

# Staffordshire Pupil Referral Units (PRUs)

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## 1. Introduction

### 1.1. Purpose

This guidance explains the relationship Staffordshire County Council has with the maintained Pupil Referral Units<sup>1</sup> (PRUs) and Alternative Provision (AP) Academies within Staffordshire.

### 1.2. Scope

Statutory guidance describes AP as "*education arranged by LAs for pupils who because of exclusion, illness or other reasons, would not otherwise receive suitable education; education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour*"<sup>2</sup>

The Staffordshire PRUs are a key partner in supporting the Local Authority (LA) in meeting its statutory requirements linked to Section 19 (1) of the Education Act 1996 which requires LAs to make arrangements for the provision of suitable full-time education for those children and young people who are unable to access school by reason of exclusion or illness.

This guidance provides details of the LA expectations of the PRUs and includes:

- Admission pathway

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<sup>1</sup> The term Pupil Referral Unit (PRU) also refers to Short Stay School and Alternative Provision Academy throughout this document

<sup>2</sup> [Alternative provision - GOV.UK \(www.gov.uk\)](http://www.gov.uk), P3

- Transport
- Education provision delivered
- Curriculum policy
- Governance – Maintained PRUs only
- Performance management
- Funding
- Key Stage 3 Funding

## 2. Admission Pathway

2.1. There are 5 categories of pupils who are eligible for admission to a Staffordshire PRU.

- Main/Single Roll
  - Permanent Exclusion
  - Exceptional Admission
- Dual/Subsidiary Roll
  - Pupil at Risk
  - Medical Condition
  - Support as part of a Managed Move

2.2. Admission to the **Main/Single** roll of the PRU

2.2.1. Permanent Exclusion<sup>3</sup>. The LA to be notified by the excluding school of the permanent exclusion. The excluding school will complete the Notification of Permanent Exclusion<sup>4</sup> and return to [inclusion@staffordshire.gov.uk](mailto:inclusion@staffordshire.gov.uk). The contents of this form will provide sufficient information to support admission to the PRU. In response to the LA's duty to provide a suitable full-time alternative education from day 6<sup>5</sup> following a permanent exclusion, admission to a PRU is agreed at the weekly Alternative Provision Panel (APP). In the unlikely circumstances of the exclusion of a child in care then the Personal Education Plan (PEP) meeting must take place with the excluding school and including the Social Worker and/or Virtual School from the

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<sup>3</sup> <https://www.gov.uk/government/publications/school-exclusion>

<sup>4</sup> [Exclusion from maintained schools, academies and pupil referral units in England | Staffordshire Connects](#)

<sup>5</sup> Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2017 "far as possible should avoid excluding a Looked After Child". Good practice is that children in care should access provision from day 1 following an exclusion.

pupil's home LA as soon as possible to plan transition. See Appendix A for exclusion process.

- 2.2.2. Exceptional Admission – The usual protocol should be that all pupils are placed on the roll of their mainstream catchment area school in order to access a preventative placement at a PRU. All exceptional admissions must be agreed at APP.
  - 2.2.3. ALL pupils accessing a main/single roll placement will be reviewed regularly at APP.
  - 2.2.4. For a KS4 pupils a mainstream placement may be sought for pupils who are deemed able to achieve within a high school setting. However in some instances, the decision may be made at APP, that the pupil will remain with the PRU until the end of their statutory education.
  - 2.2.5. For a KS3 pupil a mainstream school should be identified, and this is facilitated through the PRU Headteacher and the SEND and Inclusion Hub. If a school is not identified then the Fair Access Protocol will be implemented.
  - 2.2.6. The PRU to initiate an EHCNA request if there are unmet SEND needs and a longer-term specialist provision or if return to a mainstream school with support is required.
  - 2.2.7. No pupil should be transferred to the main/single roll of a PRU for any other reason as those outlined above as this may constitute unlawful exclusion. The LA will not provide the planned place or Element 3 top-up funding to the PRU in such circumstances.
  - 2.2.8. For all agreed placements the LA will automatically provide the Element 3 top-up funding.
  - 2.2.9. If a pupil is in care to another LA and is new to Staffordshire, in the first instance please ensure you direct the other LA to the School Admissions and Transport Team [admissions@staffordshire.gov.uk](mailto:admissions@staffordshire.gov.uk).
  - 2.2.10. Any main/single roll placement must be agreed through APP as an exception due to the HNB financial approval required for the Element 3 top-up funding. For children with a social care involvement the decision making must also be in consultation with the child's social worker and for children in care this must include the Virtual School.
- 2.3. Admission to the **Dual/Subsidiary** roll of the PRU

