



COLEG Sir Benfro
Pembroke College

PEMBROKE SHIRE COLLEGE

Poverty Strategy



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Mission Statement/Datganiad Cenhadaeth

Pembroke College's mission is to provide the highest quality education, training and support services for all its learners.

Cenhadaeth Coleg Sir Benfro yw darparu addysg, hyfforddiant a gwasanaethau cefnogi o'r ansawdd gorau ar gyfer ei holl ddysgwyr.

1.

Definition of Poverty

‘By poverty, we mean a long term state of not having sufficient resources to afford food, reasonable living conditions or amenities or to participate in activities (such as access to attractive neighbourhoods and open spaces) which are taken for granted by others in their society.’

2011/2015 WG Child Poverty Strategy 2015

2.

Vision and Strategic Objectives for Tackling Child Poverty

There are five main strategic objectives which are defined by Welsh Government, these form the basis of the College Strategy:

- To reduce the number of families living in workless households, as children living in workless households are particularly at risk of living in poverty.
- To increase the skills of parents and young people living in low income households so that they can secure well paid employment and in-work progression as in work poverty is a growing issue.
- To reduce the inequalities which exist in the health, education and economic outcomes of children and families by improving the outcomes of the poorest. Preventing poverty is fundamental to the long term vision for supporting low income households.
- To use all available levers to create a strong economy and labour market which supports the tackling poverty agenda and reduces in-work poverty in Wales.
- To support families living in poverty to increase household income through debt and financial advice , action to address the ‘poverty premium’ (where households pay disproportionately more for goods and services) and action to mitigate the impacts of welfare reform.

Underlying these objectives is a fundamental focus on children’s human rights as set out in the UNRC and reducing inequalities.

Tackling Child Poverty and the UNRC

The UNRC is an international agreement which protects the human rights of children under the age of 18, improving the outcomes of children and young people from low income backgrounds is central to delivering on children’s rights in Wales. Being in poverty is a fundamental barrier to children and young people accessing their rights and achieving better outcomes.

Article 26 of the UNRC (children, either through the guardians or directly have the right to help from government if they are poor or in need)

Article 27 of the UNRC (Children have the right to a standard of living which is good enough to meet their physical and mental needs)

These articles specifically focus on addressing income poverty and material deprivation. Every Child has a right to a standard of living that is adequate for their physical, mental, spiritual, moral and social development. Welsh Government uses the UNRC as a basis for public authorities and institutions to recognise tackling poverty, in as much as it is about improving well-being as it is about addressing poverty.

Welsh Well-Being Monitor

The Welsh Well-Being Monitor reports that children and young people growing up in poverty are vulnerable in many ways, not least educationally, it is noted that they:

- Are more at risk of poor educational attainment
- Are more likely to have poorer outcomes
- Have lower skills and aspirations
- Are more likely to be low paid, unemployed and welfare dependent in adulthood
- Are more likely to have a poor attendance record
- Are less likely to accept an educational culture
- Are more likely to have additional learning needs
- Have parents less likely to be engaged or involved in their child’s education
- Are less healthy
- Are at risk of Tier 4 under Youth Engagement
- Are more likely to have a child in their teenage years

3.

Aims Values and Vision

Pembrokeshire College is committed to creating and sustaining positive services and support for our learners and staff in relation to the delivery of our Poverty Strategy. Staff and learners are equally valued and respected and are encouraged to thrive and reach their potential. We are committed to providing support for our learners to reduce the impact of poverty on educational achievement and this is reflected in the core values of the College as set out in our vision and strategy.

EQUALITY: *We believe in equality and opportunity for all.*

Within the College setting we value learners on their individual talent, skills and knowledge. We recognise where there are barriers to achievement, attainment and progression as a result of poverty and through this strategy seek to support our learners to achieve their goals and derive maximum benefit from their involvement in the life of the College.

4.

Estyn Inspection Framework and Requirements

Poverty and deprivation are reflected in the January 2015 Estyn supplementary guidance: inspecting care, support and guidance in further education. Where the following poverty actions will be considered within the inspection framework:

- How well disadvantaged learners achieve compared to all college learners
- The impact of approaches designed to improve the achievement of disadvantaged learners
- How well colleges co-ordinate the approaches to reduce the impact of poverty on learner achievement across all curriculum areas and all learner support provision
- How well colleges work with partners
- How well the College uses resources to reduce the impact of poverty
- The outcomes of learners in relation to their deprivation decile (LLWR inform FE Report 2)
- How well do learners from different deciles – particularly the most deprived-achieve in relation to national averages?
- How well the College uses information to identify learners who may need support , particularly those from an area of deprivation
- How well the College plans its curriculum around the socio-economic context and the nature of employment opportunities and community needs
- How we reduce the impact of poverty on educational achievement and our strategy and procedures for doing so

Information will be sourced from:

- Post code analysis
- Schools
- Course application forms
- Parents and learners
- Local knowledge
- Applications for Educational Maintenance Allowance (EMA)
- An analysis of enrolments by deprivation decile (Pembrokeshire's Communities First cluster covers the wards of Haverfordwest Garth II, Pembroke Dock Llanion, Pembroke Dock Pennar, Pembroke Monkton and Pembroke St Mary's North. The total population of the area is 9,761 in the six LSOAs. There are three of the areas in the top 10% of deprivation.

