

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Scarborough Pupil Referral Unit
Number of pupils in school	23
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	January 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Wendy Chopping, Headteacher
Pupil premium lead	S. Darrington
Governor / Trustee lead	David Read

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,325
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20,325

## Part A: Pupil premium strategy plan

### Statement of Intent

Our intention is that all pupils make academic as well as social and emotional progress, from their starting points, irrespective of any barriers to learning and 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 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 have the academic qualifications with which to support a successful transition back to the pupil's home school or post-16 pathway, but also the 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 across the school benefits all areas of the curriculum as well as the pupils' ability to express themselves through emotional literacy and manage relationships. This project is being supported by the National Tutoring Programme and is in line with the three year funding model for our Academic Mentor. All pupils access the catch-up literacy programme regardless of level of disadvantage with our primary phase focusing on phonics.

To ensure effectiveness:

- All work is differentiated so each pupil receives the appropriate level of challenge and support.
- 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.

## Challenges

### Challenges

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

Challenge number	Detail of challenge
1	A number of disadvantaged students have a range of existing learning gaps when they start at the referral unit, in addition to those exacerbated by extended periods of lockdown and remote learning. Students often arrive without any baseline data making initial target setting difficult.
2	Disadvantaged students are at greater risk of not having their SEMH needs assessed and accommodated within the teaching and learning environment. Students are to have their SEMH needs monitored and supported within lessons by a Thrive trained SEMH Teaching Assistant.
3	A number of disadvantaged students have significant gaps in their cultural capital. Trips, visits and outdoor adventure experiences outside of Scarborough will be arranged in order to address these gaps.
4	Extended periods of lockdown and remote learning have meant that some disadvantaged students are at greater risk of not achieving what they are capable of. Robust targeted support in every lesson through quality questioning, high levels of stretch and challenge, and accurate, honest feedback on their work, will enable them to close any learning gaps and accelerate their progress in line with their non-disadvantaged peers.
5	Following the periods of lockdown, disadvantaged attendance and engagement with learning was significantly lower than that of their non-disadvantaged peers. Improving their attendance and Attitude to Learning will enable them to increase their learning and progress.

### 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 have a broad range of baseline data for new starters	A broad range of baseline data to be recorded on student progress files

Highly effective bespoke academic and pastoral teaching based on SEMH and Thrive principles to have a significant impact on outcomes and experience for Disadvantaged students.	<ul style="list-style-type: none"> <li>• A high standard of student work, evidenced through work scrutiny</li> <li>• A high standard of student engagement (Mean Behaviour points score greater than 80% and a significant reduction in any sanctions.</li> <li>• SEMH TA to be fully trained in Thrive</li> </ul>
Improve pupils cultural capital	Students participate in a greater number of trips, visits and outdoor adventure experiences outside of Scarborough
To secure increased outcomes for disadvantaged students through subject specific targeted interventions to accelerate progress and plug gaps in learning	<p>Gap between Projected baseline test APS and FFT20 to reduce by at least 10%.</p> <p>The majority of disadvantaged students improve their projected grade or Curriculum Related Expectations in the majority of their subjects.</p>
To support students maintain and rebuild relationships with their peers and staff	Improve average attendance to over 60%

## 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: **£5,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver an aspirational curriculum which inspires, motivates and challenges all disadvantaged students, and closes Covid-19- related gaps in learning	<ul style="list-style-type: none"> <li>• The EEF key principles identify that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. • EEF research and evidence has shown that</li> </ul>	2,3,4,5

	<p>'great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.' High quality Progression Maps and Models, including opportunities to develop, students' cultural capital in all subject areas ensure that the curriculum is challenging, engaging and leads to excellent outcomes for all students</p>	
<p>To identify gaps in student learning when they start at the Unit will help to secure at least good progress for all disadvantaged students</p>	<ul style="list-style-type: none"> <li>• Having a broad range of baseline data will help to identify gaps in learning and lead to more individualised teaching. The EEF Teaching and Learning Toolkit states that "Individualised instruction can be an effective approach to increasing pupil attainment."</li> </ul>	<p>1, 4, 5.</p>
<p>To reinforce SEMH training for all staff.</p>	<ul style="list-style-type: none"> <li>• The EEF Teaching and Learning Toolkit states that, "Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The EEF also identifies broader advantages to this approach. "Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores"</li> </ul>	<p>2, 4, 5.</p>

