

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Hambleton and Richmondshire Pupil Referral Service (HRPRS)
Number of pupils in school	26
Proportion (%) of pupil premium eligible pupils	11/26 42.3% 9/26 34.6% are on roll full time at HRPRS
Academic year/years that our current pupil premium strategy plan covers 2022-2023	2023-2024 This is due to regular changes in cohort.
Date this statement was published	
Date on which it will be reviewed	December 2024
Statement authorised by	Tom Kelly
Pupil premium lead	Victoria Milne
Governor / Trustee lead	Paul Sims

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9518
Recovery premium funding allocation this academic year	£6363
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£15881

Part A: Pupil premium strategy plan

Statement of intent

Hambleton and Richmondshire Pupil Referral Service is a short stay school, catering for pupils who have either been permanently excluded from a mainstream setting or are finding mainstream school hard to manage and need support through a preventative part-time placement. Pupils come from 9 mainstream secondary schools. Our school community is made up of pupils who have been permanently excluded, pupils who are at risk of permanent exclusion, pupils waiting for appropriate, specialist provision and pupils who are under assessment for and Education, Health and Care Plans. For the majority of our pupils, their Pupil Premium is held by their mainstream school.

Our intent is:

- All pupils, including those who are in receipt of Pupil Premium, make progress towards achieving positive next steps in education or employment.
- To do this our strategy is to ensure that pupils are supported to address their gaps in learning and receive emotional support to aid engagement and improve attendance.

Bespoke packages of support are created, as well as whole school approaches. This is possible due to the small number of pupils attending our provision.

Challenges

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

Challenge number	Detail of challenge
1	School Attendance – most pupils who are referred have persistent absence prior to coming to HRPRS
2	Low expectations both academically and socially
3	History of Adverse Childhood Experiences (ACEs)
4	Lack of engagement in learning
5	Unrecognised learning needs
6	Reading abilities significantly impaired

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
Improve school attendance and reduce persistent absence.	Pupils in receipt of Pupil Premium show improved attendance over time, monitored fortnightly.
Quality first teaching results in academic progress and qualifications at Key Stage 4	Pupil engagement in lessons increases. Learning walks and lesson observations report pupils to be on task. Data drop shows progress. Year 11 pupils are prepared for GCSE and vocational qualifications appropriate for their access to next steps in education.
Pupils learn about and develop emotional resilience.	Suspension data shows reduced incidence of pupils receiving fixed term suspension. Pupils engage with new learning and try new activities. Pupils are able to cope with external assessments. Pupils develop confidence to access work based learning.
Pupils' needs are correctly identified and addressed.	Pupils access appropriate education when they leave our setting. Pupils are able to access learning through the right support and scaffolding. All teachers and Instructors are fully prepared to address specific needs and plan appropriate learning pathways.
Pupils' reading improves and their reading age is more closely aligned with their chronological age.	Pupils can access more age related reading materials and work more independently to access written learning materials across the classroom.

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: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional day of a member of staff employed to deliver Thrive intervention and reading intervention	Evidence based on neuroscience and child development research. Data tracked through Thrive assessments. Reading ages assessed in line with reading policy.	1-4 6

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive intervention	See above	1 - 4
Numeracy Intervention	1:1 and small group intervention enables focussed skills and knowledge development	2,4
Reading intervention	1:1 and small group intervention enables focussed skills and knowledge development	2,4,6
1:1 education	Level of SEN needs of pupils requires 1:1 teaching. Currently three pupils required this level of support.	3,4,5,6

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Right trax	Draft EHCP for one pupil and EBSA of another pupil requires this alternative provision	1,4,5,6
Academy 21	Required as an alternative provision due to pupils SEN needs.	1,3,4,5,6

Total budgeted cost: £16000

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 impact of Pupil Premium spending last year was an improvement in attendance for some students, and access to college for further study. Students who returned to mainstream school were aided in the provision of resources they would need to access school, including IT equipment. Access to bespoke packages such as Academy 21, which had a positive impact on school engagement. Pupils also benefitted from additional support in preparing for the GCSE examinations.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Year 11 rescue package	Academy 21

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We had one service pupil last academic year.
What was the impact of that spending on service pupil premium eligible pupils?	Spent on 1to1 teaching. This enabled us to gather evidence required for submission of an EHCAR as the pupil has high SEN needs that cannot be met without this level of support and additional funding.

Further information

None