

2021-2022

# PUPIL PREMIUM STRATEGY & STATEMENT

**CRAVEN PUPIL REFERRAL SERVICE**

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

**MC Ratification Date:** February 2022

**Review Cycle:** 1 Year

**Next Review Date:** September 2022

## School overview

Metric	Data
School name	Craven Pupil Referral Service
Pupils in school	11
Proportion of disadvantaged pupils	45%
Pupil premium allocation this academic year	£935 x 3 =£2865 (three on roll, rest intervention places)
Academic year or years covered by statement	2021 to 2022
Publish date	February 2022
Review date	September 2022
Statement authorised by	A Haughey
Pupil premium lead	A Haughey
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. However, NYCC has allocated and funds 13 FTE places for the Craven locality.

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 be plan 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. Within this academic year it is anticipated that a new SLA will be in place to provide an additional 10 places to Bradford LA.

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.
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Erratic attendance due to changing or challenging home circumstances.
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Pupils have developed negative behaviours and attitudes to school over time after accessing a variety of different educational settings.
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Misdiagnosis /No diagnosis when one is required; students often have high anxiety.
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Social and economic background.
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### NOTE:

The Academic years from 2020 – 2022 were severely affected by the COVID 19 Pandemic. That said, our PPG performed equitably with the NPPG in terms of results.

In September 2021, following a restructure of the school staff team, an entirely new team under a new headteacher took control of the school. This transition has presented a wide range of challenges due to this significant change. The priority this year is to establish strong empowering relationships that ensure disadvantaged students can close any gap in attainment. 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.

## PP Plan 2021-2022

### Focus One: Academic Achievement

Aim	Implementation	Evidence of Impact	Target Date	Cost £
GL Assessment CDS	GL Data to be integrated into student data systems and used to drive progress in Core subjects and identify SEND and SEMH	Data used to evidence impact and track progress.	Dec-21	237
White Rose Maths	White Rose maths subscription allowing access to a full range of teaching materials from one of the best providers and centres of good practice in the country.	Students reach FFT 50 target grade in Maths.	Dec-21	165
Functional Skills Entry	Make sure all students entered by deadline	Students experience exams and potential success prior to GCSE.	Jan-22	200
Functional Skills Support Materials	Make sure students have adequate practice and access to support materials.	Students are supported in passing Level Two functional Skills	Jan-22	100
Boxall Profiling	Ensure SENCO is supported in the application of Boxall profiles. Purchase at least 100 tokens allowing 100 individual reports to be generated during the year.	Used to identify SEND and SEMH needs that are then present in learning plans or relevant documentation	Feb-22	100
Forest School	Period 6 to be allocated to Forest school for KS3 3 times a week	Clear use of school's garden, students engaged and active, as seen from observations and elating work.	Dec-21	150
Art	Art used as therapy or work towards unit accreditation scheme	Art used effectively as therapy to help students decompress and regulate their emotions, preventing higher level behaviour incidents.	Oct-21	150
Unit Accreditation Scheme. Training and Entries	Member of staff to attend training to administer this qualification. Pay entry for each unit.	Successful unit accreditations proving possibility of success and promoting a growth mindset. Certificates of completion.	Feb-22	400
Exam Packs and Revision Guides	Revision Guides for core subjects and new exam equipment.	Ensure no student is disadvantaged in the exams.	May-22	30
			Total	1532

## Focus Two: Wider Outcomes

Aim	Implementation	Evidence of Impact	Target Date	Cost
<b>Mindfulness Resources</b>	Explore and reproduce the learning materials of Optimize and mindfulness resources	Students engage with materials demonstrating a developing positive value set and sense of personal identity. Improved engagement in self-regulation management techniques.	Nov-21	50
<b>Coaching 1to1</b>	1 to 1 coaching 20 minutes at least ever three weeks with Headteacher	1to1 Coaching takes place, for all students with NLP practitioner and Optimize Master Coach. Coaching strategies included in student reports and monitoring for intervention placement students.	Feb-22	100
<b>Yoga Studio/Equipment</b>	Convert old staff room into Yoga space	Yoga is taught as part of the curriculum.	Sep-21	200
<b>Active wear school uniform</b>	Buy kit for students to allow them to transfer from physical to academic activity quickly	Students use physical activity to regulate their emotions throughout the day and establish a calmer, consistent behaviour profile for each student.	Oct-21	180
<b>Gym and Physical Training</b>	Expand weight and physical training facilities	The physical activity the student completes has a positive and measurable impact on student self-regulation and engagement.	Oct-21	400
<b>Combat and Self Defence Equipment</b>	Buy equipment and allocate curriculum time outside core lessons.	Discipline and focus developed through martial arts demonstrates improved student focus and engagement across the curriculum.	Feb-22	200
<b>Family Cooking</b>	Schedule sessions and secure appropriate staffing.	All students take part in group cooking sessions, developing a sense of family and community	Oct-21	100
<b>Breakfast and Break Support</b>	Split breaks and ensure all students have access to breaktime refreshments.	Students are fed and hydrated preventing it being a barrier to focussing in lessons.	Sep-21	150
			<b>Total</b>	<b>1380</b>

## 2020-2021 Review

The following section shows the priorities for the year 2020 to 2021. The review information was completed by the outgoing team.

Aim	Evidence of impact	Target date
<p><b>To close the gap between reading age and chronological age.</b></p>	<p>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.</p> <p><b>Review</b> Reading age of PP and non-PP students comparable. No PP pupils with significant gap between RA and CA.</p>	<p>September 2021</p>
<p><b>Improve writing performance of Pupil Premium students</b></p>	<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><b>Review</b> Confidence and resilience are 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 (now Year 11 in year 21/22).</p> <p>The year 11 PP student (a persistent non-attending) is making less progress.</p>	<p>September 2021</p>
<p><b>PP pupils in KS4 make expected level of progress literacy and numeracy</b></p>	<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><b>Review</b> 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>	<p>September 2021</p>

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

Aim	Evidence of impact	Target date
<p><b>To improve attendance of pupils attracting PP</b></p>	<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><b>Review</b></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>	<p>September 2021</p>
<p><b>Emotional support to engage in learning.</b></p>	<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><b>Review</b></p> <p>All PP pupils currently engaging in small group lessons. One on behaviour plan because of difficulties remaining in class.</p>	<p>September 2021</p>
<p><b>1:1 Tuition and mentoring to support both the academic achievement and emotional intelligence of students</b></p>	<p>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.</p> <p>Where appropriate, changes in provision are made to better meet individual needs.</p> <p><b>Review</b></p> <p>Two out of three PP pupils significantly more engaged in learning and discussions.</p>	<p>September 2021</p>

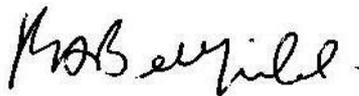
## Budget Expenditure on Teaching priorities for 2020-2021

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

## Budget Expenditure on Wider strategies for 2020-2021

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.
Deliver Empowerment programme.	Teach a range of physical activities to empower students to more effectively regulate their emotional response
Improve Attendance	Poor attendance of the PP cohort (4 students)
Projected spending	£1500

## Management Committee

	Print name	Signature	Date
Head Teacher	Andrew Haughey		17/2/22
On behalf of Management Committee	Robert Bellfield		17/2/22