

Pupil premium strategy statement – The North East Surrey Short Stay School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	45
Proportion (%) of pupil premium eligible pupils	59.18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025
Date this statement was published	12/12/2025
Date on which it will be reviewed	12/12/2026
Statement authorised by	
Pupil premium lead	Daniel Gunn
Governor / Trustee lead	James McNulty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18275
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£18275

Part A: Pupil premium strategy plan

Statement of intent

At North East Surrey Short Stay School (NESSSS), a high proportion of our pupils are eligible for pupil premium and many arrive having experienced significant disruption to their education. Disadvantaged pupils within our setting are more likely to have experienced persistent absence, exclusion, trauma, unmet special educational needs and low prior attainment.

Our mission is to help young people become ambitious for the next stages of their life or education, whatever that may be. For many disadvantaged pupils, the immediate priority is to stabilise attendance, behaviour and emotional wellbeing before sustained learning can take place. Our pupil premium strategy is therefore focused on removing the barriers that prevent pupils from engaging successfully in education and preparing them to move on to an appropriate next stage.

Where pupils remain with us to the end of Key Stage 4, our aim is that they achieve meaningful qualifications, particularly in English and mathematics. For others, success is measured through improved attendance, increased resilience, re-engagement with learning and successful reintegration into a school or provision that better meets their needs.

Our strategy is built around four key principles:

1. Consistent, high-quality teaching

The most effective way to improve outcomes for disadvantaged pupils is through high-quality teaching. We invest in whole-staff professional development to ensure consistent routines, explicit instruction, effective scaffolding and strong behaviour for learning across the school. This structured and predictable approach supports pupils with gaps in learning, low confidence and emerging SEND needs.

2. Targeted academic support

Many pupils arrive with significant gaps in knowledge due to interrupted education. Pupil premium funding is used to provide targeted one-to-one support, specialist tutoring for Year 11 and structured reading intervention. This enables pupils to make progress from their starting points and, where appropriate, achieve recognised English and mathematics qualifications.

3. Intensive support for pupils with complex needs

A small number of disadvantaged pupils require more personalised support due to significant SEMH needs, anxiety or unmet SEND. Pupil premium contributes to THRIVE assessment and intervention, targeted inclusion support and, where appropriate, short-term alternative or vocational provision. This helps pupils remain engaged in education and supports successful reintegration into a suitable long-term placement.

4. Removing financial and engagement barriers

Disadvantaged pupils are supported to access the full NESSSS offer. Funding is used to provide essential equipment and revision materials and to ensure pupils can participate in trips, work experience and vocational opportunities without financial contribution. Attendance and engagement are further supported through structured recognition systems, including NESSSS Express.

The school contributes significant additional funding beyond the pupil premium allocation due to the high level of need within the cohort.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and engagement Many pupils arrive with a history of persistent absence and disengagement from previous settings. Engagement in education can be fragile, particularly following placement breakdowns, exclusions or periods out of school, resulting in irregular attendance and disrupted learning.
2	Resilience and wellbeing A high proportion of pupils have experienced trauma or adverse childhood experiences. This often presents as low self-esteem, poor emotional regulation and a “what’s the point” mindset, alongside limited confidence or aspiration for future education, training or employment.
3	Contextual Safeguarding Some pupils face significant risks beyond the school environment, including substance misuse and vulnerability to criminal exploitation such as county lines activity. These factors can impact attendance, engagement, wellbeing and stability in education.
4	Previous attainment Many pupils have experienced multiple school moves, suspensions or extended periods out of education. As a result, attainment is often significantly below age-related expectations, particularly in literacy, and pupils may lack confidence as learners.
5	Unmet or emerging Special Educational Needs A number of pupils arrive with unidentified or unmet needs, particularly within SEMH and autism spectrum conditions. Delays in assessment or EHCP processes can result in gaps in appropriate support and increased risk of disengagement from education.

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 for disadvantaged pupils	Overall attendance for disadvantaged pupils improves over time. The proportion of disadvantaged pupils who are persistently absent reduces. Pupils sustain engagement in their placement with fewer placement breakdowns or periods out of education.
Improved emotional resilience, wellbeing and readiness to learn	Student voice, behaviour and pastoral records indicate improved emotional regulation, reduced incidents and increased participation in learning. Pupils report feeling safe, supported and better able to manage stress and challenges.
Disadvantaged pupils achieve improved academic outcomes, particularly in English and mathematics	Pupils demonstrate measurable progress from baseline assessments. Where pupils remain to the end of Key Stage 4, an increasing proportion achieve GCSE or other accredited outcomes in English and mathematics and complete coursework as required.
Improved literacy to support access to the wider curriculum	Reading ages and literacy assessments show progress over time. Pupils demonstrate increased confidence and improved ability to access written tasks across the curriculum.
Special Educational Needs are identified early and appropriate support is in place	Emerging needs are identified early. Referrals for assessment and EHCP applications are made where appropriate. Provision plans are in place, reviewed regularly and contribute to improved engagement and progress.
Disadvantaged pupils develop aspiration and positive next steps	Pupils move on to appropriate education, employment, training or alternative provision. Careers guidance, transition planning and post-16 destinations are secured and sustained where possible.

