

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Herefordshire Pupil Referral Service, incorporating H3
Number of pupils in school	82 (as of Dec 2022)
Proportion (%) of pupil premium eligible pupils	<i>Not possible to determine exactly due the shifting nature of our PRU role, usually at least 50%</i>
Academic year/years that our current pupil premium strategy plan covers (3 yr plans recommended)	2022 to 2025
Date this statement was published	4 th November 2022
Date on which it will be reviewed	4 th November 2023
Statement authorised by	Headteacher James Bowdler
Pupil premium lead	Diane Blackmore
Governor / Trustee lead	Nicola Honeyman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,110
Recovery premium funding allocation this academic year	£8,628
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,738

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:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

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

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

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.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. 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.

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have poor attendance rates, compared to non-disadvantaged pupils in our school. This means

	that pupils have gaps in their learning and can struggle to engage with their school work as a result.
2	Analysis of our records shows that disadvantaged pupils arriving at HPRS at any point in the school year rather than starting in September have difficulty in accessing the curriculum, due to missed learning whilst excluded or missing from education.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school. This can be due to limited access to reading materials, missed learning and poor attainment in earlier stages of education.
4	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.
5	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in maths outcomes.

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
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school to no more than 5-10% by the end of our strategy in 2024/25.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2024/25, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same numbers as their peers.

<p>Attendance rates for disadvantaged pupils improve, so that these pupils have full access to the curriculum</p>	<p>Attendance rates of disadvantaged pupils are no lower than 95%</p>
<p>Improved attainment for disadvantaged pupils in all subjects, notably maths, relative to their starting points as identified through baseline assessments.</p>	<p>Through achievement of improved performance, as demonstrated by our end of year assessments at the end of our strategy in 2024/25.</p> <p>An increase in the number of disadvantaged pupils entered for GCSE subjects, particularly maths. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers.</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: £7,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional CPD and support to improve teaching and learning across HPRS, with focus on Maths Learning, in line with DfE guidance.</p> <p>Maths teaching staff will engage with local schools and maths hub to develop the quality of maths teaching through CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	5
<p>CPD for teaching staff on developing pupils' mental models.</p>	<p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</p>	5

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

Budgeted cost: £ 4,401

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve pupils' reading ages and</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside</p>	3

ensure that suitable communication tools are available to all	<p>phonics it is a crucial component of early reading instruction.</p> <p><u>EEF Reading Comprehension Strategies</u> research evidence shows that this can add 6 months to reading age</p> <p>Communication tools such as ipads, social stories ,visual resources etc for those with elective mutism and other health concerns; National Autistic Society August 2020</p>	

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

Budgeted cost: £42,762

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an Educational Welfare Officer for 5 days per month	Guidance offered in 'Improving school attendance, support for schools and Local Authorities' August 2022 outlines importance of monitoring attendance data, identifying patterns and forming relationships with pupils and families to address challenges in attendance.	1,2
Employment of Family Support Worker at H3 and Family Support at HPRS 21 hours x 2 per wk	Guidance offered in 'Improving school attendance, support for schools and Local Authorities' August 2022 outlines importance of monitoring attendance data, identifying patterns and forming relationships with pupils and families to address challenges in attendance.	1,2,4
Role of SENCo increased to become a fulltime role, (from .6 to 1.0)with responsibility for mental health in School	<p><u>Early evaluation of the Children and Young People's Mental Health Trailblazer programme: Interim report</u></p> <p>Guidance offered in 'Promote and support mental health and well-being in schools' July 2022</p>	1,2,3,4

Total budgeted cost: £ 64,462

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated..

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high quality curriculum, even when pupils were not in school, via resources such as those provided by Oak National Academy and with our own teachers using the teaching platform Tute. However, it was challenging to provide differentiated support to our pupils online.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

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
GCSE courses in: Science Media Studies Business Studies History ICT	Tute

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA