

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Scarborough Pupil Referral Service
Pupils in school	26
Proportion of disadvantaged pupils	85%
Pupil premium allocation this academic year (so far)	£36,300
Academic year or years covered by statement	2020-2021
Publish date	
Review date	January 2022 and April 2022
Statement authorised by	
Pupil premium lead	Emma Allison
Governor lead	David Read

Disadvantaged pupil barriers to success

All Pupil Premium pupils are referred to us having been either permanently excluded or on preventative places for issues relating to challenging behaviour. This has had a detrimental impact on their progress and engagement within school.

Attendance on entry is poor compared to national averages. This affects progress and opportunities for pupils to transition back to mainstream schools.

The global Covid-19 pandemic has had a detrimental effect on pupils. Socially, emotionally and academically.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Improved SEMH teaching and learning	Boxall profiling and Thrive assessments to improve from high risk to low/no risk.	July 2021
	Pupils on preventative places to return to school after having made improvements in their SEMH	July 2021

	More staff members to be trained to a higher standard in both Nurture and Thrive	July 2021
	More TAs to be trained as HLTAs to deliver curriculum based SEMH interventions	July 2021

Strategy aims for disadvantaged pupils – wider outcomes

Aim	Evidence of impact	Target date
Improved attendance from on entry data.	Pupil attendance in school to have increased from figures evidenced on pupil's individual placement plans.	July 2021
Pupils engage in their AP offers based on their interests and career choices.	Pupil attendance at AP to have increased from figures evidenced on pupil's individual placement plans.	July 2021

Behaviour for Learning Priorities

Measure	Activity
Priority 1	A nurture curriculum to be implemented with individual Boxall and Thrive targets to be considered as a whole school approach to understanding pupil's SEMH
Priority 2	Staff members to be trained in understanding both Nurture approaches and Thrive profiling to ensure a consistent approach
Barriers to learning these priorities address	All PP pupils are referred as having been either permanently or on preventative placements for issues relating to challenging behaviour. The Covid - 19 pandemic has prevented some face-to-face contact with PP pupils.
Projected spending	£2998.45

Wider strategies for current academic year

Measure	Activity
Priority 1	High Pass activities to be planned and implemented each week to incentivise pupil's engagement within school.
Priority 2	Careers lessons led each week with the priority of engaging pupils with local AP providers.
Barriers to learning these priorities address	Due to the Covid-19 pandemic and lockdown restrictions many local businesses and AP providers have either been closed or open with limited provisions.
Projected spending	£11.849

Targeted academic support for current academic year

Measure	Activity
Priority 1	Staff have the correct training to enable them to deliver blended learning to all pupils
Priority 2	PP who do not meet the criteria for face-to-face learning during the lockdown, are shielding, isolating, or are too anxious to come to school during the lockdown to complete blended learning at home during the lockdown via Microsoft Teams.
Barriers to learning these priorities address	Not all PP pupils have had immediate access to the internet/laptops/the correct software to be able to engage in home learning. All PP pupils are referred us having been either permanently or on preventative placements for issues relating to challenging behaviour, resulting in engagement being low in some cases.
Projected spending	£4477

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff have had the correct training and resources to provide a learning environment that promotes positive SEMH	Staff members to be identified to train specifically in Thrive, Nurture and HLTA. ELSA team to ensure teaching staff have the correct resources in the classroom based on pupil's individual SEMH outcomes.
Targeted support	Ensuring staff are committed to supporting pupils to attend the PRU	Timetabling the PPO and the ELSA team to chase up any pupil absences through phone calls and visits home alongside wellbeing checks to ensure all is being done to encourage attendance on site.
Wider strategies	Ensuring staff have had the correct training to deliver blended learning to PP pupils during the Covid-19 lockdown	Staff training calendar and timetable to ensure time is given to train, plan and deliver blended learning.