



## Pupil premium strategy statement – Scarborough Pupil Referral Service

### 2025-2028

This statement details our schools 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 – February 2025

Detail	Data
Number of pupils in school	2024/2025 – 28 pupils
Proportion (%) of pupil premium eligible pupils	PP – 78.5% FSM – 75% LAC – 10.7%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – an updated statement must be published every year)</b>	2025 - 2028
Date this statement was published	February 2025
Date on which this statement will be reviewed	November 2025
Statement authorised by	Rosemary Rayne
Pupil Premium Lead	Jo Fox
Governor/Trustee Lead	Jane Pepper

## Funding Overview

Detail	Data
Pupil premium funding allocation this academic year	£11,550
Recovery premium funding allocation this academic year	£3294
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£14,844

## **Part A: Pupil Premium Strategy Plan**

### **Statement of Intent**

Our intention is that all pupils achieve academic as well as social and emotional status and progress during their time with us here at this school. This is irrespective of any barriers to learning or challenges in their daily lives.

Our approach is based on our knowledge of individual pupils as well as academic, baseline data and regular reviews of provision. Plans within the school are flexible and adapt to the changing needs of the cohort. Social, emotional and mental health provision underpins all we do to ensure the effectiveness of the whole provision.

The focus is to develop well rounded individuals who not only attain the academic qualifications with which to support a successful transition either back to the pupil's mainstream school or post-16 pathway, but to also develop the soft skills deemed necessary for employability.

All pupils, whether identified as disadvantaged or not, will be supported in building their self-identity, learning how to maintain positive relationships and be given responsibilities to develop their independence and resilience. Pupils will also be provided with opportunities to explore the world around them, develop in awareness and understanding of others and through these experiences grow in confidence so they have the ability to thrive and become successful.

High quality teaching builds on our SEMH core, developing the skills of the staff to effectively question and appropriately challenge the pupils to evidence our high aspirations. Our current focus on literacy skills and reading ability across the school benefits all areas of the curriculum as well as the pupils' aptitude to express themselves through emotional literacy and managing relationships.

To ensure effectiveness:

- All work is differentiated so each pupil receives the appropriate level of challenge and support. Pupils have baseline data that is used to determine their academic pathway.
- A whole school approach to Nurture is adopted and staff are expected to build positive relationships with pupils, a key factor in meeting gaps in SEMH provision.
- All staff have high expectations of pupils irrespective of their starting points.
- Reading is embedded in the timetable, schemes of work and enrichment
- A robust quality assurance programme and calendar is in place.

In order for pupils to be successful and achieve pupils must be present in school. Our focus moving forward is raising attendance and punctuality across all year groups.

## Challenges

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

Challenge Number	Details of Challenge
1	Attendance and disengagement issues are significantly lower in disadvantaged pupils than that of non-disadvantaged pupils. Improving attendance and attitude to learning will enable pupils to develop their learning and increase their rate of academic progress
2	Existing gaps in learning are evident when pupils arrive with us either on preventative placement or by way of permanent exclusion. Pupils often have no baseline data making initial assessment difficult. Previously baseline assessments had been completed prior to pupils starting at SPRS. The priority has now shifted so that baselines are taken once the pupil is attending.
3	High levels of social, emotional and mental health needs. Assessment and accommodation of the needs is often a barrier to learning in the mainstream setting. SEMH needs are assessed, monitored and supported by the THRIVE Practitioner and SEMH Lead
4	Significant gaps in cultural capital and enrichment needs. Limited experiences out of Scarborough and their own wider community. Programme of activities, trips and outdoor experiences planned and included within the curriculum to develop and inform pupils enabling them to grow into responsible well informed young people.
5	Lower literacy levels for many disadvantaged pupils in comparison to non-disadvantaged peers. A robust reading programme and monitoring system has been implemented alongside a scheme of learning to enable pupils to meet targets and improve skills
6	Increasing numbers of disadvantaged pupils have special educational needs. Continuous Professional Development calendar in place to ensure staff are updated and consistent in their approach to pupils needs. Use of specialists for training and support where necessary.
7	Lack of parental engagement and awareness

## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our strategy plan**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
<p>To improve attainment to enable progress for disadvantaged pupils across the curriculum including improvement in reading ages</p>	<p>Gaps in learning identified through baseline and continued assessment. Disadvantaged pupils will close gap from baseline to projected grade by 20%</p> <p>Maths and English intervention programme continue to be embedded in the timetable. Robust monitoring system in place providing accurate data based on assessments and results.</p> <p>Use of systems and assessment such as STAR Reader and FRECKLE (Maths) to analyse and evaluate progression</p> <p>Data Collection analysis termly to identify whole school as well as specific areas or cohort of need to be focused on</p> <p>Teaching staff to have accountability in maintaining data records to identify specific need in subject areas.</p>
<p>Improved attendance for disadvantaged pupils. Attendance to be in line with national average for pupil referral units</p>	<p>Attendance to improve during this strategy plan and be in line with national average for pupil referral units</p>
<p>Disadvantaged pupils to show progress toward their Boxall and Thrive targets.</p>	<p>All pupils to have Boxall assessment shortly after admission to the school.</p> <p>Whole school focus to be Paying Purposeful Attention</p> <p>Staff to be aware of profiling and strategies to be used with individual pupils as well as whole school.</p> <p>Disadvantaged pupils to progress in target areas.</p> <p>Reports to be collated termly by SEMH Lead</p>
<p>SEMH needs to be identified and supported as early as possible</p>	<p>Continued work with SEMH Lead</p> <p>SEAL to be embedded within the timetable and curriculum</p> <p>Nurture School status to be reaccredited enabling support to all pupils</p> <p>Continued positive relationships and communication with agencies</p> <p>Use of data from pupil voice and surveys from pupils/staff and parents.</p> <p>Data collected from quality assurance programme.</p>
<p>Improve pupils' cultural capital</p>	<p>Participation in trips, visits and outdoor adventure experiences within and outside of Scarborough. Be able to behave according to social context, talk about their experiences using a wider range of vocabulary, increase their aspirations in line with exposure to a greater variety of encounters and improve their confidence through managing different situations and environments.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year (2024-2025)** to address the challenges listed above.

