

# Pupil premium strategy statement Scarborough Pupil Referral Service

1. Summary information					
<b>School</b>	Scarborough Pupil Referral Service				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£19,635	<b>Date of most recent PP Review</b>	July 2016
<b>Total number of pupils *</b>	32	<b>Number of pupils eligible for PP</b>	21	<b>Date for next internal review of this strategy</b>	July 2017

\*due to the nature of the SPRS, the number of pupils on role fluctuates throughout the year. At the time of writing in May, 2016, there were 32 pupils on role.

2. Current attainment			
	Pupils eligible for PP at SPRS	Pupils not eligible for PP at SPRS	Pupils eligible for PP (national average)
<b>% achieving 5A* - C incl. EM (2015-16 only)</b>	<b>0%</b>		36%
<b>% achieving expected progress in English / Maths from PRS Baseline 2016-17</b>	<b>41%</b>		57%
<b>% achieving expected progress in English / Maths from KS2 SATS to GCSE expectation 2016-17</b>	<b>18%</b>		27%

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	The reading ages of pp pupils entering the service are lower than their chronological ages, this hinders access to all areas of the curriculum and life chances
<b>B.</b>	PP pupils' are not progressing enough from Key Stage 2 SATs to on entry assessment in Maths. This prevents expected progress.
<b>C.</b>	All PP pupils are referred us having been either permanently or on fixed term exclusions for issues relating to challenging behaviour. This has had a detrimental impact on progress.

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Attendance on entry is poor compared to national averages. This affects progress.
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4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Improved Reading Ages	All PP pupils reading ages increase from on entry and the gap between that and their chronological age is narrowed. Pupils will make at least the expected rate of progress. This will be evidenced using the Accelerated Reader (Star Reading) tests done on entry, mid-placement and on-exit.
<b>B.</b>	Improved rate of progress in Maths for all PP pupils	Pupils' progress in Maths will be accelerated so that they meet the expected levels of progress based on KS2 SAT results. This will be evidenced in Maths assessment data.
<b>C.</b>	Behaviour issues addressed	Behaviour improves. Fewer incidents recorded and improvements in behaviour points. This will be evidenced through behaviour point data, SIMs and records of incidents.
<b>D.</b>	Increased attendance	Improve attendance from that of the attendance figures from point of entry from mainstream school. Reduce number persistent absentees.

## 5. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved Reading Ages	CPD on reading with pupils for whole staff. All staff enabled to deliver appropriate reading tuition with all pupils. All pupils to read for 15-20 minutes every morning.	Levels of understanding and/or experience of reading with pupils varied amongst staff. Increase levels of consistency and competency. Literacy Trust advice used as a basis for in-house CPD.	Training led by experienced literacy teacher and based on robust evidence from Literacy Trust. Learning walks, observations and staff views of reading time done before and after training.	Assistant Head of KS3/English teacher	Observations- February 2017 Training/feedback on observations- April 2017 Review again July 2017
Improved Reading Ages	CPD on Accelerated Reader for AR Lead. ( Part of the AR package)	AR shown to have a positive impact in independent evaluation. AR shown to have a positive impact in independent evaluation and has had a positive impact in previous years in this setting. Also successful in other local mainstream schools. AR lead teacher to have up to date training via conference call.	AR lead to feedback to AHT and other staff.	AR lead/ AHT	December 2016 June 2017- review and rebook subscription if appropriate.
Improved Reading Ages	Accelerated Reader programme + whole school reading time	AR shown to have a positive impact in independent evaluation and has had a positive impact in previous years in this setting. Also successful in other local mainstream schools.	Tests to be carried out by English teachers/ TAs. Book quizzes to be administered by all staff who have received CPD. Data to be analysed by AHT and AR lead.	AR lead/AHT	June 2017

Behaviour issues addressed	CPD programme for all staff- <ul style="list-style-type: none"> <li>• Restorative Practice</li> <li>• Dealing with anger</li> <li>• Communication</li> <li>• Nurture Schools</li> </ul>	Levels of understanding and/or experience of reading with pupils varied amongst staff. Increase levels of consistency and competency. Training delivered by experienced staff in-house, NYCC staff and by quality external providers	Behaviour improves. Fewer incidents recorded and improvements in behaviour points. This will be evidenced through behaviour point data, SIMs and records of incidents.	Learning Mentor PPO AHT	July 2017
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**Total budgeted cost**    £ 6545

## ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved rate of progress in Maths	Numeracy Catch-up	<p>Learners in Years 7 - 10 who received Catch Up® Numeracy support for an average period of 5 months achieved average Number/Maths Age gains of 15 months (a mean ratio gain of 3.0). (Further information from Catch Up®, on request.</p> <p>* A ratio gain of 2 or more is considered 'good impact' (Brooks, 2004)</p>	Identified staff will receive appropriate training and support from Catch up Numeracy. They will deliver the programme with identified pupils and then provide a report on progress to the SLT	KS3 Maths Teacher and 2 TAs.	<p>March 2017</p> <p>July 2017</p>
Behaviour issues addressed	1-1 and KS3 small group ELSA sessions- Boxall profiling to assess progress	<p>There has been consistent feedback from schools across the UK that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children and young people. (ELSA network). Pupils will not succeed in academically unless their emotional needs are addressed. The EEF says that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (four months' additional progress on average).</p>	ELSA to keep records and files of pupil progress. Liaise and seek advice from Educational Psychologist who is commissioned to monitor ELSA caseload. Feedback to SLT. Completed Boxall Profiles for pupils shared with staff.	ELSA	<p>January 2017</p> <p>June 2017</p>

