

Pupil premium strategy statement – Craven PRS

School overview

| Detail | Data |
|---|---|
| Number of pupils in school | Pupil Roll varies dependant on referrals. Max N.O.R = 28 Roll 1/12/23 = 13 pupils |
| Proportion (%) of pupil premium eligible pupils | Averages 50% Current 70% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Nikie Arthurs Deputy Head |
| Pupil premium lead | Nikie Arthurs Deputy Head |
| Governor / Trustee lead | Robert Bellfield |

Funding overview

| Detail | Amount |
|---|--------------|
| Pupil premium funding allocation this academic year | £1970 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £6000 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year | £7970 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and engage with learning across our curriculum. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve.

Our students come to us for support and intervention to make it possible for them to later access mainstream education. Intervention placements join the PRS for 12 Weeks in the first instance, with the option of extending this for an additional 6 weeks. When a student is permanently excluded, they join us on the 6th day of their exclusion. Many of our students face significant challenges and are often Pupil Premium. However, we regard all our learners as vulnerable due to their circumstance or choices. Therefore, our PP strategy is a holistic approach that is intended to support all our students.

For example, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic. Given that our cohort regularly changes we liaise with partner schools to establish what impact the pandemic had on the pupils that they refer to the PRS.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage or reason for their referral to the PRS. The approaches we have adopted complement each other to help to move past their barriers to success and close any gap in their learning.

As we have a small cohort of vulnerable students, all PP strategies support all our young people. Consequently, PP and catch-up funding supports whole school approaches, so planned spending may be more than the Pupil Premium funds the school receives.

To ensure our approaches are effective we will:

- ensure disadvantaged pupils are appropriately challenged in the work that they are set
- Provide personalised intervention immediately at the point need is identified, be it academic or behavioural
- A whole school approach in which all staff have responsibility for disadvantaged pupils' outcomes and raising the expectations of what they can achieve

Challenges

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Disadvantaged young people and students in general that are referred to the PRS have lower self-confidence as learners. Consequently, they need to build confidence and be encouraged to recognise their abilities in each subject area. Also, to access their work and communicate their thoughts and ideas in written and spoken formats. Therefore, the foundation of academic progress for these learners is based on a range of literacy interventions and addressing the word gap. Therefore, our aim is to improve vocabulary, reading and comprehension ages of all learners from a tested baseline on entry to the PRS. |
| 2 | Many of our learners have faced issues with both attendance and engagement in their home school. Attendance is a priority that is monitored, encouraged, and challenged every week. |
| 3 | Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations particularly in Maths, English and Science. A lack of routine and structure during this time in their home school has resulted in a range of outcomes including Anxiety, Depression, Dysregulation, Decreased Reading age, Masked Learning Needs and delayed diagnosis. |
| 4 | Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum. |
| 5 | Undiagnosed SEND is a significant issue, with many students presenting with traits such as ASD, ADHD, Attachment and Communication issues. |
| 6 | Unaddressed trauma and Mental Health issues. |

Intended outcomes

| Intended outcome | Success criteria |
|---|--|
| Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 | By the end of our current plan in 2024/25, most PP learners will be in a position to attain at least their FFT50 target in Maths, English and Science. |
| Improved reading comprehension among disadvantaged pupils across the school. | All students demonstrate improved reading, spelling and comprehension scores in keeping with their length of stay at the PRS. Therefore, the longer the stay the greater improvement. |
| Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects. | Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. Data from assessments, Class Charts and Daily Review meetings used to measure impact. |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | Sustained high levels of wellbeing by 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from past and present student voice, student and parent surveys and teacher observations. • a significant increase in participation and attainment in learning activities particularly among disadvantaged pupils. • Engagement with coaching or counselling at the PRS |

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| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Average attendance national for PRU's is 64%, our whole school attendance last academic year was 75.5%. North Yorkshire pupils was 75.1% and Bradford pupils was 83%.</p> <p>We aim to keep attendance as a key area for improvement in 2024.</p> |
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Activity in this academic year

Teaching

Budgeted cost: £3245

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of standardised diagnostic assessments. GL Assessment (£447) and SNAP (£200), TES Literacy Assessment Online (£715) | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 1, 2, 3, 5 |
| Developing metacognitive and self-regulation skills in all pupils with resources Teach IT (£62), Twinkl (£102). This will also involve ongoing teacher training and support and release time (£1,470) | Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF Additional training in coaching and restraint reinforces engagement techniques in the classroom | 1, 2, 3, 4, 5, 6 |
| Improving literacy in all subject areas and literacy interventions and catchup work (IXL £249) in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. | <p>Training of staff and release staffing for skills development. word-gap.pdf (oup.com.cn) Secondary Literacy Strategy Toolkit Strand Education Endowment Foundation EEF</p> <p>Literacy support through IXL for pupils to improve their literacy skills.</p> | 1, 2, 3 |

