

# Pupil premium strategy statement - Herefordshire Pupil Referral Service (2025-2026)

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail                                                                  | Data            |
|-------------------------------------------------------------------------|-----------------|
| Number of pupils in school                                              | 90              |
| Proportion (%) of pupil premium eligible pupils                         | Typically, +50% |
| Academic year/years that our current pupil premium strategy plan covers | 2025 - 2028     |
| Date this statement was published                                       | July 2025       |
| Date on which it will be reviewed                                       | Annually        |
| Statement authorised by                                                 | Beverly Blower  |
| Pupil premium lead                                                      | Rich Tyler      |
| Management Committee lead                                               | Matthew Morris  |

## Funding overview

| Detail                                                                                                                                                                             | Amount     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Pupil premium funding allocation this academic year                                                                                                                                | £44,180.00 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)                                                                                          | £0         |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £44,180.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. 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 (and those who join us at similar starting points), particularly in terms of:

- Access to the national curriculum
- Academic progress and attainment
- Preparation for employment / employability skills
- Progression into employment or further education
- Access to wider enrichment activities

Although our strategy is focused on the needs of disadvantaged pupils, the associated provision is also intended to be of benefit to other learners in our school where funding is spent on whole-school approaches, such as access to independent careers guidance, enrichment opportunities, and training to facilitate continued professional development for school staff.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, this will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

## Challenges

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

|   | Detail of challenge                                                                                                                                                                                                          |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Attendance - Our assessments, observations and discussions show that disadvantaged pupils are generally more likely to have poor attendance rates, resulting in gaps in learning and issues accessing schoolwork.            |
| 2 | Access - Analysis of our records shows that disadvantaged pupils arriving at HPRS throughout the academic year have difficulty in accessing the curriculum due to missed learning whilst excluded or missing from education. |

|   |                                                                                                                                                                                                                                                                                |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Language - Our assessments, observations and discussions show that disadvantaged pupils are generally more likely to have language comprehension difficulties due to limited access to reading materials, missed learning and, poor attainment in earlier stages of education. |
| 4 | Attainment - The attainment of disadvantaged pupils in GCSE subjects is generally lower than that of their peers, with diagnostic assessments suggesting that many pupils struggle when working independently.                                                                 |
| 5 | Mental Health - Our assessments, observations and discussions with pupils and families have identified social, emotional, and mental health issues for many, such as anxiety, depression, and low self-esteem.                                                                 |
| 6 | Cultural Capital - Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.                                                                  |
| 7 | Study Skills - Disadvantaged pupils have been to show lower self-esteem, resilience, and motivation, alongside a lack of adequate parental support, resulting in an inability to effectively prepare for school assessments/exams.                                             |
| 8 | Behaviour - Disadvantage students are disproportionately over-represented in incidents of fixed-term exclusions, permanent exclusions, as well as incidents of internal isolation resulting in the garnering of negative behaviour points.                                     |

## 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                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Attendance – Attendance levels for disadvantaged learners are at levels which enable full access to the curriculum, facilitating educational progress. | An increase in learners' attendance levels across academic terms, based on prior engagement levels and individualised targets.                  |
| Access – Learners who join HPRS beyond the start of the academic year are provided with the opportunity to catch up on missed learning.                | Learners can demonstrate understanding of missed learning and show sustained academic progress in associated assessments.                       |
| Language – Improved language comprehension for learners so they can independently comprehend subject specific texts with challenging terminology.      | Learners demonstrate improved comprehension and application of language skills, enabling independent access to curriculum.                      |
| Attainment – Improved attainment levels for learners across curriculum subjects, relative to their specific individual starting                        | Learners demonstrate progress from their baseline in across curriculum subjects, with assessment data showing a positive attainment trajectory. |