Behaviour issues addressed	Nurture Group Network membership. Develop a nurturing school and deliver small group intervention.	The Nurture Group Network exists to promote the development of nurture groups and to ensure the continuing quality of their delivery through accredited training programmes, research on effective practice, relevant publications and information exchange.	Lead staff members attend official training. Learning mentor and AHT apply practices to school. NGN rep delivers whole staff training. Action plan written and acted upon. Impact reviewed.	ELSA and AHT	September 2017
Behaviour issues addressed	Bereavement Counselling for identified pupil	Pupil has suffered multiple bereavement and subsequent trauma and was unable to access school as a result. EP suggested that a course of counselling may be beneficial and result in further engagement.	Pupil Placement Officer organises suitable counsellor and transport and liaises with parent. AHT and Headteacher to be kept updated.	PPO	June 2017

**Total budgeted cost** £6545

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved Reading Ages	Quality and variety of book supply in the SPRS library. Library to be kept replenished and orderly. Displays to be up to date, motivating and relevant.	The Children's Book Council, Reading Rockets and the Literacy Trust all advise choosing quality books which appeal to children's interests, are at the correct level of reading and with individuals in mind.	Teacher and TA tasked to carry out research by asking pupils and other professionals. Staff to ensure book supply is updated and library remains a quiet, comfortable and well-ordered place. Displays celebrating success and with books advised by other pupils to be regularly updated.	AR lead and AHT	July 2017
Behaviour issues addressed	Break time activities purchased that increase group interaction, rule following and personal targets identified.	The Boxall Profile suggests strategies for dealing with specific issues surrounding the emotional and social aspects of learning. There is historical evidence that all SPRS pupils need targeted support with these emotional and social aspects.	Pupils set individual targets. TAs tasked to deliver, observe and assess impact of intervention at break time. Boxall Profiling to be carried out by ELSA. Pupils are tested on entry and throughout placements.	ELSA and AHT	June 2017

Attendance increased	Pupil Placement Officer to support pupils and respond quickly to pupil absence. Return to school meetings to take place.	NfER briefing for school leaders identifies addressing attendance as a key step.	Office staff, PPO and teaching staff communicate absence. PPO calls each morning to check reasons for absence and acts upon any issues revealed. PPO liaises with external agencies to tackle persistent absence, arranges intervention, keeps records and feeds back to SLT promptly.	PPO SLT	July 2017
Attendance increased  Behaviour issues addressed	Enrichment Activities	Arts, sports, music, gardening, outdoor education and cooking activities planned to enrich the academic curriculum to offer a breadth of educational provision and encourage/increase engagement.	Key Stage Leaders to oversee planned activities that take place to enrich the academic curriculum, namely on a Friday.	Teaching staff TAs SLT	July 2017
<b>Total budgeted cost</b>					<b>£6545</b>

6. Review of expenditure				
Previous Academic Year		2015/16		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact.	Lessons learned (and whether you will continue with this approach)	Cost
Support the pupils' emotional needs	Emotional Literacy Support Room set up from scratch	Moderate impact for the pupils who are identified to access this room, particular impact in KS3. Pupils know that there is a safe and stable quiet space where targeted intervention takes place and where they get support. High impact for the pupils who are identified to access this room, particular impact in KS3.	Room set up and support to continue. Pupils respond well to a pleasant and comfortable environment and are more likely to access the support they need. Only a small further cost to replenish resources if needed	£895
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost

Support the pupils' emotional needs	ELSA Learning Mentor employed and runs 1-1 intervention with targeted pupils.	Moderate impact- ELSA learning mentor and Boxall profile reports that pupils' ability to cope emotionally has improved and pupils are therefore better able to access school.	To continue. All pupils who are referred to the SPRS are referred as a result of issues surrounding their emotional and social needs.	£7685
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### iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)	Cost
Pupils are well-prepared for learning	Breakfast Club	High impact. Pupils often arrived at school hungry and thirsty and now have access to breakfast. As a result, pupils are more settled and can access lessons.	To continue. Received £1000 grant from Kellogg's Breakfast Club Network.	£1120
Behaviour improves	Rewards System	This has taken some time to embed and now pupils respond well to the system and it has a positive impact on their behaviour.	A small minority are repeatedly not achieving High Pass and do not attend on some occasions in order to avoid the Catch Up they need to do instead. We need to work closely with parents and other support workers (if appropriate) to avoid this .	£950
Sense of belonging to school community	School uniform fund	Low impact- a small number of pupils have benefitted. These pupils do not have uniform for a variety of reasons but this is mainly financial. The SPRS reward system penalises pupils who are not in uniform. Having uniform available in school ensures that pupils are not penalised if this issue is one of financial constraints, is an issue with parenting or washing facilities within the home.	A small fund for emergency uniform issues and a collection of basic items to continue.	£570

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

