

2020-2021



PUPIL PREMIUM STRATEGY & STATEMENT

CRAVEN PUPIL REFERRAL SERVICE

THE SNAYGILL CENTRE
Keighley Road, Skipton, North Yorkshire, BD23 2QS

MC Ratification Date: December 2020

Review Cycle: 1 Year

Review Date: September 2021

School overview

Metric	Data
School name	Craven Pupil Referral Service
Pupils in school	23
Proportion of disadvantaged pupils	17.39%
Pupil premium allocation this academic year	£935 x 4=£3740
Academic year or years covered by statement	2019 to 2022
Publish date	September 2020
Review date	September 2021
Statement authorised by	C Robertson
Pupil premium lead	G Crompton
Governor lead	F McMillan

School Context:

Craven Pupil Referral Service is a secondary Alternative Provision that provides full and part-time education and support for children and young people who, for a variety of reasons, are unable to access mainstream education. Craven Pupil Referral Service has a transient cohort. Permanently excluded pupils are admitted on the sixth day following exclusion; the PRS also offers preventative places based on the needs of Craven schools and these might be full-time, part-time, short term or longer term. Preventative placements may planned ones or emergency ones to support mainstream schools and reduce permanent exclusion; a pupil may be out of area and in need of an assessment place, or the assessment place may be for the purposes of an EHCP assessment request. Groups change on a weekly (sometimes daily) basis, which must be borne in mind when analysing any data. Craven Pupil Referral Service takes pupils from seven different schools in the Craven area, which includes South Craven, Skipton, Settle, Upper Wharfedale and Nidderdale and also, for 2020-2021 only, from schools across the Harrogate and Knaresborough areas.

Craven Pupil Referral Service is a Local Authority Pupil Referral Unit and is part of the Craven collaborative of schools. Cohort characteristics vary considerably from year to year at Craven Pupil Referral Service due to the changing needs of schools. Pupils and their families have a range of factors, most notably: socio-economic, ethnicity, speech and language deficits, social and emotional disorders, negative behaviours persistent absenteeism, medical problems and entrenched low attendance.

Craven Pupil Referral Service only has access to pupil premium for pupils who are on our single school roll. For our dual roll pupils, who remain on mainstream school rolls, we do not have access to pupil premium funding.

Our Key aims/Overarching Statement:

Our core aim is to raise the attainment and progress of pupils eligible for Pupil Premium funding so that their performance compares favourably with Non-Pupil Premium peers. It is important to state that we not only measure progress in relation to academic success, but in relation to both social and emotional development as well as against a pupil's effort and engagement in their education.

Barriers to attainment for our pupils are complex due to their social, emotional and mental health needs. Poor attendance, breakdown of family relationships, cultural, social, financial concerns and health issues are all factors that impact upon our pupil's ability to engage in their learning. There are also pupils who have unsettled home lives or have been through a form of trauma which has caused anxiety or a lack of confidence, self-esteem or self-worth.

At Craven Pupil Referral Service we judge our progress from point of entry; we use previous information such as FFT Aspire as well as baseline assessment to generate this judgement. We are confident that we provide every pupil with a personalised opportunity to become the best version of themselves and address inequalities in the education of pupils from low-income families.

Disadvantaged pupil barriers to success

Outcomes and progress can be significantly related to, for example, emotional literacy, behaviour support or physical development, and the school needs to be strong at identifying the barriers that each individual Pupil Premium (PP) student faces.

Erratic attendance due to changing or challenging home circumstances.

Pupils have developed negative behaviours and attitudes to school over time after accessing a variety of different educational settings.

Misdiagnosis /No diagnosis when one is required; students often have high anxiety.

Social and economic background.

NOTE:

The Academic year from 2019 – 2020 was severely affected by the COVID 19 Pandemic. That said, our PPG performed equitably with the NPPG in terms of results. The challenge of settling pupils back into stable education is imperative for the forthcoming year. Note also that data can sometimes be misleading because of our very small and changing cohort. Progress needs to be reviewed at individual level for more accurate evaluation.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
To close the gap between reading age and chronological age.	The gap between reading age and chronological age of PP students is closed over the school year and is similar for PP and non-PP students. Reading age of PP and non-PP students comparable. No PP pupils with significant gap between RA and CA. Next data reporting March 2021.	September 2021

Improve writing performance of Pupil Premium pupils	<p>PP pupils show greater confidence, resilience and competence in extended writing and have learned strategies to plan and develop fiction and non-fiction writing. Pupils are more able to tackle exam questions that require extended writing as judged by answers to exam style questions.</p> <p>Confidence and resilience an issue for all pupils due to disrupted learning this year. The two year 10 PP students are starting to tackle extended writing tasks more confidently. The year 11 PP student (a persistent non- attending) is making less progress.</p>	September 2021
PP pupils in KS4 make expected levels of progress literacy and numeracy	<p>100% of KS4 PP students will gain recognised Functional Skills qualifications at level 1 or 2 through targeted teaching of literacy and numeracy.</p> <p>PP pupils close the gap in terms of expected progress towards expected FFT levels.</p> <p>Two out of three PP pupils on track to achieve FS quals at level 1 and the remaining pupil at E3. Two PP pupils on target to meet FFT levels and one PP pupil two levels below; comparable with non-PPG.</p>	September 2021

