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

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	24
Proportion (%) of pupil premium eligible pupils	65%
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	01/11/2025
Date on which it will be reviewed	01/11/2026
Statement authorised by	
Pupil premium lead	Miranda Younger
Governor / Trustee lead	James McNulty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,715
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*	£18,715

Part A: Pupil premium strategy plan

Statement of intent

At Northwest Surrey Short Stay School, we are committed to ensuring that disadvantage does not determine a child's future. As a Pupil Referral Unit, we recognise that many of our pupils eligible for Pupil Premium have experienced significant adversity, disrupted education, and trauma. These experiences can affect attendance, engagement, emotional regulation and academic progress.

Our Pupil Premium strategy is therefore rooted in a trauma-informed, relational approach, where safety, belonging and trust form the foundation for learning. We understand that before pupils can achieve academically, they must feel emotionally secure, understood and valued.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Average pupil attendance in previous setting was low, improved at NWSSSS
2	**Resilience of students - including wellbeing and SEMH** Emotional wellbeing impacts on behaviour and learning, ability to attain new knowledge, rational thinking and mental health. The majority of students at NWSSSS have SEMH challenges. This can impact significantly on an ability to self-regulate, self-esteem, resilience for learning, peer/adult relationships and a sense of self. This results in low motivation to learn and impacts a pupil's ability to attend and remain in lessons.
3	**Gaps in learning - impacted by unacknowledged Special Educational Needs** The majority of pupils eligible for pupil premium and also classed as SEND, the most significant area of need is language or social communication difficulties and/or either diagnosed ASD or pupils awaiting diagnosis for ASD. A significant number of pupils require evidence gathering for an EHCNA or have been permanently excluded with an EHCP.
4	**Limited Cultural Capital** A large proportion of our pupils have limited access and experience of wider cultural experiences such as being part of sports clubs (including diversity of sports), involvement in the arts and wider social experiences.
5	**Poor parental engagement with previous educational establishments** Pupils have a negative view of school and this is often reinforced by parental experiences where relationships with previous schools have broken down and

	parents have disengaged.
6	**Pupils known to Social Services and other agencies** A significant number of disadvantaged pupils are known to services, or have been known previously, be it CP, CIN, EHH. There is also a significant number supported by Youth Offending. Pupils and families do not always engage well with agencies.
7	**High Mobility** As a short-stay destination, pupils may have experienced a number of educational establishments, this impacts resilience and self-esteem. Permanent Exclusion is a traumatic event and is often the culmination in the breakdown of many relationships with a large number of adults. Moving pupils both in and out of NWSSSS has an impact on the whole school community.

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
Pupils who received disadvantaged funding to be supported to access curriculum materials. Pupils who are underachieving and/or not progressing at their expected levels or better to be supported to realise their full potential	Overall progress of PP students No progress gap between disadvantaged and non-disadvantaged.
Pupils attendance in school and in lessons continues to improve and their resilience around completing work improves with support.	Percentage of attendance improves. Increase in resilience points gained. Resilience target on termly report improves.
Outcomes in Maths and English to improve for disadvantaged learners	More pupils achieving L2 qualifications in core subjects
Pupils are taught the attributes and skills that they need to manage their own needs alongside the knowledge that they need to gain qualifications	Reduction in behaviour points and suspensions for PP pupils
Improved reading fluency and comprehension skills in disadvantaged pupils resulting in greater confidence in learning and access to curricular and increased risk taking with learning.	Improved performance of PP students in formative and summative assessments.
Highly effective safeguarding procedures will ensure that all NWSSSS pupils are kept safe through effective safeguarding procedures in school and proactive engagement with outside agencies	Safeguarding processes have been applied and evidence demonstrates effective communication with outside agencies. Pupil voice reports that pupils feel safe at NWSSSS Parent voice demonstrates a strong partnership with school and evidences that their child feels safe at NWSSSS

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: £ 5,200 (65% of total cost)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and Retention	Assistant Headteacher - responsible for PD and ASDAN - greater engagement for pupils and reduction in PEX through intervention	1, 2, 3, 4
SAATIS	Whole school approach to School Attachment and Trauma Informed Approach. The cohort has a significantly high number of Adverse Childhood Experiences (ACES) and this trauma profile impacts on regulation - a trauma informed approach to build relationships and regulation techniques. INSET	1, 2, 3, 4, 6, 7
ASDAN program	Life learning through skills and topics to support pupils to re-engage with discrete subjects	1, 2, 3, 4, 7

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

Budgeted cost: £ *88,823.80 (65% of total cost)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
That reading thing	Support for teenagers that have not secured Phonics	3
Bedrock	Support for pupils in vocabulary development - particularly identified for EAL	3

Reading Sparx	Additional, targeted support to improve reading ages	3
Maths Sparx	Additional, targeted support to develop maths skills and bridge gaps	3
Trauma Informed Practitioner Diploma	The cohort has a significantly high number of Adverse Childhood Experiences (ACES) and this trauma profile impacts on regulation - a trauma informed approach to build relationships and regulation techniques. The school will be able to support partner mainstream school with trauma based approaches to avoid PEX.	1, 2, 3, 4, 6, 7
Behaviour Mentor	Targeted interventions with key pupils, anger management, regulation workbook	1, 2, 3, 4, 6, 7
Home School Link Workers	Support for the whole family - particularly addressing school communication and relationships	1, 2, 5, 6, 7
Boxing Intervention	Enrichment opportunity and positive role models, channelling frustration and dysregulation in positive ways.	1, 2, 4

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

Budgeted cost: £ *1,950*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Reward	Incentives for pupils to improve their personal attendance and drive positive behaviour choices.	1
Tuckshop Tuesday	Incentives for pupils to improve their personal behaviour choices and drive positive choices.	1, 2, 3, 4, 6, 7
Winner Wednesday	Data demonstrated that behaviour challenges were often increased on a Wednesday leading to sanctions impacting on attendance on a Thursday and Friday - whole school approach to excellent behaviour choices on a Wednesday have reversed this trend	1, 2, 3, 4, 6, 7

Total budgeted cost: £ *95,973.80*

Part B: Review of the previous academic year

1. Summary Information					
School	North West Surrey Short Stay School				
Academic Year	2024/2025	**Total PP budget (financial year)**	**£17,850**	**Date of most recent PP review**	September 2025
Total Number of Pupils	52	**Number of pupils eligible for PP**	26	**Date for next internal review**	September 2026

	Number of students	Number of Qualifications	Number of L2 Qulifications	Subjects on target	Subjects above target	% of subjects on target	% of subjects above target	L2 English	L2 Maths	Any English	Any Maths	L2 Maths and English	Any Maths and English
Whole school 24/25	4	7.3	5.0	24.0	15.0	87%	43%	0%	0%	100%	100%	0%	100%
PP 24/25	4	7.3	5.0	24.0	15.0	87%	43%	0%	0%	100%	100%	0%	100%

Strategies used:
Home School Link workers
Behaviour Mentor
Enrichment

Metrics February 2026	Non Pupil Premium (15 pupils)	Pupil Premium (24 pupils)
Attendance	Average - 64.8%	Average - 62.1%
Previous attendance	Average - 61.44%	Average - 58.9%
Suspensions	Average - 2	Average - 2
Achievement Points	Average - 86	Average - 86
Behaviour Points	Average 64	Average - 70