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

Budgeted cost: **£10885**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To embed SEMH specific targeted interventions delivered by a specialist TA in order to accelerate progress and plug gaps in learning.</p>	<ul style="list-style-type: none"> <li>• EEF research has found that ‘Students eligible for the Pupil Premium are more likely to be low attaining than other children’. However, in the EEF Teaching and Learning Toolkit, based on extensive evidence, identifies small group and one-to-one tuition is a highly effective strategy in accelerating progress</li> <li>• “One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas”. A specialist TA will be able to have a targeted approach to SEMH intervention “targeted approaches to SEL learning seem to have greater impacts” (EEF toolkit).</li> </ul>	<p>2</p>
<p>Reading interventions to be put in place for targeted Disadvantaged students, focusing on developing vocabulary and literacy skills, and supporting students to maximise their knowledge and understanding of the taught curriculum</p>	<ul style="list-style-type: none"> <li>• The EEF Teaching and Learning Toolkit shows that effective reading strategies both in and beyond the classroom have a positive impact on students’ ability to access the taught curriculum.</li> <li>• Nationally, children’s reading has been negatively impacted as a result of the pandemic and periods of lockdown, resulting in greater intervention required to close gaps in both reading and vocabulary development.</li> </ul>	
<p>Training for all staff for school trips and visits Training to support the delivery of Beach School</p>	<ul style="list-style-type: none"> <li>• The EEF Teaching and Learning Toolkit states that “There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork”</li> </ul>	<p>3</p>

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

Budgeted cost: **£4,140**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase the attendance of disadvantaged students and reduce the number of those whose attendance is below 60%	<ul style="list-style-type: none"> <li>• “Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent, including English and mathematics, than pupils missing 15-20% of KS4 lessons.” (DfE, 2016)</li> </ul>	5
To decrease the disproportionate negative representation of disadvantaged students in all behavioural and Attitude to Learning measures, particularly those which limit contact time in lessons	<ul style="list-style-type: none"> <li>• The EEF Teaching and Learning Toolkit identifies behaviour interventions as producing improvements in academic performance, but the ‘Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.’</li> <li>• Targeting students using SEMH intervention will help to improve behaviour and attitude to learning. The EEF states that “targeted approaches to SEL learning seem to have greater impacts on average”</li> <li>• Target small group sessions and restorative will also be part of the intervention “The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.” (EEF)</li> </ul>	3
To engage disadvantaged students in an exciting and aspirational enrichment curriculum, which broadens their knowledge and experience. Financial support may be provided	<ul style="list-style-type: none"> <li>• EEF research, identified through the case study at Limpsfield Grange School, shows that supporting students to access a range of off-site trips and experiences had a positive impact on the engagement and achievement of their disadvantaged students</li> </ul>	All

<p>where necessary for school trips, uniform, music lessons, revision resources and school equipment, considered on a case by case basis, dependent on the level of need.</p>	<ul style="list-style-type: none"> <li>• The EEF reports the impact of sports participation on academic achievement as positive. Participating in sports and physical activity is also likely to have wider health and social benefits.</li> </ul>	
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**Total budgeted cost: £20,325**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The previous year included lengthy periods of lockdown and extended periods of online learning. This, together with multiple periods of staff and student illness and self-isolation, has had an impact on meaningful measures and data. The unexpected costs of the pandemic on disadvantaged students and the requirement of schools to react to unplanned situations has made the previous year's pupil premium plan difficult to review.

### Externally provided programmes

Programme	Provider
SEMH training	Thrive
Trips and visits training	NYCC
Baseline testing	Incremental Coaching