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
To improve attendance of pupils attracting PP	<p>Overall attendance for students eligible for PP to improve to the school target of 85%</p> <p>Robust attendance strategy is in place that monitors and supports increasing attendance.</p> <p>85% unrealistic in current pandemic, average attendance 60% over the year and currently at 76.6% . PP pupils currently 74% , 97% and 44%. The latter pupil at Stage 5 attendance procedures.</p>	September 2021
Emotional support to engage in learning.	<p>Attendance of PP students in lessons increases over the year and teachers report engagement of PP students in lessons improves over time. Staff report improved social skills.</p> <p>All PP pupils currently engaging in small group lessons. One on behaviour plan because of difficulties remaining in class.</p>	September 2021

1:1 Tuition and mentoring to support both the academic achievement and emotional intelligence of students	Over the course of the year, PP students will increase the amount of time spent in group classes. Teachers report that students are more engaged in learning, discussions and conversations. Where appropriate, changes in provision are made to better meet individual needs. Two out of three PP pupils significantly more engaged in learning and discussions.	September 2021
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Teaching priorities for current academic year

Measure	Activity
Priority 1	1:1 teaching and interventions, purchase new reading books and resources to encourage reading
Priority 2	Purchase new functional skills resource packs to support literacy and numeracy in functional skills across all year groups
Barriers to learning these priorities address	Close the gap of reading age to chronological age
Projected spending	£1500

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop attendance support package for parents, text reminders, calls home, attendance support meetings.
Priority 2	Ensure all students have increased emotional support on attending school to counter external factors that affect attendance.
Barriers to learning these priorities address	Poor attendance of the PP cohort (4 students)
Projected spending	£1500

Monitoring and implementation

Area	Challenge	Mitigating action
Teachers/TA's	Ensuring enough time is given over to specific aspects of staff development to support these strategies	Use of INSET days plus additional focus group times. Emotional coaching and mental health course started in focus group time and staff continued in own time to gain accreditation.

Targeted support	Ensuring staff availability for 1:1 intervention with smaller staff team	Timetable sessions so that support is prioritised. To be monitored by the literacy coordinator who will report back to SLT if there is a staffing issue.
Wider strategies	Ensuring robust attendance strategy can be implemented with reduced admin and pastoral staff capacity.	All staff expected to contribute to strategy and chase up attendance if not timetabled, including phoning home and collecting students if appropriate.

Review of last year's aims and outcomes

19/20 PP students

PRS Roll and funding received – 4

19/20 Payment received from DFE - £4,675 (Minus £312 LA Pupil Premium Adjustment) Balance for available spend £4,363

Aim	Outcome
Improve basic numeracy and literacy standards. Whole school focus on literacy including DEAR (drop everything and read)	Average progress grade increase of PPG (1.25) as compared with Non PP (0.98) in Maths, 19/20, from baseline. Although lower than average progress of Non-PP in English PPG increase was (1.0) over the year. Non PPG was (1.43) Significantly more students achieved Level 2 English and Maths skills than in previous years: 100% in 2020 compared with 50% in 2019. This compares very favourably with other schools: 5.2% in AP nationally or 6.3% in North Yorkshire AP, based on latest available data
Study skills and the ability to prepare effectively for exams	Year 11 PP students, without appropriate study facilities/environment at home were able to attend revision classes after school
Attendance, which is often lower than average prior to joining the school, is significantly improved.	PPG Attendance for 19/20 dropped to 55.2%. Two students were from the same family and considerable work went in to monitor attendance. One student had an attendance of 41.67%, attendance monitoring, support in the home, part time timetables, parental meetings all took part. Requests for parental support have also been made from Early help early in 20/21.
Lack of cultural capital and broader understanding of the world Improve Skills for Success programme for all students.	PP students engaged in the Skills for Success programme, experiencing a range of cultural experiences. Student and staff accounts of trips, activities and tasks indicated better understanding of the world. Prior to COVID, PP pupils took part in several activities throughout the year.

Pupil Premium

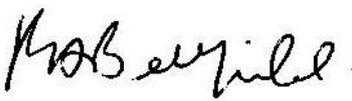
GCSE Subject	No. of students	Average Grade increase	Minimum Grade Increase	Maximum Grade Increase
English/ Language	4	1.00	0.33	2.67
Maths	4	1.25	0.33	2.67
Science	4	1.00	0.00	2.00
Citizenship	1	1.67	1.67	1.67

Non Student Premium

GCSE Subject	No. of students	Average Grade increase	Minimum Grade Increase	Maximum Grade Increase
English/ Language	13	1.43	0.00	2.67
Maths	13	0.98	0.00	2.00
Science	13	1.34	0.00	3.00
Citizenship	2	1.33	1.00	1.67



Management Committee

	Print name	Signature	Date
Head Teacher	Carol Robertson		02.12.2020
On behalf of Management Committee	Robert Bellfield		02.12.2020