

# Pupil premium strategy statement (2025/26)– The Surrey Teaching centre

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	Funded for 24
Proportion (%) of pupil premium eligible pupils	0
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25, 2025/26, 2026/27
Date this statement was published	31/12/25
Date on which it will be reviewed	31/12/26
Statement authorised by	Kristin Hoogland Headteacher
Pupil premium lead	Kristin Hoogland
Governor / Trustee lead	Diane Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1075
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£0

## Part A: Pupil premium strategy plan

### Statement of intent

The overwhelming majority of children and young people who attend Surrey Teaching Centre are following a rehabilitation programme with the Children's Trust. All children accessing this provision have sustained an acquired brain injury (ABI) as a result of an accident or illness and they have generally been admitted to an acute hospital setting. Many of the children and young people with an ABI were developing and learning normally up to the time of their accident or injury. They were meeting normal developmental milestones and as such may have residual knowledge which they may be able to draw upon. Some pupils may have had pre-existing SEND prior to their ABI. Pupil's brain injuries have very wide-ranging effects in terms of physical, emotional, communication, cognitive and sensory difficulties. Children and young people are admitted and discharged throughout the year.

Surrey Teaching Centre is a short stay medical PRU. Children and young people stay on average for between 8 weeks and 12 weeks. Short-term learners may be admitted and pupils continue to be on roll with their main school during placement. As such Surrey Teaching Centre do not use a student's pupil premium funding as normal practice because they do not stay at the centre long term. There may be exceptional circumstances where STC does receive PP (for example where a student is not on roll with another setting and STC is their main educational setting).

For our national curriculum learners, the heart of the curriculum centres around a personal pathways programme aimed at rebuilding confidence and motivation to re-learn. English and Maths are assessed through 3-week baseline assessments and then throughout the placement to better support transition back to school- identifying gaps where appropriate. For early recovery learners a more sensory curriculum is appropriate. At the heart of our approach is high-quality teaching focussed to help close the gaps of our learners in a way that will support their transition back into a formal school environment.

### Challenges

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

Challenge number	Detail of challenge
1	Inconsistent attendance due to intermittent ill health and/or prolonged hospital stays

2	Newly acquired disability / neuro disability
3	Low self esteem and confidence due to loss of skills/abilities
4	Need for an EHC Needs Assessment for most learners

## 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 will develop a greater understanding of their strengths, needs and aspirations related to the next stage of their educational journey and preparing for adulthood.	Development of skills to support their next stage of education/training and preparation for adulthood.
Pupils will have greater confidence and independence to help them engage more with their learning and prepare for their transition back to school.	Greater engagement and confidence in learning.
Transition schools will have a clear understanding of the pupil's strengths, needs, and the impact of an ABI on their learning.	Successful transitions back to school.

## 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: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD and development of transitional resources for schools and families.</i>	Preparation for Adulthood is a key part of the national agenda for SEND and AP improvement. Pupils with SEND require a personalised approach to learning and PfA. <a href="#">SEND and AP Improvement Plan</a>	1, 2, 3

<i>Delivery of Brain Injury Education to transition schools.</i>	SEND training for education staff results in better outcomes for learners.	1, 2, 3
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Implementation of the Unit Awards Scheme when appropriate</i>	Provides learners with meaningful recognition of achievements as they make progress (alternative to formal exam-based routes of progression).	1, 2

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

Budgeted cost: £ 500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Continue to develop a trauma informed approach across all elements of STC's provision</i>	STC is a Trauma and Mental Health Informed School. <a href="#">TISUK Evidence</a> Whole school TISUK training Jan 2026	1, 2, 3

**Total budgeted cost: £ 1300**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

STC was successfully recognised as a Trauma and Mental Health Informed School and an Outstanding provision in 2023, reflecting the high-quality educational offer all of our students receive. We continue to develop our trauma informed practice which is evidenced in the high levels of learner engagement in education during placement at STC.

The investment in further training and development of our preparation for adulthood offer has ensured that learners have greater opportunities to explore vocational and further education options during their placement. IT means that learners transition from our setting and into their next setting with a clearer understanding of their aspirations and next steps for learning.

Providing Brain Injury Education for schools has ensured that learners and their schools are fully prepared to successfully return to education with the specific supports and provisions that they need. Feedback confirms that schools find this support from STC invaluable when planning for a learner's return to school.

### 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
Trauma Informed Schools Training	TISUK
Maths Hub Mastery training, Literacy for all training	NCETM, SCC
AQA Unit Awards Scheme	AQA

## Service pupil premium funding (optional)

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