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: £2566

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-staff CPD to embed consistent teaching approaches (Rosenshine's Principles, explicit instruction, adaptive teaching and clear lesson routines)	The EEF identifies high-quality teaching as the most effective way to improve outcomes for disadvantaged pupils. Structured instruction and consistent routines support pupils with gaps in learning, low confidence and emerging SEND needs.	2, 4, 5
Development and implementation of teaching non-negotiables	Evidence from the EEF shows that retrieval, feedback and metacognitive approaches can improve progress by up to +6 months.	1, 2, 4

(Do Now, I–We–You, retrieval practice and regular checks for understanding)	Consistency also supports behaviour and engagement for pupils with disrupted education.	
Specialist training to deliver THRIVE and targeted reading intervention	Social and emotional learning approaches show an average impact of +4 months (EEF). Targeted literacy interventions can lead to up to +6 months progress and improve access to the wider curriculum.	2, 4, 5

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

Budgeted cost: £13903

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 reading intervention delivered by trained staff	Structured literacy interventions can deliver up to +6 months additional progress (EEF). Improving reading enables pupils with interrupted education to access the curriculum and rebuild confidence.	4, 5
Additional Learning Support Assistant (LSA) capacity to provide targeted in-class and individual support	The EEF notes that teaching assistants have the greatest impact when deployed to provide structured, targeted support. This helps disadvantaged pupils with low prior attainment, SEMH needs or emerging SEND to remain engaged and make progress.	2, 4, 5
External specialist tutors for Year 11 (English, mathematics, science and other key subjects as required)	Individual and small-group tuition can provide up to +5 months additional progress (EEF). Specialist tutoring supports pupils with disrupted education to close gaps and achieve appropriate qualifications.	2, 4
Provision of revision guides and subject-specific resources for disadvantaged pupils	Ensuring access to high-quality revision materials removes financial barriers and supports independent learning and exam preparation.	1, 4
Targeted Functional Skills support to secure English and mathematics accreditation where GCSE is not appropriate	Flexible qualification pathways enable pupils with significant gaps in learning to achieve meaningful outcomes and support progression to post-16 education, employment or training.	2, 4, 5

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

Budgeted cost: £37031

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance reward and recognition programme	Improving attendance for disadvantaged pupils requires consistent expectations, monitoring and positive reinforcement (EEF). Regular incentives and recognition support pupils with a history of persistent absence to establish routines and re-engage with education.	1, 2
NESSSS Express engagement and rewards programme	Structured reward systems that recognise effort, positive behaviour and perseverance help rebuild motivation and reinforce positive learning habits. This supports pupils with disrupted educational experiences, low self-esteem and limited aspiration.	2, 3, 4
Targeted pastoral and wellbeing support (mentoring / Thrive / check-ins)	Social and emotional learning approaches show an average impact of +4 months (EEF). Individualised support helps pupils affected by trauma, anxiety or contextual risk to develop emotional regulation and gradually increase engagement with learning.	2, 3, 5
Short-term alternative provision and specialist vocational placements (including construction provision)	Flexible and personalised provision supports pupils who are unable to access a full mainstream timetable due to SEMH needs or unmet SEND. Maintaining engagement in education reduces the risk of sustained absence, exclusion or disengagement.	1, 2, 3, 5
Funded access to trips, work experience and enrichment opportunities (no financial contribution required)	Enrichment and real-world experiences improve motivation, aspiration and engagement. Removing financial barriers ensures disadvantaged pupils can access the full curriculum and supports attendance and positive attitudes to learning.	1, 2, 4
Provision of essential equipment, learning materials and curriculum resources	Addressing financial and material barriers ensures disadvantaged pupils can fully participate in learning. EEF guidance highlights that reducing practical barriers improves engagement and access to the curriculum.	1, 4

Total budgeted cost: £ 53500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GCSE results for Pupil premium 2024-2025

	Number of Students	Number of Qualifications	Number of L2 Qualifications	% of subjects on target	% of subjects above target	L2 English	L2 Maths	Any English	Any Maths	L2 Maths and English	Any Maths and English
24-25	5	8.8	3.4	55%	20%	20%	40%	100%	100%	20%	100%
23-24	14	6.4	2.5	49%	25%	15%	8%	100%	92%	8%	92%
22-23	7	7.3	1.8	46%	24%	11%	17%	100%	100%	11%	94%

Review of outcomes for Disadvantaged Pupils 2024-2025

Disadvantaged pupils make up a significant proportion of the NESSSS cohort and many join the school following periods of exclusion, persistent absence or significant disruption to their education. Pupils often arrive with low academic baselines and additional barriers relating to attendance, engagement and emotional wellbeing. The impact of pupil premium is therefore assessed through national qualification outcomes, internal progress measures, attendance data and wider indicators of engagement and progression.

