childhood (0-17 years) such as:

- experiencing violence, abuse, or neglect
- witnessing violence in the home or community
- having a family member attempt or die by suicide
- growing up in a household with substance use problems, mental health problems and/or instability due to parental separation or household members being in prison

These aspects of the child's environment that can undermine their sense of safety, stability, and bonding. Adversity in the first years of life may affect the course of human development and there are a wide range of possible consequences throughout the lifetime of children suffering adverse experiences in their early years.

At the heart of our approach is meeting the basic needs of our disadvantaged pupils and helping pupils to access a broad and balanced curriculum.

We will also provide disadvantaged pupils 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.

Our strategy is integral to wider school plans for education recovery, through engagement with pupils and their families alongside accessible mental health support.

- Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across our school sites

when compared to their peers (including those who continue to access mainstream education), particularly in terms of:

- Academic attainment
- School Attendance
- Reintegration to mainstream settings or progression to specialist settings
- Progression to further and higher education
- Employability
- Social, Emotional, Mental Health Development

At the heart of what we do is to provide a cohesive and consistent curriculum through high quality teaching for all, within an inclusive, nurturing and respectful environment. In order to meet the needs of our most disadvantaged pupils, we use robust diagnostic assessment on admission to accurately identify how best to support the individual.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils where funding is spent on whole-school approaches, such as specific curriculum development, targeted continuing professional development and whole school staff roles.

Our strategy in turn will provide opportunities to support pupils to develop independent life skills, resilience and empower them to become risk resilient with their learning.

We recognise the importance of the wider community such as family and dual registered school have on supporting them in making progress and therefore, our strategy includes building capacity for good school attendance and successful and sustained reintegration to their next school destination.

For our students in Secondary, we will continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, including non-disadvantaged pupils.

Every year a high proportion of students at West Cumbria Learning Centre School are dual registered. That is, although they attend West Cumbria Learning Centre, they remain on roll in their home schools. This means that any pupil premium due is paid directly by the Local Authority to the home school. In order for West Cumbria Learning Centre to access this funding, we must invoice each school and request the funding is transferred. Head Teachers are under no legal obligation to pay this money to West Cumbria Learning Centre School; however, the guidance from the local authority is that this funding is transferred appropriately when a child is in a dual placement. The Pupil Referral Unit is a short-term provision; we have a high turnover of students. Therefore, it is hard to predict how many students we will have on our roll during the course of any one academic year; how many of them will attract pupil premium funding; and how much pupil premium funding we will receive in total.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students often start at WCLC with less understanding of their aspirations and how to achieve them.
2	Students start at WCLC having been permanently excluded or referred from mainstream school and have poor self-esteem.
3	Disengagement with aspects of education leading to negative behaviour for learning and struggling in large classroom environments and limited capacity to reintegrate to mainstream settings
4	Most students arrive without EHCP's and are struggling with SEMH which are barriers to their learning
5	Many students arrive with poor levels of literacy and attainment as a result of continual disengagement with education
6	Attendance can be poor, leaving gaps in learning
7	Building strong relationships with families can be more complex.
8	Parental aspirations and narrowed experiences.
9	Lack of opportunity for disadvantaged students to extend learning at home.
10	Becoming involved with negative/risky behaviour in the community

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
To improve school attendance	Attendance across the school will be higher than last year
Embedded use of phonics across school	Daily phonics in KS2 and then delivered as interventions up to KS3 based upon baseline assessments upon entry to the school
Staff to benefit from CPD	All staff to benefit from CPD with twice weekly calendared events and half day sessions at the beginning of each half term. Staff who enrol on NPQs to complete them, 4 staff are currently enrolled.