Targeted academic support

Budgeted cost: £800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Adopting a targeted Reciprocal Reading programme (£300) and Toe by Toe (£500) as reading | Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter | 1 |

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| interventions for disadvantaged pupils who need additional help to comprehend texts, address vocabulary gaps and building phonics knowledge. | timespan: Reading comprehension strategies and addressing the vocabulary gap Toolkit Strand Education Endowment Foundation EEF | |
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Wider strategies

Budgeted cost: £3,925

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Ensure high standard of intervention is maintained through training and modelling of behaviour management, CPI (£1,000) to replace team teach, Optimize and Emotional Coaching and intervention system TES Dot Digital Sync Leads Provision MAP (£925) | Emotional and physiological state directly effects a person's ability to take in new information and communicate effectively. Training in these areas allows staff to act as external nervous systems for young people in crisis. | 2,3,4,5,6 |
| Breakfast club for wellbeing (£1,000) | If pupils are hungry, they are unlikely to learn effectively and can become tired and dysregulated. Providing a healthy breakfast can help with this. | |
| Preparing for adulthood (PfA) support including employment, independent living, community inclusion and health. (£1,000) | Developing a personalised approach and a shared vision of improving life chances with young people, families and all key partners whilst raise aspirations (DfE) | |

Total budgeted cost: £7,970

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key stage 4 performance data and our own internal assessments. For Key stage 3 outcomes we look at reading ages and improving them whilst they are completing their 12 week placement.

In 2022/23 we had 2 FT Year 11 and both were PP. The results were encouraging with both pupils passing the Level 2 Functional Skills Maths and English and a pleasing array of other GCSEs and level 1 and 2. Given that these young people were not regularly attending lessons in their home schools they both sat their exams and improved their reading ages.

Behaviour and students' ability to self-regulate improved dramatically over the year. With physical move programme, diagnostic use of data and individual coaching having a significant impact. Unfortunately, due to a range of acute needs, some previously undiagnosed, and circumstances suspension rates were higher than expected and will be addressed going forward through our behaviour strategies and coaching.

The values driven and Trauma Aware approach of the school also supported the mental health, motivation, and wellbeing of all students. Students positive attitude to school was consistently recorded through student voice activities of the school and through external scrutiny of the SEA.

Pupil Premium Data

Pupil premium data for 2022-23 78% for whole school, NYC 77.5% and Bradford 83%.

Conclusion

All systems and processes are in place to respond to the changing needs of the PRS cohort. Our use of data shows our strategies have impact and are tracked; however, it must be noted that our cohort changes regularly so definitive targets will be challenging to meet. Communication with the home school's is good for all students, consequently our partnership can effectively support PP learners. Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes.

| Programme | Cost |
|--------------------------------|------|
| GL Assessment | £447 |
| IXL | £249 |
| TES Literacy Assessment Online | £715 |
| Breakfast club | £808 |

Service pupil premium funding

| How our service pupil premium allocation was spent last academic year |
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| <ol style="list-style-type: none"> 1. Purchase of standardised diagnostic assessments. 2. Developing metacognitive and self-regulation skills in all pupils. 3. Introducing access to a school counsellor one day a week. 4. Improving literacy in all subject areas. 5. Adopting a targeted reciprocal reading programme as a reading intervention. 6. Ensure high standard of intervention is maintained through training and modelling. 7. Embedding principles of good practice for Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. |
| The impact of that spending on service pupil premium eligible pupils |
| <ol style="list-style-type: none"> 1. We have a clear understanding of the starting points of all pupils which informs the curriculum, planning, teaching, and interventions each pupils receive. Information is shared with parents and home schools to ensure data transition and a clear picture of that pupil. 2. Metacognitive and self-regulation skills are being delivered to the pupils within interventions and lessons allowing pupils to self-regulate and engage better in their learning. 3. We aimed to appoint a school counsellor one day a week but this was not possible so we tried a supply councillor but that did not work out. Looking into a different approach next year e.g. drawing and talking sessions delivered internally after staff training. 4. Improving literacy in all subject areas. 5. Reciprocal reading programme has been delivered in KS3 and 4 English lessons and TAs training how to use it in the classroom and in interventions to allow pupils to understand texts and access their learning with more confidence. 6. Targeted interventions have been put in place for reading, SNAP, behaviour etc and helping the pupils to be able to access their learning more and achieve their potentials. 7. Attendance officers was appointed to improve attendance. Staff have had CPD on attendance and raising the profile including having a day a week focus on attendance and pupils write this into their journals. Attendance certificates are handed out every Friday for 100% and put on the attendance noticeboard weekly. |