Academic outcomes

In 2024–25, 8 disadvantaged pupils completed Key Stage 4. On average, disadvantaged pupils achieved 6.5 qualifications, including 3.6 Level 2 qualifications.

Outcomes for disadvantaged pupils were broadly in line with, and in several areas stronger than, those of non-disadvantaged pupils:

- 100% achieved a qualification in English (non-disadvantaged: 100%)
- 89% achieved a qualification in mathematics (non-disadvantaged: 100%)
- 56% achieved Level 2 English (non-disadvantaged: 20%)
- 44% achieved Level 2 mathematics (non-disadvantaged: 40%)
- 44% achieved Level 2 in both English and mathematics (non-disadvantaged: 20%)
- 89% achieved English and mathematics at any level

Internal performance tracking showed that 62% of subjects taken by disadvantaged pupils were on or above target, with 36% above target. This compares favourably with non-disadvantaged pupils (55% on/above target; 20% above target).

Due to the small cohort size and the significant disruption experienced by many pupils prior to joining NESSSS, direct comparison with national averages should be treated with caution.

These outcomes reflect the impact of targeted academic support, including specialist subject tutoring, structured revision support and flexible qualification pathways.

Attendance, engagement and wellbeing

Many disadvantaged pupils join NESSSS with a history of persistent absence and disengagement from education. Current attendance for disadvantaged pupils is 76%, compared with 80.7% for non-disadvantaged pupils. Persistent absence for disadvantaged pupils currently stands at 81.8% (non-disadvantaged: 66.7%).

While attendance remains a key challenge, school data shows a clear improving trend. Attendance for the current disadvantaged cohort has increased from 48% in October 2024 to 76% at the most recent review point. Historically, disadvantaged pupils have demonstrated average attendance improvements of 15–20 percentage points from their previous school baseline following placement at NESSSS. Direct comparison with national attendance figures should be treated with caution given the high level of prior absence and disruption experienced by pupils before joining the school.

Behaviour and pastoral records also indicate improved engagement for many disadvantaged pupils, with increased time spent in lessons and improved emotional regulation. Student voice confirms that pupils feel safe, supported and more able to manage challenges.

Destinations and reintegration

Where disadvantaged pupils remained to the end of Key Stage 4, 80% (4 out of 5) moved on to education, employment or training. The remaining pupil is currently working with Surrey Youth Services to secure a suitable placement.

For pupils in Years 7–10, success is measured through improved attendance, engagement and readiness to learn, enabling reintegration into a school or provision that better meets their needs.

Overall evaluation of the strategy

The school is on track to meet the intended outcomes of the current pupil premium strategy. Disadvantaged pupils are making progress from their starting points and achieving outcomes comparable to, and in several areas stronger than, their non-disadvantaged peers.

The most effective elements of the strategy have been:

- Intensive pastoral and inclusion support to stabilise engagement
- Targeted academic intervention, particularly in Key Stage 4
- Flexible vocational and alternative provision to maintain participation

Attendance remains a challenge for a small number of pupils with complex needs, and improving early literacy on entry remains a priority. These areas will continue to be a focus in the next phase of the strategy.

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
Btec Level 1 Construction	SATRO
English, maths, humanities home tuition	SOS
Nudge minds – mental health support	NUDGE
Alternative College	IET
Re N Gage	Re N Gage

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

NESSSS has a high proportion of disadvantaged pupils and pupil premium is used as part of a whole-school approach to improving engagement, stability and outcomes. Many pupils join the school mid-year and may remain for relatively short periods before moving to another setting. As a result, the impact of pupil premium is evaluated not only through academic outcomes but also through improvements in attendance, engagement, emotional wellbeing and successful transition to the next stage.

The strategy for each individual is reviewed half-termly by senior leaders using a range of information, including attendance trends, progress data, behaviour and pastoral records, and destination information. This enables funding to be targeted flexibly in response to emerging needs and ensures that resources are focused on removing the barriers that prevent disadvantaged pupils from engaging successfully in education.