To support students and their family in helping and supporting them to access a clean, warm and dry uniform.	Students attend and are in uniform No bullying issues due to lack of uniform Families/students supported with uniform when reintegration takes place Improved self-esteem and feeling of belonging to the school community Reduced pressure on parents
To support the emotional and social development of our pupils enabling our pupils to safely engage and access learning.	Progress of SEMH development is evidenced through improved SNAP B profiles, measured termly. Increased readiness to reintegrate scores evident through reduction in duration of crisis. Pupils are more able to settle in lessons and to fully engage in the learning experiences.
Increase the careers support in Impact to engage pupils early on and sign post them to relevant courses, colleges and job and apprenticeship opportunities.	CEIAG offer for pupils increased so that they have access to a variety of options when moving on from Impact.

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
Staff to study for a range of NPQs	Evidence tells us that high-quality professional development for teachers has a significant effect on pupils' learning outcomes and provides the most cost-effective impact on attainment when compared with other interventions schools may consider as independently reviewed by the EEF	1
Providing materials/equipment to ensure all students can access full curriculum	From our past experience we have seen this allows students to have full engagement with subjects Positive feedback from students & parents has identified that that this allows them to take part in the lesson and removes	3

	additional pressure on parents to contribute towards/pay for materials and sportswear	
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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
Fresh start Phonics for all pupils based on initial assessments	EEF research around phonics suggest high impact for low cost	5
YARC Assessment Package and SNAP B Assessments to provide thorough baseline assessment of students followed by targeted interventions with Intervention Leads	Students need targeted support with trusted adults to access learning and our provision map identifies students needing additional support - positive student outcomes are seen in accreditation One to one tuition EEF (educationendowmentfoundation.org.uk) recommendation 5 in EEF report Making Best use of TAs - Use TAs to deliver high quality one-to-one and small group support using structured interventions High impact for low cost	2, 4, 5, 10

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing food for students at start of day, break and lunch and support activities at break and lunch	Students not hungry at start of day or during day provides a basis for better levels of engagement We see improved behaviour at social times leads to effective transition and better engagement in lessons after social times	3, 5
The Thrive Approach – online subscription to support delivery of thrive across school	EEF research in to social and emotional learning suggest. Moderate impact for low cost	2, 4, 5, 10
Supporting students with uniform to access school	From our experience, students attend and are in uniform, there are no bullying issues due to lack of uniform and there is reduced pressure on parents to pay for	6, 7, 9

	this where finance in the home is a challenge	
Develop further Careers Education, Information, Advice and Guidance	'Essential life skills (or 'character') are important in determining life chances and 3,4 7 (CEIAG) for all students, prioritising PP students. The Gatsby report says all students should have at least 3 face to face contacts with employers throughout their school career. can be measured in a robust and comparable way.' EEF, Closing the Attainment Gap Key Lessons Learned, Jan 2018.	1, 2, 8
To provide regular opportunities for parents/carers to participate in learning activities with their child and receive feedback through progress days and reports.	The EEF emphasise that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.	6, 7, 9
To provide parent training sessions with SWOs	The EEF emphasise that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.	6, 7, 9

Total budgeted cost: £ £38,817.50

Part B: Review of the previous academic year (RAG)

	Activities/Interventions	Toolkit scale	Impact/cost	Target Date	How/where delivered	Measure/review impact	Success Criteria
Quality of Teaching	Feedback	+8	M/L	July 2026	Lessons – summative/formative /verbal To look at opportunities for CPD for staff to improve delivery and expertise	Workbooks, monitoring Pupil voice Lesson Observations / Learning Walks	Improvement in Progress and attainment data from baseline.
	Metacognition & Self – regulated learning	+7	H/L	July 2026	Shared resources and professional reading by staff to inform and improve practice through staff meetings Opportunities for CPD for staff	Workbooks, monitoring Pupil voice Lesson Observations / Learning Walks Personal tutor files	Achievement of Social and Emotional and IEP Targets

Quality of Teaching	Reading Comprehension Strategies	+6	H/L	July 2026	Tutor reading and discussion Reciprocal Reading	Monitoring Workbooks Lesson Observations / Learning Walks	Improvement in termly WRAT scores from baseline.
	Oral language intervention	+5	M/L	Ongoing	Intervention on a daily basis in both academic and social times. Through Guided reading discussion Targeted Questioning	Work scrutiny Lesson observations / Learning Walks	An improvement in students' ability to express themselves verbally and transcribing into writing, using extended and subject specific language
	Individualised support	+3	M/L	Ongoing	1:1 sessions Differentiated tasks Support from TA in class Adapted curriculum	Improved outcomes in emotional health and wellbeing and engagement in learning	Improvement in progress and attainment outcomes from baseline.

