# Pupil premium strategy statement – Tor School

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 outcomes for disadvantaged pupils last academic year.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School Name  | Tor School (Pupil Referral Unit - PRU) |
| Number of pupils in school  | Variable  |
| Proportion (%) of pupil premium eligible pupils | Variable  |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | One (variable annual cohorts) |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Matthew Hill |
| Pupil premium lead | Matthew Hill (HT) |
| Governor / Trustee lead | Matthew Hill (HT) |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | As a result of school context (PRU) we are unable to complete this information until July 23. |
| Recovery premium funding allocation this academic year |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* |
| **Total budget for this academic year****(£10,834 approx)***If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| As a PRU the arrangements for transfer of Pupil Premium from mainstream school are complex. We do not receive funding for Medical Pupils as this is retained by the school. If extra provision is needed for an individual pupil we put this into a partnership plan and invoice the school for pupil premium in this way. For pupils who attend in Key Stage 4 due to a permanent exclusion, the money has historically followed the pupil but there has been a delay in receiving this money from the Local Authority and it only usually arrives after they leave in year 11. This makes planning of provision difficult and we have had to estimate the levels of funding and plan forward.Due to the small numbers of pupils attending our provision, using percentages is not statistically significant. Statistically there is no gap between the pupils eligible for pupil.Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas in relation to start point. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Many of our pupils have additional challenges to face in addition our vulnerable pupils. 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.Evidence shows this 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 as well. We adopt a whole school approach in which all staff take responsibility for all disadvantaged pupils’ outcomes and raise expectations of what they can achieve, as well as all our students.We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge  |
| 1 | Permanent exclusion, at risk of permanent exclusion or medical needs – all resulting in a PRU placement |
| 2 | History of low achievement, often caused by unidentified learning needs |
| 3 | History of poor attendance and engagement |

## 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 |
| All PP students are prepared for the next step in their education and have secured provision and/or support | Tracking of students return to mainstream or to specialist settings and to post 16. |
| All PP pupils to achieve an English and maths qualification at level 1 | Level 1 can be at GCSE or FS. Other qualifications in exceptional circumstances |
| All PP pupils to have their holistic needs met, e.g social and emotional needs so that they are able to engage in school and post 16 | Engagement at school improves and their feelings if self improves |

## 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: £4000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Part funding of PFSA/EFSW | Supporting parents helps pupils to achieve at school. Support school attendance  | All |
| Behaviour training for staff – knowledge base and ethos/approach | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  | 3 |

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

Budgeted cost:

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Support with Post 16 study | Students from areas of deprivation require equipment and support with transport to post 16 provisions.Low NEET figures.Tor has 0% NEET aspiration | (1&3) |

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

Budgeted cost: £5850

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Music Therapist  | Music as therapy to raise self -esteem and allow expression of complex emotions | (3) - Offered to all students. Potentially supporting 20 to 30 across the year. |
| Clothing for pupils  | Clothing provided for those pupils who were coming to school dressed in inappropriate clothing leading to lower self-esteem or requiring specific clothing for curriculum needs. Self-esteem and confidence raised as well as an awareness that people cared about them. Develop a sense of belonging  | (1,2&3) A small number each year that require it |
| Reach  |  | (1&3) |

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

|  |
| --- |
| Attendance (whole school): 63% (LA expect 60%, we expect higher). Attainment/Progress (Year 11):English and Maths qualification: 95% (18/19)Level 1: 63% (12/19)Level 2: 16% (3/19)Next steps/Post 16: (data is provisional)Students meaningfully engaged in post 16: 18/19NEET: 0/19  |

## Externally provided programmes

n/a

# Further information (optional)

|  |
| --- |
| Pupil premium is calculated and released to the school on a termly basis retrospectively. It is only received when a pupil is Sole Registered, and this fluctuates throughout the year and PP is retained by mainstream settings for our medical and partnership students. Tor commits significant amounts to all students, however it has proved difficult to evidence impact on the individual pupil it is allocated to support- particularly where there are significant movements during the school year- a normal state for a PRU.  |