The College will work in compliance with the Welsh Government Poverty Strategy to deliver the following objectives and provide appropriate reports to respond to Estyn with regards to their considerations in inspecting the College's provision for Care, Support and Guidance.

Objective 1: Reducing the Number of Families Living in Workless Households

The College in delivering this objective will work with our learners to support them in gaining the experience, skills and confidence to enable them to secure employment. Through our curriculum / tutorial programme and our work programme contract we will deliver:

- Employability skills
- Literacy and numeracy skills
- Social and emotional skills to build resilience
- Personal effectiveness – 'this is me programme'
- Provide work experience/placement opportunities
- Assist in the securing of part time work
- DWP programmes designed to assist long term unemployed claimants to gain sustainable work and increase house hold income

As a College we are fully committed to the Youth Engagement and Progression Framework and will also utilise the Cynnydd project to support learners at risk as a result of poverty.

Objective 2: Increasing skills amongst parents and Young people

Skills it is recognised have a major impact on wellbeing and in tackling the poverty agenda. In meeting this objective the College will deliver the following employment support arrangements:

- DWP contracts/courses and REACH community based lottery funding programmes
- Assist learners to use and gain access to REACT funding
- Deliver Jobs Growth Wales programmes
- Deliver essential skills within the Learning Area programme
- Provide Basic skills support
- Provide community based courses
- Implement WEST as the assessment tool for identifying numeracy and literacy needs
- Provide curriculum courses which enable in work progression
- Deliver higher education programmes to promote graduate qualifications locally
- Provide apprenticeship opportunities
- Engage with businesses and employers

Objective 3: Reducing the Inequalities which exist in the Health Education and Economic outcomes of children and families living in poverty, by improving the outcomes of the poorest

Linked to the Poverty Strategy is the importance of making a difference to the lives of young people. There is also the requirement to enable young people and children to grow resilience and coping strategies. The importance is placed here on the College's Health and Well - Being Strategy, access to emotional and mental health support and services as well as improving the outcomes for young people and learners. In meeting this objective the College will provide the following support and services:

- Access to a comprehensive range of support and services both internally and externally
- Child care provision (including the delivery of the Foundation Phase in the nursery setting)
- Utilise Reaching Wider monies to upskill GCSE qualifications and provide enhanced support for Looked After Children (LAC)
- Access to specialist Multi Agencies, including the Preseli Centre, Emotional Health Centre, Family in Need Team, Team Around the Family (TAF), Corporate Parenting Team and Hafan Cymru
- Open access to parents and engage with them through open days and evenings, providing parents with appropriate information about the College and access to learners eilps
- Make referrals to TAF for appropriate family intervention
- Identify families/ learners who are in crisis and provide immediate support e.g. Food parcels
- Health and Well Being programme
- Enrichment programme (to include leisure, super curricula and cultural activities)
- More Able and Talented Programme(MAT)
- Appropriate curriculum to maximise progression opportunities
- Engagement/ Traineeship programmes
- Track destinations to employment and higher education
- Safeguard learners
- Benchmark Health and Well - Being services against the Healthy Colleges and University Standards
- Provide volunteering opportunities
- Develop an Aspire tutorial programme
- Providing Housing referrals and access youth services
- Provide behavioural support
- Provide access to Sutton Trust, Unique and summer schools pre HE programmes
- Promote access to HE schemes in 'Russell Group' universities

Objective 4: Creating a Strong Economy and labour Market which supports the Tackling Poverty Agenda and reduces in work Poverty

In order to deliver this objective there is recognition from the College that job's growth and a strong economy are all essential to eradicating child poverty in Wales. To support this objective the College will:

- Use labour market intelligence to inform annual curriculum planning
- Provide work experience and placement opportunities for learners
- Run courses for business start up
- Ensure employer engagement and apprenticeship programmes
- Ensure standardisation of practice across the B-wbl Consortium
- Provide financial support for transport via the Financial Contingency Fund (FCF)
- Support learners at risk of becoming NEET through Cynnydd

Objective 5: Supporting Households 'here and now' to increase their household income and address the poverty premium.