- 2.3.1. Pupil at risk – placement at a PRU is sought by the pupil's home school where their education placement is at risk of breaking down and an intervention placement is sought for a defined period of time.
- 2.3.2. Medical condition – best practice in Staffordshire is that mainstream schools manage independently without the need of a PRU intervention. The PRU can support, advise and signpost the pupil's home school to ensure full access to education but this remains the responsibility of the pupil's home school.
- 2.3.3. Support as part of a Managed Move<sup>6</sup> – Agreement between mainstream schools for a Managed Move can include support from the local PRU. However, details of support required from the PRU must be included within the written Managed Move agreement between schools.
- 2.3.4. Element 3 top-up funding will be charged direct by the individual PRU in line with the LA agreed published rates on the [Local Offer](#).
- 2.3.5. Where a pupil's Individual Learning Plan (ILP) incorporates education on both the pupil's home school and PRU, a proportional charge of the Element 3 top up funding will be agreed between the PRU and school prior to placement.
- 2.3.6. PRU to set clear SMART targets with clear success criteria and will be agreed on placement at the PRU with the pupil's home school and progress will be shared at regular review meetings and at the end of placement.
- 2.3.7. At the end of placement the pupil should return to a full-time education offer at their home school or new named school with a supported transition plan in place. The PRU may support a managed move to a new school.
- 2.3.8. Attendance at the PRU and home school remains the overall responsibly of the pupil's home school. However the PRU must ensure that the home school are informed daily of any absences of the pupil.
- 2.3.9. Overall safeguarding of the pupil remains with the pupil's home school whilst the PRU take responsibility for responding to and appropriately reporting any safeguarding concerns and escalation to Staffordshire Children's Advice and Support Team as appropriate.

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<sup>6</sup> [Guidance for Managed Moves 2018-2019 | Staffordshire Connects](#)

- 2.3.10. A PRU can only accept a pupil from a non-Staffordshire school as a preventative placement if there is capacity within the provision as a Staffordshire pupil must take priority over any other pupil.
- 2.4. All placement requests will require the completion of the PRU's Commissioning Form by the pupil's home school or Lead Officer. This form will be the Service Level Agreement to support the placement.
- 2.5. For children with a social care involvement, requests for dual/subsidiary roll should be made in consultation with the child's social worker and for children in care consultation must include the Virtual School.
- 2.6. Home-School Agreements must be in place covering (but not exclusively):
- Show respect for others
  - Staff have aspiration for pupils
  - Uniform or dress code
  - Communication plan & cooperation between home & school
  - Parents to support school's behaviour policy
  - Be aware that 'change' is commonplace
  - Everyone to be safe from bullying, including online
  - Understand transport policy & procedures
  - Offer a broad & balanced curriculum
  - Provide termly progress information
  - Contact with parents if there is any concern
  - Share medical history
  - Attend & be punctual
  - Hand in all valuables (phone, cigarettes, coats etc.)
  - Holidays taken during identified school holidays
  - Healthy eating
  - GDPR consent (photos etc.)
  - Safe internet usage
  - Positive handling training
- 2.7. A PRU will provide clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment through providing IAG.