Quality of Teaching	Mastery learning	+5	M/L	July 2026	Careful development of the curriculum to ensure that learning is embedded and secured over time. Development of appropriate assessments, both formative and summative, that are key stage related.	Workbooks, Pupil voice Lesson Observations / Learning Walks Engagement in CPD Intent statements and curriculum policy	Improvement in Progress and attainment data from baseline.
	1:1 Tuition	+5	M/H	Ongoing	Interventions set up in English, Maths and emotional well-being. Students have focused interventions on a weekly basis tailored to individually identified needs which are timely. Students may require a bespoke one to one timetable for short term to re-engage with learning and develop strategies to combat behavioural issues.	Monitoring, workbooks Lesson Observations / Learning Walks Weekly provision meetings Personal Tutor Files	Improvement in Progress and attainment data from baseline. Improvement in WRAT Scores from baseline. Achievement of Social and Emotional and IEP Targets.

Quality of Teaching	Peer Tutoring	+5	M/L	July 2026	Paired work. Encouraging students to collaborate on their learning and assessment.	Lesson Observations / Learning Walks Work scrutiny	Identified use of peer tutoring in lessons.
	Maintain small class size	+4	M/H	Ongoing	Through school	Class lists Timetabling	Improvement in progress and attainment scores from baseline.
	Digital technology	+4	M/M	July 2026	Access to Laptops for all students; Development of the on line learning platform To close the gap between opportunities offered within mainstream settings To give opportunities for more engaging and varied teaching and learning tasks	Online curriculum delivery Lesson observations and learning walks Student voice	Improvement in progress and attainment from baseline. Improved engagement in learning.

Personal Development	Social and Emotional learning	+4	M/M	July 2026	School environment Emotional Curriculum Personal Tutor sessions Staff meetings Assemblies	Wellbeing focus with personal tutor Personal Tutor log Assembly schedule	Achievement of Social and Emotional and IEP Targets Engagement with personal tutor sessions.
Personal Development	Outdoor Adventure learning	+4	M/M	July 2026	Timetabled lessons in the curriculum Forest Schools Cumbrian Award	Wide and broad activities offered to optimise engagement, skills, including Social and Emotional skills and certification opportunities	Achievement of Social and Emotional and IEP targets. Achievement of accredited certification.
	Parental engagement	+3	M/M	Ongoing	Progress day Parental questionnaires Parenting courses. Welfare and wellbeing support. Parental counselling sessions where required	More engagement from parent for review / progress meetings Development of partner working with parents and parenting sessions	Positive parental voice recorded. Improved engagement of parents. Improved attendance of students. Reduction in behaviour incidents.

Behaviour and Attitudes	Behaviour Interventions	+3	M/M	Ongoing	Behaviour Management Plans Tutoring, personal tutors Rewards/consequences Behaviour support Staff to deliver 1 to 1 programmes for SEMH needs	Better engagement and accessing learning	Achievement of Social and Emotional and IEP Targets Reduction in behaviour incidents Reduction in FTE Improved attendance from baseline.
	Sports Participation	+2	L/M	July 2026	Develop lifelong love of PE/ Sport & Fitness through participation in outdoor pursuits and sporting activities.	Pupils across all key stages are participating in all activities. Pupils are actively seeking to participate in sports outside the classroom Outdoor learning curriculum and intent statements. Timetables	Achievement of Social and Emotional and IEP Targets. Reduction in behaviour incidents. Improved attendance from baseline.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Construction	Aspire
Farming	Farmlife West Cumbria

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A