|                                                                                                                                                               |                                                                                                                                                                   |
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| point established through baseline assessments.                                                                                                               |                                                                                                                                                                   |
| Mental Health – To achieve and sustain improved mental health and wellbeing for all learners, including those who are disadvantaged.                          | Staff report an increase in learner engagement in academic and non-academic activities; and a reduction of incidents related to poor mental health.               |
| Cultural Capital – To facilitate access to a range of enrichment opportunities which broaden life experiences and aspirations for all learners.               | Learners participate in enrichment activities to then demonstrate improved awareness of cultural differences and develop wider life opportunities.                |
| Study Skills - Learners develop the skills (confidence, problem solving, revision, etc.) to maximise the likelihood of successful qualification achievements. | Staff report improved learner resilience and independence in lessons; whilst learners also show improved performance in associated assessments.                   |
| Behaviour – Learners develop the skills and strategies which support consistent and effective behaviour regulation both inside and outside of school.         | A reduction in behaviour incidents and fixed-term suspensions; learners are also able to reflect on incidents and articulate their specific behaviour strategies. |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,540.00

| Activity                                | Evidence that supports this approach                                                                                                                                                                                                                             | Challenge number(s) addressed |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Conflict Management / De-escalation CPD | Training in the use of structured conflict management strategies had been shown to lead to better classroom dynamics and student wellbeing.<br>University College London: <a href="#">Education and Conflict Review</a>   IOE - Faculty of Education and Society | 1, 2, 3, 4, 5, 8              |
| Drug Awareness CPD                      | It has been shown that programmes that include drug awareness training shows positive                                                                                                                                                                            | 1, 2, 5, 8                    |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |            |
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|                              | behavioural outcomes, whilst also reducing the likelihood of drug-related harm.<br>Advisory Council in the Misuse of Drugs: <a href="#">A whole system response to drug prevention in the UK</a>                                                                                                                                                                                                                                                                                                 |            |
| Neurodiversity Awareness CPD | Increase awareness of neurodiversity has shown to contribute to improved student behaviour, increased attendance and enhanced staff confidence in supporting neurodivergent learners.<br>Partnership for Inclusion of Neurodiversity in Schools: <a href="#">More support for neurodivergent children in mainstream schools - GOV.UK</a>                                                                                                                                                         | 1, 2, 5, 8 |
| ARC CPD                      | It has been shown that an increase in the understanding of complex emotional and behaviour needs of vulnerable pupils, particularly those with SEMH needs, enables educators to better meet the needs of their pupils, resulting in more positive outcomes.<br>Education Endowment Foundation: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a> | 1, 2, 5, 8 |
| Safeguarding CPD             | High quality, context sensitive safeguarding training equips staff to better protect their pupils and meet statutory duties under UK law.<br>Department for Education: <a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a>                                                                                                                                           | 1, 2, 5, 8 |

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

Budgeted cost: £4,595.00

| Activity                     | Evidence that supports this approach                                                                                                                                                                                                     | Challenge number(s) addressed |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Lexia (Literacy Development) | Lexia supports differentiated instruction across six key reading areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension.<br>University College London: <a href="#">CS1Jones,N_19-22.pdf</a> | 3, 4, 7                       |
| PSHE Resources               | Studies have shown that high quality tailored PSHE resources enable schools, to meet statutory obligations, whilst also supporting pupils to develop self-awareness, resilience, and a range of wider life skills.                       | 5, 7                          |

|                        |                                                                                                                                                                                                                                                                                                                                                                                                         |            |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|                        | PSHE Association: <a href="https://pshe-association.org.uk/evidence-and-research/a-curriculum-for-life-case-statutory-pshe-education">https://pshe-association.org.uk/evidence-and-research/a-curriculum-for-life-case-statutory-pshe-education</a>                                                                                                                                                     |            |
| Intervention Resources | Intervention resources offer distinct benefits to both individuals and small groups, especially those who have fallen behind, often leading to accelerated progress.<br>Education Endowment Foundation: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> | 1, 2, 4, 7 |