- 2.8. The pupil's home school should ensure that the Common Transfer File<sup>7</sup> (CTF) is forwarded in advance on the agreed admission date in accordance with DfE statutory guidance.
- 2.9. Good practice would support all pupils accessing a PRU placement are known to the appropriate SEND and Inclusion Hub.
- 2.10. Good practice would support consideration of an Early Help Assessment<sup>8</sup> (EHA) for a pupil accessing a PRU placement.
- 2.11. The induction period for any pupil on a part-time/reduced timetable must not exceed two weeks.
- 2.12. An academic baseline assessment is aimed to be undertaken during the first 2-weeks following a pupil's admission.
- 2.13. Individual pupil level attendance reporting to the LA must be shared on a weekly basis as a digital file from the PRU's management information system.
- 2.14. For pupils who continue to be disengaged from the PRU education offer, the PRU to consider the Managing Disengagement from Education pathway to address poor attendance. (Appendix B)
- 2.15. Prior to admission, if the pupil is in care then notification to the relevant Virtual School is required in line with statutory guidance promoting the education of children in care and transition planning should take place via the PEP process organised by the named Social Worker.
- 2.16. For children in care, then the PEP must take place prior to admission to support transition, or as soon as possible after admission, including the named Social Worker and the Virtual School representative.
- 2.17. The LA is empowered (Section 319 of 1996 Education Act<sup>9</sup>) to arrange for some or all of a pupil's special educational provision to be made other than at school. Such arrangements could include education in a PRU with the support from the SEND Key worker.
- 2.18. Where a pupil with an Education, Health and Care Plan (EHCP) is placed as a single/main roll pupil in a PRU because a place in a mainstream or special school appropriate to meet the needs specified in the EHCP is not yet available, immediate and regular half-termly planning and review of the placement is essential, alongside steps to provide the necessary support. This will involve

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<sup>7</sup> [Common transfer file 21: specification - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

<sup>8</sup> [Staffordshire Early Help - Staffordshire Safeguarding Children Board \(staffsscb.org.uk\)](http://staffsscb.org.uk)

<sup>9</sup> [Education Act 1996 \(legislation.gov.uk\)](http://legislation.gov.uk)

close liaison and communication between the SEND Keyworker and the PRU.

- 2.19. If a pupil placed as a single/main roll pupil within a PRU and is undergoing an Education, Health and Care Needs Assessment or has an EHCP then the named SEND Keyworker for that pupil must be involved in any discussion or meetings in relation to the placement. The school will also need to consider if an early annual review is required if they have a plan.

### **3. Transport**

- 3.1. The LA's school transport policy will be applied to main/single roll pupils in a PRU only. Thus, where provision is beyond the statutory 3-mile limit (for secondary age pupils) from home, the pupil will be entitled to transport assistance to that PRU.
- 3.2. This will normally take the form of a bus pass or, where this is not feasible, of specially arranged transport.
- 3.3. Where a pupil lives within the statutory 3-mile limit for transport, assistance may be granted in exceptional circumstances and will be approved by APP.
- 3.4. Any pupil admitted to the main/single roll of a PRU and transport is deemed appropriate fall within the category of 'SEND Transport' and so will need to be considered and approved by the LA Lead Officer (eg SEND Keyworker, District Inclusion Officer etc).
- 3.5. Responsibility of transport to the PRU for pupils who attend on a dual/subsidiary roll basis and are on the main/single roll of their home school, remain with the parent/carer and home school.

### **4. Education Provision Delivered**

- 4.1. The PRU's primary aim is to ensure that pupils identified at risk of exclusion are able to access education that is appropriate to their needs in a timely and well-planned way, without recourse to permanent exclusion wherever possible.
- 4.2. For all pupils, it is particularly important that any underlying causes of challenging behaviour are identified and supported by the PRU.
- 4.3. Pupils should be encouraged to work towards a range of recognised qualifications<sup>10</sup>. Clear expectations should be set for expected

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<sup>10</sup> [Overview - ESFA List of Qualifications approved for funding \(education.gov.uk\)](https://www.education.gov.uk/esfa/qualifications)

outcomes and achievements for each individual pupil as set out in their ILP.