Providing an opportunity to increase household income is a key component of tackling child poverty. Intrinsic to the delivery of this objective is the role of digital inclusion initiatives and the actions identified by Welsh Government to address the poverty premium, (where low income households pay disproportionately more for goods and services such as food, fuel, housing and credit). Being excluded from mainstream services means families living in poverty pay more for basic needs. To deliver this objective the College will provide the following:

- Access to information and support from learner financial support including EMA, WLG and FCF
- A survey during induction to inform the College of learners access to technologies and broadband access
- Introduce a support scheme for work based learners who are ineligible for FCF support
- Provide free college meals (FCM) to replace free school meals (FSM)
- Provide financial literacy courses
- Provide access/ referral to debt counselling services
- Provide assistance with childcare costs
- Establish a College credit union
- Provide financial crisis support
- Provide access to food banks via the Chaplaincy and Counselling service
- Courses to support the development of information literacy

6.

Collecting Poverty Data

To measure progress and inform the delivery of the poverty strategy the following key indicators will be used:

- % of learners living in relative income poverty
- % of learners living in relative income poverty with a household where at least one adult is working
- % of learners living in workless households
- % of learners living in households with working age adults with no qualifications
- % of learners living in households with working age adults holding qualifications at levels 2,3 or 4 and above
- % of learners living in low income households who are reaching health, social and cognitive development milestones when entering formal education
- % of learners eligible for free college meals who achieve the Level 2 threshold including English/Welsh and Maths
- % of learners aged 16-18 who are NEET
- % of young people aged 19-24 who are NEET
- Analysis of enrolments by deprivation decile
- How well disadvantaged learners achieve compared to all college learners
- How well learners in receipt of EMA achieve compared to all college learners

7.

Monitoring Progress

Successful delivery of our objectives will require college ownership and strong leadership. Leadership will be driven primarily by Curriculum Cluster under the leadership of the Deputy Principal, with the Designated Senior Person Safeguarding and Learner Well-being reporting to the Equality and Diversity Committee. Designated Senior Person Safeguarding and Learner Well-being has responsibility for the poverty agenda and will oversee the implementation, monitoring and review of poverty for learner matters.

Responsibility for operational delivery rests with all teams within the College. Each Head of faculty and service will ensure that their staff have the appropriate awareness of poverty and the strategy that are required.

We will review our information, engagement, evidence, impact assessments and objectives on an annual basis. Our Equality and Diversity Committee will monitor delivery against the objectives and scrutinise the information available to ensure that we identify and implement new strategies and objectives appropriately.

8.

Promoting Knowledge and Understanding

Our objectives above include the commitment to developing and implementing the range of activities, support and services to our learners in respect of all aspects of the poverty strategy.

We will deliver through a variety of methods:

1. Ensure that through our pre admissions processes and induction processes learners are aware of how the College can assist them with regards to Poverty
2. Faculty briefings and awareness programmes will take place to inform staff of the strategy and their role/responsibility within it
3. Training for the College management team
4. Inclusion in the safeguarding report to the Board on the progress made to tackle poverty
5. Inclusion of the strategy in the annual planning process with particular reference to the inclusion of LMI data
6. Production of appropriate awareness raising materials for parents to inform them of financial support arrangements/offer
7. Appropriate tailored training for key support staff to promote support and facilitate advocacy for learners in need
8. Mainstreaming of poverty awareness and the duties under this strategy in all appropriate staff development programmes

9.

Engagement

We recognise that issues relating to poverty are diverse and that there is a sparsity of recognised deciles in Pembrokeshire yet there are areas of need that fall outside of the recognised areas. We will through our Learner Voice Strategy and work involve learners in our planning and review of services and support. We have committed ourselves to involving learners whom we identify to be at risk of poverty, identified in the strategy.

Engagement is always an important part of our work, but we recognise the need to put specific processes in place to ensure that the needs of our learners are taken into account, and that the dimensions of poverty, are all addressed.

We will in our poverty annual report publish reports on the outcome of our engagement activity including consultation and involvement to show clearly how learners have influenced planning and decision making within Pembrokeshire College with relevance to this strategy.



Contact Us

If you have any questions, or require further information, regarding our Poverty Strategy, please contact:

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Our Poverty Strategy is available online: pembrokeshire.ac.uk/college/policies. It is also available, on request in a range of formats including, large print, CD Rom and in Welsh. Should you, or someone you know require this in an alternative format, please contact the Learning Support and Equality Manager on 01437 753304 or email: kr.davies@pembrokeshire.ac.uk

Os hoffech chi gopi Cymraeg o'r adroddiad hwn, yna cystylltwch â Swyddog Datblygu'r Iaith Gymraeg y Coleg, Janice Morgan ar 01437 753435 / ebost: ja.morgan@pembrokeshire.ac.uk. If you would like a Welsh copy of our SEP, please contact the College's Welsh Language Development Officer, Janice Morgan on 01437 753435 or email ja.morgan@pembrokeshire.ac.uk