

# Pupil premium strategy statement- Tameside Pupil Referral Service

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Tameside Pupil Referral Service
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	31.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24
Date this statement was published	May 2024
Date on which it will be reviewed	May 2025
Statement authorised by	Governors
Pupil premium lead	Suzie Connor
Governor / Trustee lead	Finance Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,328
Recovery premium funding allocation this academic year	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127,205

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at Tameside Pupil Referral Service is to use pupil premium funding to help us provide all our students with the opportunities to achieve their full potential in a safe and trauma informed environment. Those young people who are disadvantaged will be supported through pupil premium funding to help achieve positive outcomes.

We aim to provide a bespoke and personalised curriculum for all our young people to meet their individual needs and focus on:

- 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	Attendance and punctuality

2	Behaviour for learning
3	Engagement in learning
4	Social, emotional and mental health difficulties
5	Socio- economic disadvantage such as poverty

## 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
To improve attendance and punctuality	Reduce the average time that children are late Increase the number of children achieving 100% attendance. Reduce the number of holidays taken in term time.
To improve behaviour for learning	Measurable Improvement in Absence for Pupil Premium children whose attendance falls below 60% - evidence by case study. Decrease numbers of children who are Persistently Late or Absent – Able to evidence by case study. Measurable improvement in number of KS4 students re-engaged in education. Improved parental engagement at all tiers of Safeguarding.
To improve engagement in learning	Data will demonstrate improved attendance in lessons. Target students consistently engage in learning. Individual case studies will demonstrate improved attendance and engagement of targeted students.
To reduce the impact of social, emotional and mental health difficulties	Whole school trauma informed approach to be implemented and embedded in whole school ethos and practice. Effective and embedded pastoral support across all key stages. Responses from student voice, annual reviews, measurable impact against targets and outcomes.
To support young people with an engaging and accessible curriculum	Increased attendance and engagement in all subject areas. Vocational and practical options increasing attendance. Increase in academic attainment in KS4.

## 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: £38,609

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour mentor	They work as part of the pastoral team within the school. Identifying barriers to learning, social factors, such as disadvantage working with PP children.	1,2 & 3

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

Budgeted cost: £45,596

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outreach- Home tutoring	We are going to develop out Outreach Home Tutor Programme by recruiting another full-time member of the team. Home tutors liaise with the DSL and Attendance and Engagement officer to provide learning to identified school refusers or those students who are unable to access learning on site due to safeguarding reasons. In addition, they provide small groups and 1:1 tuition in a safe setting both on and off site in school.	1, 3, 4 & 5
Mobile Classroom	We have purchased and refurbished a mobile classroom which again is used to support the hard-to-reach students on our roll. The bus is accessed by students as part of their flexible learning programme and travels to students houses or a place in the local community which is easy to reach.	1, 2, 4 & 5

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

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative Provision	Alternative Provision will be commissioned for some of the students who are the hardest to reach, or whose attendance in school has a negative impact on the attendance and engagement of other students. Heads of Centre will work with the DSL and SENCO to identify appropriate students and provisions. The SENCO will work closely with the AP providers to ensure quality, engagement and positive outcomes.	1, 2, 3, 4 & 5
School Uniform	A set comprising of school hoodie, t-shirt, polo shirt x 2 is issued to each child at TPRS without charge.	4 & 5
School Meals	A school meal is provided to all students at TPRS daily, regardless of FSM status.	4 & 5

**Total budgeted cost: £127,205**

## 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 2020-2021 academic year.

Our internal assessment during 2020-2021 indicated that disadvantaged pupils academic and wider outcomes were in general below expectations. Greater impact can be contributed primarily from the affects on the pandemic and COVID 19. This disrupted the teaching in all subject areas and had a hugely negative effect on the mental health and wellbeing of most students. The situation impacted and prevented progression for students to develop their social and communication skills.

This details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

Gradual increase in attendance over both sites with the development of the pastoral team and effective interventions. Implementation of robust monitoring of attendance and lateness. Introduction of attendance pickups for those students and families struggling to provide or access transport to and from school.

Adaptation of timetable to support students and families with attendance and punctuality difficulties.

Pastoral team to support families and external agencies with improved communication and multi-agency support. Effective management of all pastoral concerns relating to attendance, engagement, intervention and wellbeing.

# Externally provided programmes

Programme	Provider