- 4.4. Pupils should have their views and concerns heard and acknowledged
- 4.5. There should be clear and prompt communications with parent/carers, especially where difficulties arise; the active involvement of parent/carers in their child's education, the recognition of the value of parent/carers' views on the provision made, and to be made, for their child and sensitivity towards parent/carers' needs in relation, for example, to the provision of information, the arranging of meetings and reporting on their child's progress
- 4.6. For children with a social care involvement good practice would include the child's social worker and for children in care must include the Virtual School.
- 4.7. Every pupil should have a core entitlement, covering a suitable curriculum entitlement of 25hrs of education and training Monday to Friday.
- 4.8. The PRU will ensure that sufficient numbers of appropriately skilled, trained and experienced staff, of appropriate ability, skill, knowledge, training or experience, are available to ensure the core function of education provision is delivered.
- 4.9. Arrangements must be made to ensure continuity of the service at all times, avoiding but not limited to annual leave and staff sickness. Should the circumstances arise wherein the PRU is closed then the PRU must provide a remote education offer to the CYP
- 4.10. The relational and restorative practice model must be adopted by all PRUs as this model empowers practitioners working with children and families to focus on building healthy and positive relationships that create change and support's the LAs new ways of working.
- 4.11. An ILP should be agreed within 5 working days following placement, to meet the pupil's complex needs and be in consultation with the family and other agencies as appropriate and regularly reviewed.
- 4.12. All pupils should be supported in returning to their home school as soon as it is beneficial for them to do so or in preparing for further education and / or work-related training.
- 4.13. PRUs must ensure that all policies and procedures are framed in accordance with the Equality Act 2010. Public sector equality duties must be carried out to ensure that all pupils, including those with protected characteristics, are provided with an equally high



standard of education and support to meet their individual need and are not subject to discrimination or harassment

- 4.14. The point at which a pupil is able to be re-integrated should be agreed with the pupil, parents/carers and the pupil's school.
- 4.15. While a return to the home school may not be appropriate and achievable for some pupils, this is on the understanding that the PRU offers:-
- good academic progress relevant to the appropriate starting point – particularly in English, maths, science etc and with appropriate accreditation and qualifications.
  - that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment.
  - improved pupil motivation and self-confidence, attendance and engagement with education.
- 4.16. PRUs should be familiar with the Code of Practice 2014 and the SEND graduated response (assess, plan, do and review) and apply these, as schools would do, if there are concerns previously unidentified. Overall, a child with special educational needs should not be disadvantaged educationally by placement in a PRU.
- 4.17. A PRU will consider a bespoke out-reach/in-reach offer providing programmes in partnership with mainstream schools.
- 4.18. It is the LA's aim for all PRUs to follow a relational schools approach which includes attachment aware and trauma informed practice.
- 4.19. To address capacity issues, we recommend our PRUs to expand into satellite sites working in partnership with the LA
- 4.20. Links between mainstream schools, home schools, colleges and the PRU form a major element of effective provision. In order to achieve this, the PRU must maintain good collaborative relationships in order to deliver successful provision.
- 4.21. The PRU must have a preventative approach to service delivery, having the skills to plan, identify issues early and quickly put in solutions to support the pupils, whilst they are going through the assessment at the PRU.
- 4.22. The PRU must be signed up to the One Staffordshire Information Protocol<sup>11</sup>. The Protocol provides a robust framework for the exchange of information to support economic, social and environmental wellbeing and to enable partners to:

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<sup>11</sup> [One Staffordshire Information Sharing Protocol and Appendices - Staffordshire County Council](#)

- co-ordinate effort to deal with crime and disorder and to support health and well-being, social care and education;
- collate and exchange relevant information to achieve joint objectives in line with government initiatives and public expectations;
- co-ordinate resources in respect of the same issue – joint case management;
- support partners in addressing common and locally set priorities; and
- comply with the law

## 5. Curriculum Policy

- 5.1. The long-term goals of the PRUs are to enable pupils to achieve high standards and to encourage and support their personal development and prepare them for adult life
- 5.2. The long-term goals of the PRUs are to enable pupils to achieve high standards and to encourage and support their personal development and prepare them for adult life.
- 5.3. All learning experiences should be well planned, differentiated, be challenging and directed to these goals. To allow some pupils to make progress in their learning it will be appropriate to emphasise particular aspects of knowledge, skills and understanding, or to approach learning in alternative ways. When such alternative provision is made, the rationale should be clear and justifiable.
- 5.4. There is an expectation that education is delivered by staff with Qualified Teachers Status.
- 5.5. PRUs will be able to assess accurate current working levels, identify gaps in learning and plan learning priorities, and be able to communicate these to the onward setting at the point of transition/reintegration.
- 5.6. For children in care the PRUs should support the completion of high quality and aspirational plans via the PEP process in consultation with the named Social Worker and Virtual School.
- 5.7. The PRUs will seek to provide levels of staffing and other resources which will enable pupils to receive a core entitlement

