



Pupil premium strategy statement – Herefordshire Pupil Referral Service

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	95
Proportion (%) of pupil premium eligible pupils	55
Academic year/years that our current pupil premium strategy plan covers	Year 1 of 3
Date this statement was published	14/09/2026
Date on which it will be reviewed	14/09/2027
Statement authorised by	Management Committee
Pupil premium lead	Alan Banks
Governor / Trustee lead	Matthew Gower

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£40,320



Part A: Pupil premium strategy plan

Statement of intent

At Herefordshire Pupil Referral Service, we are committed to ensuring that disadvantage does not limit a pupil's educational achievement, personal development or future opportunities. Our pupils often face complex and overlapping barriers to learning, including disrupted educational experiences, poor attendance, social, emotional and mental health needs, adverse childhood experiences, SEND and economic disadvantage.

Our ultimate objective is to ensure that disadvantaged pupils achieve positive academic outcomes, successfully re-engage with education and progress into appropriate post-16 education, employment or training destinations. We seek to narrow gaps in attainment, attendance and engagement by providing high-quality teaching, targeted academic interventions and effective wider support that addresses the specific barriers faced by our pupils.

Our strategy is aligned with the priorities identified within the School Improvement Plan and is underpinned by evidence from the Education Endowment Foundation (EEF) and Department for Education guidance. We prioritise:

- High-quality teaching and adaptive classroom practice.
- Improving literacy, communication and reading across the curriculum.
- Strengthening attendance and engagement.
- Providing targeted academic intervention where gaps in learning are identified.
- Supporting pupils' social, emotional and mental health needs.
- Removing barriers to participation through personalised support and multi-agency working.
- Ensuring all disadvantaged pupils access meaningful qualifications, careers education and positive destinations.

We adopt a whole-service approach whereby pupil premium funding supports both individual and universal provision that demonstrably benefits disadvantaged learners.



Challenges

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

Challenge number	Detail of challenge
1	Attendance rates for many disadvantaged pupils are below national expectations, reducing access to learning and limiting progress.
2	Many pupils arrive with significant gaps in literacy, reading comprehension, communication and numeracy resulting from disrupted educational experiences.
3	High levels of SEMH need, trauma and adverse childhood experiences negatively impact engagement, behaviour, readiness to learn and resilience.
4	Many pupils have SEND and require highly personalised support and adaptive teaching to access the curriculum successfully.
5	Low levels of aspiration, confidence and engagement with education can affect participation, attainment and progression to sustained post-16 destinations.

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 attendance and engagement of disadvantaged pupils.	Attendance of disadvantaged pupils improves annually and persistent absences reduced. Pupils demonstrate increased engagement in lessons and learning activities.
Improved literacy and numeracy outcomes.	A greater proportion of pupils make expected or better progress from baseline assessments in literacy and numeracy.
Improved qualification outcomes.	Pupils achieve accredited outcomes appropriate to their starting points and pathways, including GCSEs, vocational qualifications and functional skills.



Improved SEMH, behaviour and readiness to learn.	Behaviour incidents reduce and pupils demonstrate improved self-regulation, resilience and participation in learning.
Improved progression and destinations.	Increased proportions of pupils move into sustained education, employment or training and successfully transition to their next stage of learning.

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: £10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD focused on adaptive teaching, SEND and trauma-informed practice	EEF evidence identifies high-quality teaching as having the greatest impact on disadvantaged pupil outcomes.	2,3,4
Literacy across the curriculum strategy, including reading interventions and vocabulary development – Lexia. Reading books purchased for all pupils.	EEF research highlights the positive impact of reading comprehension and disciplinary literacy approaches.	2
Development of curriculum pathways and assessment systems to ensure ambitious and personalised learning	High-quality curriculum and assessment improve pupil progress and engagement.	2,4,5
Employment of an Assistant SENDCo to support the SENDCo	High-quality intervention support across all centres, with progress and	2,3,4

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with positive SEND outcomes.	attainment closely tracked against identified support needs.	
Coaching and quality assurance to improve classroom practice	Sustained professional development improves teaching quality and outcomes.	2,3,4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one and small group literacy intervention	Targeted small-group tuition demonstrates strong impact for disadvantaged learners.	2
Numeracy intervention and Functional Skills support	Targeted academic support helps close learning gaps.	2
Examination preparation and coursework support for Year 11 pupils	Structured intervention supports successful qualification outcomes.	2,5
Additional support for pupils with SEND	Personalised intervention improves curriculum access and progress.	3,4

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

Budgeted cost: £14 320

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support, home visits and family engagement work	EEF and DfE evidence show attendance is strongly linked to attainment.	1

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SEMH interventions and therapeutic support	Social and emotional learning approaches improve engagement and wellbeing.	3
Careers guidance, employer encounters and post-16 transition support	Raising aspirations improves engagement and destination outcomes.	5
Educational visits, enrichment opportunities and personal development activities	Enrichment supports belonging, engagement and wider development.	1,3,5
Financial support for equipment, transport and curriculum access where required	Removes practical barriers to participation and attendance	1,5

Total budgeted cost: £40,320



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged Pupils

During 2025-26, disadvantaged pupils benefited from targeted academic interventions, attendance support, literacy development and enhanced pastoral provision. Analysis of internal assessment information, accreditation outcomes, attendance data and destination data demonstrates that many disadvantaged pupils successfully achieved qualifications and progressed to positive destinations despite significant barriers to learning.

Strengths identified included:

- Strong post-16 destination outcomes.
- Improved engagement through personalised curriculum pathways
- Effective SEMH and pastoral support enabling pupils to remain engaged in education.
- Improved literacy outcomes for pupils receiving targeted intervention.
- Successful multi-agency working to support vulnerable learners.

Areas requiring continued focus include:

- Improving attendance and reducing persistent absence.
- Further narrowing literacy and numeracy gaps.
- Strengthening classroom engagement and readiness to learn.
- Increasing consistency of outcomes across all centres.
- Further developing high-quality adaptive teaching strategies for pupils with SEND and SEMH needs.



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
Lexia Reading Programme	Lexia

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Family support worker and student engagement lead home visit to Service child whose attendance was 5.8% present, 44.2% unauthorised absence, and 50% authorised absence.

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