



ReFocus Ltd.

Pupil Premium policy 2022/23

- The following policy has been approved by the Executive Head Teacher and agreed by the management team.
- The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

- Date: September 2022
- Review date: September 2023

- Review Record:

Name (Print): Hayley Perry Name (signature): Date: 1/9/2022	Name (Print): Name (signature): Date:
Name (Print): Name (signature): Date:	Name (Print): Name (signature): Date:

- This policy covers the Pupil Premium procedures for ReFocus Ltd.
- This policy is not stand alone and should be used with other ReFocus Ltd policies including, but not limited to: Safeguarding policy, Risk Assessment Policy, Curriculum Policies including but not exclusive to PSHE, IT, English and Maths, Appeal and Complaints Policy.
- When referring to staff members this includes all full-time staff members, volunteers, support staff and supply staff



Pupil premium strategy statement

This statement details our school's use of pupil premium 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.

It is important to note that students attend ReFocus for a relatively short period of time when looking at their whole school journey. It is also noted that there are often gaps in education and periods of absence that can make obtaining initial data problematic and may hinder the validity of the progress made.

Refocus is an Independent Special School with students on full time and short term packages. Some of the students that are full time are Dual Registered and as such their Pupil Premium allowance will have been allocated to their home school. For the purpose of this policy ReFocus will define Pupil Premium Pupils as those that are on roll single registration and identified as a LAC or PLAC. The Pupil premium allowance for eligible students is directed to the Local Authority and is Pro-rata for those that join as an In-year admission. As such this premium isn't passed on to us as an independent school, with the exception of those on-role Looked after children, where Virtual Schools send that funding allocation to ReFocus termly. This is important to note as those students that are Pupil Premium have had their funding used to supplement their placement at ReFocus and isn't an additional payment received.

ReFocus became an Independent Special School in September 2021 and as such there is one year's data analysis available from the previous academic year available. Due to the small numbers of students at ReFocus the sample size is limited and as such results will be published in percentages.

School overview

Detail	Data
ReFocus	
Number of pupils in school on roll single registration	11
Proportion (%) of pupil premium eligible pupils	2 (5) * (3 students placements are funded using pp funding)
Academic year/years that our current pupil premium strategy plan covers	2022/23
Date this statement was published	September 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Paula Tucker



Pupil premium lead	Hayley Perry
Governor / Trustee lead	Amandeep Tiwana

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4820
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£4820



Part A: Pupil premium strategy plan

Statement of intent

We have one core purpose: To have the biggest positive impact on the students that attend ReFocus, being mindful that their prior educational experiences have not been successful. We want students to leave ReFocus more Employable, more Sociable and Ready for Post-16.

We will nurture our students and help them to learn in a safe, caring environment.

We are determined to reduce barriers to educational success.

We are holistic in our approach to achieving success.

We will work with our communities to share our vision and values.

We will develop young adults of the future, working to improve education opportunities

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Due to our recent DFE status we have no data to support these challenges at this time, so this information is based on Qualitative data and student/parent voice.

Challenge number	Detail of challenge
1	It has been observed that disadvantaged pupils have a lower percentage of days in school. This barrier goes hand in hand with significant gaps in learning.
2	Lower aspirations. It has been observed that those disadvantaged students have lower self-belief and motivation to achieve their potential.
3	Our observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural understanding outside of school.

5	Our observations and conversations with pupils indicate that disadvantaged often require additional support to develop personal skills.
6	Our observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils, where for some, they have accessed no education since the first lockdown. These findings are backed up by several national studies.
7	Our observations have identified that those disadvantaged students have lower levels of confidence and resilience

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 lateness	To have a higher attendance score than the previous setting was able to achieve.
Improved social skills, able to contribute as part of a team and manage the rules around turn taking.	During social time the amount of incidents will reduce as students will be engaged in different board games, card games and the like.
For students to leave ReFocus with a better understanding of the world around them and where they fit into it.	Improved behaviour. This will be measured by their behaviour score.
To be able to leave ReFocus with improved personal skills.	Feedback from staff and those external agencies that support ReFocus.
Students to aim higher and to more self belief	For disadvantaged students to have Post-16 college courses and apprenticeships in place prior to the end of Year 11.



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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Qualifications to drive the improvements in standards of staff		2, 7
Saints Foundation to deliver their Values programme		

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

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-2-1 support sessions for functional skills subjects	Catch up and gaps in learning are easier identified and assisted on a 1-2-1 basis.	2
Additional technology for those students to access online learning platforms away from ReFocus	If students are unable to access work due to lack of technology then they will fall further behind due to being financially disadvantaged.	1,2
Revision guides for English and Maths to ensure those students have every opportunity to achieve	Meaningful revision makes all the difference in the final stages of exam preparation.	1,2



their expected outcome.		
1-2-1 careers advice, trips to colleges, universities and outside speakers.	Opening the minds of students to the possibilities of what they can achieve gives them broader perspective on life choices helping them to be better equipped to make those decisions.	1,2

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

Budgeted cost: £ 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring		1, 2
Off site activities		
Variety of games for social time		3

Total budgeted cost: £ 4800



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.

100% of Pupil premium students achieved Level 2 Qualifications in English and Maths. All Pupil premium students left with a minimum of 5 qualifications.

Outcomes for academic year 2021/22 are based on Functional skills, Construction and other qualifications.

The 1-2-1 Functional sessions and the Mentoring were successful and engagement was high. This helped support academic success as well as emotional well-being.

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
N/A	



Further information (optional)