- 5.8. The "core entitlement" will consist of a minimum of five qualifications including English and Maths on and up to GCSE level (or equivalent alternative qualifications - e.g. E1 functional skills and B-Tech qualifications where these have been started by the home school).
- 5.9. In addition to the "core entitlement" PRUs should include at least Physical, adventurous and creative education options , RSE and PHSE.
- 5.10. PRUs should consider the ways in which the National Curriculum, or as much of it as possible, can be provided for the child in conjunction with the pupil's home school if they remain on their home school roll.
- 5.11. Careers Advice, information and advice, guidance and support must be given to every pupil that is the age required to start to understand careers and in compliance with the Baker Clause.
- 5.12. All PRUs should lead to accreditation within the qualifications' framework. Some pupils are likely to remain in alternative provision until they reach the end of compulsory education (particularly those who are placed in alternative provision when they are in Key Stage 4). Such pupils should have clear routes to achieve combinations of qualifications at Entry Level, Level 1 and Level 2 where appropriate, that will prepare them fully for further qualifications. Those Key Stage 4 children who have achieved the required standard and wish to take GCSEs, BTECs, Vocational qualifications or equivalent will be offered the opportunity to do so.
- 5.13. Pupils in PRUs will have a full-time education offer. That does not mean that they must receive all their education from that one PRU; they may have a package of mixed provision, from several different alternative providers or their home school. But in total, the provision will amount to full-time education in most cases.
- 5.14. A 'Buddy' system for staff with curriculum leaders in mainstream schools is good practice to support the sharing of expertise within high schools to deliver curriculum offer and should be considered wherever possible. Sharing good practice within the PRUs sector of education is strongly recommended.

- 5.15. The curriculum will be enhanced by a number of additional learning experiences and opportunities to interact in an informal setting, including the possibility of work experience. Flexibility will be used with discretion, basing judgements about the nature and extent of additional activities on their relevance to the ILP and on the maintenance of a balanced curriculum. It is important that the purpose of these learning experiences is shared and reviewed with the pupil. The response of the pupil must be assessed and will influence planning of further opportunities for personal development.
- 5.16. Teaching will take account of learning pedagogy, providing opportunities for pupils to reflect on how they learn, and to develop all aspects of their intelligence including their emotional, mental health, creative, physical and technological development.
- 5.17. The PRUs curriculum should:-
- practically demonstrate the vision and values of the PRU.
  - provide a framework of opportunities for learning within the classroom and other activities and through the nature of the school community.
  - provide for the intellectual, spiritual, moral, physical, personal and cultural development of pupils
  - raise aspirations and ensure CYP can reach their potential
  - involve the partnership of pupils, parents/carers and external professional agencies with the resource.

## **6. Governance – Maintained PRUs only**

- 6.1. Each maintained PRU will have a Management Committee constituted according to The Education (Pupil Referral Units) (Management Committees etc.) (England) Regulations 2007<sup>12</sup>. The requirements of these regulations are explained within the Guidance on management committees for PRUs – constitution and roles and responsibilities.
- 6.2. The LA and maintained PRU must have in place an Instrument of Government for their PRUs which records the name of the PRU (or the PRUs in the group) and the constitution of the management committee or joint management committee and other details.

