

Pupil premium strategy 2024-2025:

1. Summary information					
School	North East Surrey Short Stay School				
Academic Year	2024/2025	Total PP budget	£11550	Date of most recent PP Review	October 2025
Total Number of Pupils	106	Number of pupils eligible for PP	26	Date for next internal review of this strategy	October 2026

2. Current attainment – Summer 2024										
	Number of Qualifications	Number of L2 Qualifications	Subjects on target	Subjects above target	L2 English	L2 Maths	Any English	Any Maths	L2 Maths and English	Any Maths and English
Whole School 23/24	7.3	1.8	46%	24%	11%	17%	100%	100%	11%	94%
PP 23/24	8.6	2.8	60%	37%	14%	14%	100%	100%	0%	100%

3. Barriers to future attainment (for pupils eligible for PP including high ability)			
In-school barriers (issues to be addressed in school, such as poor literacy skills)			
A.	Average attendance to “home” school in comparison to NESSSS		
	Whole School attendance	PP attendance	PP attendance before NESSSS
	70.68%	55.21%	42.35%
B.	Resilience of students – wellbeing		
C.	Students’ exposure to different reading materials – whole school focus on reading to build cultural capital.		
External barriers (issues which also require action outside school, such as low attendance rates)			

D.	Attendance – data shows that our pupil premium learners have higher attendance than other students, overall PP attendance at %.73%
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Students who receive the disadvantaged funding to be supported, where required, to be able to access any materials needed. Students underachieving to be mentored/ supported to revise for GCSE exams so that they are able to succeed to their full potential.	Overall progress of Pupil Premium students. Internal measures of completion of school work, to have no gap between disadvantaged and non-disadvantaged.
B.	Students to feel supported and able to cope at times of stress/worry. Students' attendance and outcomes should then be increased.	Percentage of Persistent absence to be low for Disadvantaged learners. Tracking to show positive impact on wellbeing for students.
C.	Outcomes in maths to improve for disadvantaged learners.	Maths's value added to be in line with other core subjects.
D.		.

5. Planned expenditure					
Academic year		2024-2025			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Staff understand the specific needs that some disadvantaged students have and how to support these within the classroom.	▪ Whole staff approach to removing barriers to learning for those students who are disadvantaged. ▪ Whole staff training on disadvantaged students. ▪ Senior Leadership team to liaise with staff where students are underachieving and plan individually for how to remove these barriers.	All staff need to be aware of how they can ensure they support these students on a day-to-day basis in the classroom to work alongside these extra lessons and outside activities.	Half Termly reporting of progress is monitored to ensure that we are on track to meet our goals. Learning walks and lesson observations ensure the extra time is used effectively and that in all other lessons disadvantaged students are making good progress.	H Stevens	January 2025
Outcomes in English Language and maths to improve for disadvantaged learners.	▪ Literacy/Numeracy activities weekly in tutor time throughout years 7 to 11 – increasing complexity and variety in texts to build a greater cultural understanding. ▪ Ensure all Literacy/Numeracy based subject departments are teaching literacy skills explicitly in lessons ▪ Individual Interventions (students and parents involvement)	Data shows the wider students read for understanding the greater the development in their vocabulary. Literacy/Numeracy underpins all curriculum areas and so will have the biggest impact if it is improved.	Literacy policy is re-written with specific focus for those who are underachieving or who have gaps in their learning	N Elliott	April 2025
Total budgeted cost					£4010.00

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students who receive the disadvantaged funding to be supported, where required. Students underachieving to be mentored/ supported to revise for GCSE exams so that they are able to succeed to their full potential.	- Revision Booster for students struggling. - Staff training and tight systems to help communicate with parents. - Additional maths and English lessons for targeted students – reduced curriculum. - Mentoring from senior staff and via pastoral structure. - Other after school tuition. - Whole staff approach to removing barriers to learning for those students who are disadvantaged. - Educational trips. - Revision books and resources given to pupil premium students.	1-1 intervention has historically significantly raised achievement at GCSE. Ensuring that the pupil premium students who need to attend are targeted for this support will result in the same outcomes for them. Mentoring ensures that staff have responsibility for the bigger picture for each individual child. Staff can motivate and guide these students to ensuring that they keep on track to achieve. Mentoring will also ensure that the students know best how to prepare for exams outside of school.	Regular assessment and review of the effectiveness of the small group intervention.	SLT	Termly
Raise Pupil Premium attendance so that it is line with national averages for all pupils.	- One to one mentoring in school from councillor and youth workers. - Inclusion manger employed to tackle absence and additional attendance. - Breakfast club. - Ensure there are no practical barriers that dissuade students from coming to school such as ingredients for food lessons etc... - Ensure PP students are fairly represented within reward initiatives and praised for good attendance. - Engagement with hard-to-reach parents - Make sure all disadvantaged pupils have the correct uniform.	When we ensure that students are well looked after and know that staff care/support them, they are more likely to attend school. Rigorous follow up from absence and communication with parents to avoid it again are essential to tackling pupil absence.	Attendance tracking sheets. Half termly data pulls to ensure that Disadvantaged attendance is above 85%.	K Black	Half Termly
Total budgeted cost					£6540
iii. Other approaches					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
No student to have a financial barrier to being fully equipped/ resourced for full engagement in school life.	Financial support for educational trips and visits/ revision resources or other curriculum resources.	We want to ensure that all students have the same access to enrichment activities beyond the curriculum.	Staff Training/SLT tracking of individual achievement.	SLT	Termly
Total budgeted cost					£1000

6. Additional detail