

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Tameside Pupil Referral Service
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	58.47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Governors
Pupil premium lead	SLT
Governor / Trustee lead	Finance Committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,253
Recovery premium funding allocation this academic year	£22,185
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£95,438</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## 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	
5	

## 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 Reduce TT Holiday repeats at least 50% of children identified as Persistent Absentees at the end of 2019-20 improve their attendance to 90% or above in 2020-21
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	<p>Data will demonstrate improved attendance in lessons.</p> <p>Target students consistently engage in learning</p> <p>Individual case studies will demonstrate improved attendance and engagement of targeted students</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: £32,637

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance and Engagement Assistant</i>	Attendance Assistant deals with all admin directly related to attendance, ensuring that procedures are effective in recording and reporting absence and reasons for absence and that appropriate referrals and proceedings are implemented. The attendance assistant will meet and greet parents and children on the yard and at the door and will record all details collate information to enable FACE co-ordinator and senior leaders to identify patterns and trends. Effective follow up of Fixed penalty notices for parents taking children out of school during term time. Direct liaison with EWO to follow up Attendance Action plans	1 & 3
<i>Behaviour mentor</i>	They work as part of the pastoral team within the school. Identifying barriers to learning, social factors, such as disadvantage working with PP children.	2 & 3

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Home tutoring</i>	Home tutor liaises with 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

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

Budgeted cost: £45,630

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Student rewards</i>	Students earn rewards in the form of vouchers. For the attendance reward, students must attend and stay in all of their lessons.	1, 2 & 3
<i>Headway</i>	Headway Space is a mentoring and counselling service working with students from disadvantaged backgrounds.	1, 2 & 3

**Total budgeted cost: £81,267**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*