- 6.3. Management Committees are intended to fulfil the same role of a Governing Body of a school.
- 6.4. Having a governor with specific oversight for children in care, SEND, safeguarding, health and safety, IAG and finance is good practice.
- 6.5. The Headteacher's termly report for the Management Committee on the work of the PRU/SSS help members to fulfil their duties of
  - 6.5.1. Challenge and Support
  - 6.5.2. Keep up to date on key issues facing the PRU
  - 6.5.3. Maintain a focus on the PRU's priorities
  - 6.5.4. As a minimum, the report should contain information on :- Pupil data (numbers dual/single, gender, SEND, LAC, FSM etc, fixed & permanent exclusions, NEET, attendance, progress, outcomes eg Y11 results/APS, external/internal visits/speakers, reintegration back to mainstream); Staffing (fte, absence, HR new appointments, leavers, CPD); management issues/strategic planning, lesson observations; curriculum development, teaching & learning; safeguarding & health and safety (racism/bullying incidents, fire drills, accidents); Ofsted, SEF, School Improvement partner; Environment (premises, maintenance, grounds)

## **7. Performance Management**

- 7.1. The LA's annual performance of PRUs is managed through the agreed annual Key Performance Indicators (KPI) and through an individual pupil performance contract management.
- 7.2. The KPIs are returned annually to the LA on the agreed template in the autumn term. They consist of:
  - 7.2.1. 100% summer term destination for Y11 leavers
  - 7.2.2. Autumn term NEET figure below national level
  - 7.2.3. 100% Offer of a minimum 5 qualification including English and Maths
  - 7.2.4. 100% of 6th day provision for all PX notifications
  - 7.2.5. 100% progress of pupils making SEMH from their individual starting point with contextual information.

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<sup>12</sup> [The Education \(Pupil Referral Units\) \(Management Committees etc.\) \(England\) Regulations 2007 \(legislation.gov.uk\)](https://www.legislation.gov.uk)

- 7.2.6. 100% dual roll preventative placements, as part of a graduated response to prevent PEX, for a maximum of three terms with termly review with the school.
  - 7.2.7. Year on year reduction of single roll pupils through intervention support and collaboration across all districts and county to support outcomes for vulnerable pupils
  - 7.2.8. 100% Attendance improvement from individual pupil starting point. This applies to both single and dual roll pupils during last academic year
- 7.3. Following submission of each PRUs KPI data, IPET<sup>13</sup> will produce a summary report to support the LA in commissioning and identifying areas for improvement across the PRUs.
- 7.4. Agreement of an individual pupil performance contract management was introduced from Spring 2021. This is returned to the LA on a termly basis using the agreed template and measures 10 areas:
- 7.4.1. Confidence & communication with adult
  - 7.4.2. Confidence & communication with peers
  - 7.4.3. Entering the classroom
  - 7.4.4. Concentration levels
  - 7.4.5. Progress
  - 7.4.6. Wellbeing counselling/mentoring
  - 7.4.7. Effort
  - 7.4.8. Co-operation
  - 7.4.9. Attitude/engagement in lessons
  - 7.4.10. Behaviour
- 7.5. Following submission of the termly contract management data a performance meeting will be held between the PRU Headteacher, the Senior Partnerships and Commissioning Manager (Education) and the School Improvement Officer.
- 7.6. PRUs to ensure continuing assessment and recording of **all** pupil's attendance, achievements and progress as well as their pastoral and behavioural needs; interventions and strategies offered to achieve positive destinations.
- 7.7. Termly headteacher meetings are held with PRU Headteachers, Assistant Director for Education, School Improvement Officer, Virtual School Headteacher, Education Safeguarding Lead. The

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<sup>13</sup> IPET means Information, Performance & Engagement Team

primary aim of these meetings is to identify common issues across the PRUs and plan support to meet the needs/issues identified.

- 7.8. The LA will fund from the School Improvement Grant, £600 towards an annual School Improvement Partner visit to the maintained PRUs on condition the final report is shared in full with the LA.
- 7.9. All PRUs are subject to Ofsted under the existing framework for schools. As the LA is the commissioning body, the Headteacher will notify the Senior Partnership & Commissioning Manager (Education) at the LA when they receive notification to any planned or unplanned Ofsted visits. Following receipt of the final inspection report the PRU will provide a copy to the LA within 5 working days before it is published on the Ofsted website. The PRU will then share their plans to address areas for improvement with the LA.
- 7.10. An annual Alternative Education survey to mainstream schools will be undertaken by the Senior Partnerships and Commissioning Manager (Education) to inform the future development of PRUs and alternative provision across the Staffordshire.
- 7.11. Schools who place pupils for dual/subsidiary placements within a PRU will be responsible to ensure the placement is closely monitored to ensure that it is achieving what is agreed. If progress is not being made then placement should not be allowed to continue without remedial action being agreed between the pupil's home school and the PRU. The individual pupil and parent/carer should be involved in this process wherever possible, and they should agree to any action plan. This action plan should be agreed on a regular basis, with feedback from all involved.
- 7.12. PRUs will have their own annual self-assessment system in place and shared with their Management Committee and their staff.