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

Budgeted cost: £33,045.00

| Activity                            | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Challenge number(s) addressed |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Impartial Careers Advice & Guidance | It has been shown that students in schools with effective, impartial careers guidance were more likely to make rational informed decisions about their futures.<br>University of Warwick: <a href="#">Microsoft Word - Impartial Careers Education DCSF ver2.doc</a><br>Impartial careers advice is also a statutory requirement for UK schools within the Education (Careers Guidance in Schools Act) 2022: <a href="#">Careers guidance and access for education and training providers - GOV.UK</a> | 2, 6                          |
| Alternative Provision               | Engagement in alternative provision has been shown to facilitate stronger transitions into employment or further education, and improve student engagement/academic outcomes.<br>Learners who participate in alternative provision are also less likely to become NEET.<br>Department for Education: <a href="#">Alternative Provision: Effective Practice and Post 16 Transition</a>                                                                                                                  | 1, 5, 6, 8                    |
| Recreation Resources                | Ofsted notes that school's which invest in recreational resources see marked improvements in behaviour and emotional stability, particularly amongst pupils with SEMH needs.<br>Department for Education: <a href="https://www.gov.uk/government/publications/alternative-provision">https://www.gov.uk/government/publications/alternative-provision</a>                                                                                                                                              | 5, 8                          |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |         |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| School Uniforms | <p>Providing school uniforms for disadvantages pupils can be considered to be a protective and inclusive intervention, removing social and financial barriers leading to increased engagement.</p> <p>Education Endowment Foundation:<br/> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/remote-learning">https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/remote-learning</a></p> | 1, 2, 4 |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|

**Total budgeted cost: £44,180.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

As a PRU with a diverse and often transient cohort, HPRS remains committed to maximising the effectiveness of Pupil Premium funding. Below is our internal review of the outcomes for each of the intended outcomes highlighted within our previous Pupil Premium Strategy.

#### 1. Improved language comprehension for disadvantaged pupils.

Intended Outcome: Disadvantaged pupils can comprehend subject-specific texts and communicate effectively.

- Targeted literacy support and diagnostic assessments have enabled staff to identify gaps and provide structured intervention.
- Resources such as laptops and visual aids for pupils with speech and language needs have proven somewhat effective in enabling access to learning.
- EHC plan outcomes are increasingly being met due to consistent support and improved SEN coordination.

Impact: Moderate - Improvements are visible, particularly where interventions are sustained over time and embedded into personalised learning.

#### 2. Improved career readiness and progression to further education.

Intended Outcome: Disadvantaged pupils are prepared for life after KS4 through appropriate advice and guidance.

- Careers mentoring and high-quality work experience are highly valued by pupils, with improved engagement noted in KS4.
- A growing proportion of disadvantaged pupils are now accessing post-16 pathways, although some challenges remain with initial NEET figures.
- Partnership with external providers has strengthened our offer.

Impact: Moderate – Effective for engaged pupils; greater early intervention could improve consistency across the KS4 cohort though.

#### 3. Improved attendance for disadvantaged pupils.

Intended Outcome: Attendance rates of disadvantaged pupils improve to 95% or higher.

- Employment of Educational Welfare Officer and Family Support Workers has strengthened casework and home-school links, leading to improved tracking and intervention.

- While some pupils have shown significant attendance gains, overall figures remain below target due to mental health challenges and placement instability.
- Proactive outreach and relationship-based work have mitigated risks of disengagement.

Impact: Moderate to High – Improvement is evident across a high number of individual cases; whole-cohort consistency remains an area for development though.

#### 4. Improved attainment across the curriculum (particularly maths).

Intended Outcome: Disadvantaged pupils make measurable progress from baseline, especially in maths.

- CPD investment and collaboration with maths hubs have improved the quality of teaching, though impact is still embedding.
- Gaps in prior knowledge and reduced curriculum time (due to exclusions/late entries) continue to affect outcomes and progress though.
- GCSE entry numbers in maths are increasing, and early signs indicate a narrowing of the attainment gap.

Impact: Moderate – Promising trajectory; effectiveness limited by external barriers and time constraints, in a strong position moving into the next academic year though.

#### Overall Evaluation

The school's Pupil Premium Strategy facilitated progress across all targeted areas, albeit with differing degrees of success. Moving into 2025/2026, we will continue to review data analytically to enhance positive outcomes further, maintaining a focus on the areas below (alongside those highlighted previously):

- Strengthening our whole-school literacy and numeracy focus.
- Embedding early, sustained, and impartial careers guidance.
- Expanding our wraparound family support and mental health provision.
- Using data more forensically to identify and act on emerging trends.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

| Programme | Provider |
|-----------|----------|
| English   | Lexia    |
|           |          |