

Pupil premium strategy statement – Scarborough Pupil Referral Service

This statement details our school's use of pupil premium (and recovery premium) funding for the 2023 - 2024 academic year, 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.

We only receive funding for pupils who are permanently excluded and not those attending on an alternative provision.

School overview as of November 2023

Detail	Data
Number of pupils in school	22
Proportion (%) of pupil premium eligible pupils	91%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rosemary Rayne
Pupil premium lead	Wendy Chopping
Governor / Trustee lead	Rosemary Rayne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,175
Recovery premium funding allocation this academic year	£6,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£4,793.83
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£15,968.83

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 attain the academic qualifications with which to support a successful transition back to the pupil's home school or post-16 pathway, but also 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 reading across the school benefits all areas of the curriculum as well as the pupils' ability to express themselves through emotional literacy and develop their ability to manage relationships. This project is also being supported financially by the National Tutoring Programme, and some pupils will access Thinking Reading sessions regardless of their level of disadvantage.

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.
- Reading is embedded in the timetable, in schemes of work and monitoring.

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 pupils have a range of existing learning gaps when they start, both academic and social and emotional. Pupils also arrive without any baseline data making initial target setting difficult. Baseline assessments will be put in place to assess holistic development on entry.
2	Disadvantaged pupils are at greater risk of not having their SEMH needs assessed and accommodated within the teaching and learning environment in mainstream settings, this becomes a barrier to learning. Pupils will have their SEMH needs monitored and supported within lessons by a Thrive trained SEMH Practitioner
3	A number of disadvantaged pupils have significant gaps in their cultural capital as they may have had limited opportunities to access experiences outside of school and to develop themselves as informed and responsible citizens. Trips, visits and outdoor adventure experiences within and outside of Scarborough will be arranged in order to address these gaps.
4	Due to large periods of time out of the classroom disadvantaged pupils have gaps in their learning and are at greater risk of not achieving their full potential. 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 long periods of absence from learning, disadvantaged pupils' attendance and engagement with learning is significantly lower than that of their non-disadvantaged peers. Improving their attendance and attitude to learning will enable them to develop their learning and increase their rate of academic progress.
6	Increasing numbers of disadvantaged pupils have special educational needs and increasing numbers are being referred for ASD assessments or to CAMHS for ADHD assessments. The training calendar for staff will include training around SEN, consistently using the graduated approach, differentiating according to need, robust reviews of SEN policy and practice, using a wider variety of assessment tools to identify needs, referring to Hub specialists when appropriate and completing ECHARs when necessary, will enable all disadvantaged pupils with SEN to fulfil their potential.

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 target teaching and specific interventions to support pupils more effectively	Maths and English interventions in place with an effective monitoring system to evaluate progress, based on a broad range of accurate in-house baseline data including Star Reader and Star maths as well as termly data collection. With the aim of improving pupil's reading ages by one year and pupils reaching their PRS targets. This will be evident on pupils' flight paths.
Pupils to show progress toward their Boxall and Thrive targets.	All pupils are Boxall assessed termly to ascertain social and emotional development. The whole school Boxall target is Paying Purposeful Attention and resources will be focused on this. The aim is for all pupils to move nearer to their Boxall targets and this will be reported on termly in a graph format.
Improve pupils' cultural capital	Pupils to participate in a greater number of trips, visits, creative 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. The variety of opportunities pupils are exposed to is evident in the termly newsletter.
To secure improved outcomes for disadvantaged pupils through subject specific targeted interventions to accelerate progress and close gaps in learning	Gap between baseline assessment and target grades to close by at least 10% The majority of disadvantaged pupils improve their projected grade or Curriculum Related Expectations in the majority of their subjects and achieve their PRS target.

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:

HLTA training	£798
Phonics training	£250
Renaissance training (maths interventions)	£240

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA training	The HLTA will deliver the maths and English catch up so see evidence for benefits of small group tuition	1,4
Phonics training	Benefits of Phonics for younger and older pupils - Phonics EEF (educationendowmentfoundation.org.uk)	1,4, 6
Maths interventions	Literacy and numeracy catch-up strategies (publishing.service.gov.uk)	1,4,6

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

Budgeted cost:	
£5,520	One to one tuition
£522	White Rose maths resources
£85.20	NGRT and CAT4 assessments
£1,230	Star maths and English and Freckle
£977.74	Dyslexia assessments
£110	Revision books

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English Catch-up tuition	Small group tuition EEF (educationendowmentfoundation.org.uk)	1,4,5,
Off-site/home tuition	One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,5
Baseline assessments	Assessment and feedback EEF (educationendowmentfoundation.org.uk) Accelerated Reader EEF (educationendowmentfoundation.org.uk)	1,4,5,6
Revision books	If a pupil has poor attendance the revision guides has everything there which has been covered throughout the year. This provides the pupil with more confidence than if they only had their own work books.	2,4,5
Dyslexia assessments	Benefits of an early dyslexia assessment - Benefits - GL Assessment (gl-assessment.co.uk)	2, 6
Reading Comprehension	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,4,5

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

Budgeted cost:

London Trip	£200
Creative and cultural opportunities with Arcade Arts and NYNP	£4,481.89
Attendance Rewards	£600
Museum Trip	£500
Therapeutic interventions	£4,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creative activities (film making, singing, music, photography)	Arts participation EEF (educationendowmentfoundation.org.uk)	3
Cultural visits	Learning About Culture: Overarching Evaluators' Report EEF (educationendowmentfoundation.org.uk)	3
Attendance Rewards	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	5
Museum Trip	To bring to life biology of the human body for science and history of human medicine Thackray Museum of Medicine	3
Therapeutic interventions	To provide a safe space to talk about individual emotional barriers. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2

Total budgeted cost: £15,968.83

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils in 2023

SEMH 80% of pupils with two or more Boxall profiles have made significant progress towards their target or achieved their target.
English 94% of pupil premium pupils are on track to achieve their English PRS target All Y11 pupils left with a qualification in English, whether GCSE, Functional Skills or Step Up to English
Maths 89% of pupil premium pupils are on track to achieve their maths PRS target All Y11 pupils received a grade in maths
Science 94% of pupil premium pupils are on track to achieve their science PRS target
48% of the pupils here in summer term improved their attendance from mainstream
Average of 75% behaviour points across the school (target is 85%), this is a decline on last year which was 84%
2 pupils successfully re-integrated back to mainstream school 3 pupils successfully transitioned to a special school
88% of Y11s had post 16 pathways in place by 7 th September 2023

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