### Teaching (for example: CPD, recruitment and retention) - Budgeted Cost: £21,000

Activity	Evidence that supports this approach	Challenge number addressed
Whole school phonics training	Supporting the attainment of disadvantaged pupils (DfE, 2015) suggests high quality teaching as a key aspect for success. <a href="#">Closing the attainment gap   EEF</a>	2,5
Recruitment of Pupil Support Assistant as part of the attendance/Pastoral Team	<a href="#">Attendance interventions rapid evidence assessment   EEF</a>	1,7
THRIVE – Train the Trainer	Whole school training to be included in the CPD calendar <a href="#">Impact of Thrive   The Thrive Approach</a>	2,3,6
Subject Knowledge Enhancement course - Maths	Subject Lead Maths to obtain SKE course <a href="#">Subject Knowledge Enhancement   Tes</a>	1

### Targeted academic support (for example: tutoring, one to one support, structured interventions)

**Budgeted Cost: £4500**

Activity	Evidence that supports this approach	Challenge number addressed
Off site Provision at Coast Tuition and Future Works Alternate Provision	<a href="#">Alternative Provision: Effective Practice and Post 16 Transition</a> <a href="#">One to one tuition   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1,2,3,4
STAR Reader STAR Maths and Freckle	<a href="#">Assessment and feedback   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) <a href="#">Accelerated Reader   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1,2,3,5,6
Assessments to recognise gaps in learning	<a href="#">Using CAT4 and PASS data to identify potentially vulnerable learners - GL</a> <a href="#">Assessment Feedback   EEF</a>	1,2,3,5,6,7
Revision Books and sessions for examination preparation	<a href="#">Supporting Revision and the 'Seven-step Model'   EEF</a>	2,3,5,7

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

**Budgeted cost: £19,462**

Activity	Evidence that supports this approach	Challenge number addressed
Purchase of uniform to ensure inclusivity for all pupils regardless of disadvantage	Uniform policy in place <a href="#">School uniform   EEF</a>	1,3,7
Enrichment programme including theatre trips	<a href="#">Learning About Culture: Overarching Evaluators' Report   EEF</a>	1,2,3,4,7
Attendance and Attainment Vouchers in line with the Positive Behaviour Policy	<a href="#">Improving Behaviour in Schools   EEF</a> <a href="#">School rewards system, seating plans, homework, parents' evenings and more   EPraise</a>	1,3,7
Ongoing training for key members of staff – Behaviour Manager, DSL and First Aiders	<a href="#">Improving Behaviour in Schools   EEF</a> <a href="#">Effective Professional Development   EEF</a>	1,3,6
Mentoring for pupils with SEMH needs	<a href="#">Mentoring   EEF</a> <a href="#">Get involved – Sidewalk Youth Project</a>	1,2,3,5,6,7

**Total Budgeted Cost: £21,000 + £4500 +19,462 = £44,962 of which £14,844 is pupil premium funding**

## Part B Review of the Previous Year

### Outcomes for disadvantaged pupils in 2023

Intended Outcome	Result
To target teaching and specific interventions to support pupils more effectively	All pupils have baseline STAR Reader assessment to establish reading age on admission and then termly All pupils have STAR maths assessment and ongoing FRECKLE maths intervention. Maths and English intervention is established on the whole school timetable All pupils (100%) have increased their reading age by 1 year and 78% have increased by 2 years.
Pupils to show progress toward their Boxall and Thrive targets	All pupils are assessed over their first few weeks and targets set. As a school staff, targets are evaluated termly and strategies discussed. All pupils have moved nearer their targets and this is reported on in the headteachers Report termly
Improve pupils' cultural capital	Pupils have participated in many trips over the last academic year. Theatre trips have been arranged in relation to English Literature lessons (An Inspector Calls and Blood Brothers) KS3 pupils attended the pantomime and are also working with a local company called Arcade Arts looking at music influences and working with artists from a range of cultural backgrounds.
To secure improved outcomes for disadvantaged pupils through specific targeted interventions to accelerate progress and close gaps in learning	Gaps between baseline and target grades decreased. Table below shows results in relation to disadvantaged pupils.

### Results Summer 2024 – 12 pupils

	English GCSE	Maths GCSE	Science GCSE	Functional Skills English	Functional Skills Maths
PP	58%	50%	33.3%	50%	0
FSM	58%	50%	33.3%	50%	0
LAC	0	0	0	0	0