

Pupil premium strategy statement

This statement details our school's use of pupil 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 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	25
Proportion (%) of pupil premium eligible pupils	12/25 48%
Academic year/years that our current pupil premium strategy plan covers 2024-5	2024 – 2025 This is due high mobility in our constantly changing cohort as a PRS.
Date this statement was published	February 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Paul Sims
Pupil premium lead	Sarah Morrison
Governor / Trustee lead	Paul Sims

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 11,182
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 11,182

Part A: Pupil premium strategy plan

Statement of intent

Hambleton and Richmondshire Pupil Referral Service is a short stay school, catering for pupils who find school challenging. 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.

The aim of the HRPRS is to use pupil premium funding to help pupils to achieve and sustain positive outcomes. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:

- Successfully engaging with a permanent educational setting
- Achieving physical and mental well-being so support accessing academic learning
- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

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, but the intention is that disadvantaged pupils will improve their progress and attainment alongside non-disadvantaged pupils.
- 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.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

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	The majority have very low reading ability and confidence in reading
3	Low expectations both academically and socially
4	History of Adverse Childhood Experiences (ACEs)
5	Lack of engagement in learning
6	Unrecognised learning needs

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.
Consistently good 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.
Consistently good teaching results in academic progress Key Stage 3	Pupil engagement in lessons increases. Learning walks and lesson observations report pupils to be on task. Data drop shows progress.
Children make accelerated progress so their reading age is more in line with their chronological age	Pupils engage with reading lessons Pupils access bespoke programmes which improve their phonetic knowledge, fluency and comprehension so that they are able to

	<p>read at an age appropriate level and access the full curriculum</p> <p>Children's confidence and independence in reading increases</p>
<p>Pupils learn about and develop emotional resilience.</p>	<p>Suspension data shows reduced incidence of pupils receiving fixed term suspension.</p> <p>Pupils engage with new learning and try new activities.</p> <p>Pupils are able to cope with external assessments.</p> <p>Pupils develop confidence to access work based learning.</p>
<p>Pupils' needs are correctly identified and addressed.</p>	<p>Pupils access appropriate education when they leave our setting.</p> <p>Pupils are able to access learning through the right support and scaffolding.</p> <p>All teachers and Instructors are fully prepared to address specific needs and plan appropriate learning pathways.</p>

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: £7 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional day of Thrive Practitioner.	Children will receive a Thrive assessment and if necessary be supported by a trained practitioner who will support the children's development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,4,5
English Lead training for whole school individualised reading programme	Many children are welcomed into the centre with low levels of reading ability. Children are screened on entry, if they have secure phonetic knowledge they will access the 'Reading Solutions' programme which is an individualised reading programme which aims to support children's fluency, vocabulary and comprehension skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3,5,6
English Lead training for whole school individualised phonetic programme	Many children are welcomed into the centre with low levels of reading ability. Children are screened on entry, if necessary they will access the KS3 RWI phonics programme. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,5,6
Curriculum review and improvement and associated resources English Maths DT Science Catering / Food PE	The school is refreshing it's curriculum to ensure a skills based curriculum supports the closing of gaps in attainment and minimising continuity of learning whilst permanently excluded. The school is attempting to design the curriculum so that the positive effects of small groups teaching can maximise the potential for accelerated progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,5,6

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

Budgeted cost: £2 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive intervention	<p>Children will receive a Thrive assessment and if necessary be supported by a trained practitioner who will support the children's development. Thrive is an approach to working with all children that aims to help develop their social and emotional well-being, enabling them to engage with life and learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1,4,5
Individualised reading programmes	<p>Many children are welcomed into the centre with low levels of reading ability. Children are screened on entry, if they have secure phonetic knowledge they will access the 'Reading Solutions' programme which is an individualised reading programme which aims to support children's fluency, vocabulary and comprehension skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2,3,5,6
<p>Individualised academic tracking system to identify gaps in academic knowledge to improve attainment.</p> <p>Each pupil should then follow a personalised curriculum based on a planned, systematic learning journey.</p>	<p>Individualised instruction aims to improve outcomes through providing targeted support to learners. In order to ensure that the approach is effective, we are working with a commercial company to develop a tracking system which will support with the recording of accurate assessments of pupil learning gaps and needs. The development of this will support the implementation of activities that are closely matched to pupil's level of knowledge, understanding or skills and support individualised feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	2,3,5,6

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

Budgeted cost: £2 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Mental Health support</p> <p>Access to Thrive</p> <p>Access to zones of regulation</p> <p>Access to drop in session provided by qualified mental health professionals</p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The centre wishes to develop the effective use of differing strategies to support each learner appropriately with an appropriate package of support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,4,5</p>
<p>Increased access to positive physical activity</p> <p>Gym</p> <p>Boxing</p> <p>Badminton</p> <p>Outdoor Ed</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development as well as other potential benefits have been reported such as improved attendance. For some children who are welcomed into the centre this offers a chance to be successful in a non academic environment. The centre is committed to ensuring that pupils have access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3,4,5</p>

Total budgeted cost: £11 182

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 2023 to 2024 academic year.

The impact of investment in Alternative Provision packages such as Box Well, Right Trax and Evolve was an increase in attendance figures as students engaged well with provision that met their needs. This in turn, saw an increase in engagement with learning in school and more positive behaviours – particularly for those students who developed positive relationships with positive role models and mentors within their AP programmes. For those students accessing AP, they saw a decrease in suspensions due to increased diversity in their offer which met their needs.

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
Online learning package	Academy 21
Wellbeing KS4 package	Box Well
Sports Leadership, Functional Skills and Sport Activity Package	Evolve Sports Academy
Equine Care & Functional Skills Package	Open Arms
L1 Employability, Functional Skills and Motorcycle maintenance package	Right Trax

Awaiting Ratification from the Management committee