## **8. Funding – Element 3 Top-Up Funding**

- 8.1. Following the introduction of the Funding Reform April 2013, the Management Committees of maintained PRUs will have delegated budgets.

- 8.2. PRUs receive a commissioned planned place which is agreed by the commissioning home LA. The planned place funding value is set nationally by the DfE and is currently valued at £10,000 per place
- 8.3. Commissioned planned places are agreed between the LA and the PRU Headteacher annually on an academic year basis in the autumn term prior.
- 8.4. Pupils placed within a PRU will be subject to Element 3 Top-Up funding from the placing LA or school for each pupil admitted.
- 8.5. The Element 3 Top-up funding linked to individual pupils for PRUs is known as TRIG-8 and values are published on the [Local Offer](#).
- 8.6. The agreed process in allocating the TRIG-8 funding is detailed in Appendix C.
- 8.7. Where a pupil with an EHCP is placed as a single/main roll pupil in a PRU the Element 3 Top-up funding will be in accordance with the Specialist Education Banding Tool value and will not be the TRIG-8 value.
- 8.8. In addition to planned place and TRIG-8 funding the LA provides funding in respect of:
  - 8.8.1. Environmental Capacity Protection. This protection identifies PRUs where the pupil teacher staffing ratio, linked to the needs led model is not viable due to the classroom sizes. On an annual basis the PRU's Gross Internal Floor Area (GIA) of their main site will be compared with their on-site commissioned planned places to provide a m<sup>2</sup> per planned place per PRU. Across the 6 PRUs an average m<sup>2</sup> per planned place has been established of 22.4m<sup>2</sup> will also be calculated. Any PRU whose m<sup>2</sup> per planned place is below the average 22.4m<sup>2</sup> will be provided with a financial protection allocation to acknowledge the environmental limitations of their PRU.
  - 8.8.2. Lump Sum. All PRUs will receive a fixed lump sum allocation in line with mainstream and special schools. This is to acknowledge the fixed costs associated with any education establishment regardless of its size.



- 8.8.3. Split Site Allowance. A PRU who qualifies for a split-site allowance, will be provided with a lump sum allocation in line with mainstream and special schools in recognition of increased costs in running two sites e.g. administration, ICT, travel.
- 8.8.4. Pupil Premium for dual/subsidiary roll pupils. The PRU can take a strategic decision based on the pupil's attendance with the principle that if a pupil is attending full time then the PP should be transferred to the PRU in addition to the TRIG-8 funding. This must be agreed by the pupil's home school.
- 8.8.5. Pupil Premium Plus for both dual/subsidiary and main/single rolled pupils. This is an individual request direct to the Head teacher for the Virtual School for children in care by the PRU via the PEP process.
- 8.8.6. Package Funding. Individual pupil package funding can be requested with the completion of Appendix D. This needs to be sent direct to the Senior Partnerships and Commissioning Manager (Education).

## 9. Key Stage 3 Funding

- 9.1. Within the SEND Code of Practice (paragraph 1.26) there is a focus on inclusive practice and removing barriers to learning in that;
- "The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decision about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people".*
- 9.2. The Key Stage 3 funding will further develop inclusivity by building confidence and capacity of our mainstream schools and will support the SEND and Inclusion agenda. High Needs Block funding will be allocated to permanently excluded Key Stage 3 pupils who do not have an Education Health and Care Plan (EHCP) who are either;
- 9.2.1. transitioning to a mainstream school from the single roll of a PRU; or
- 9.2.2. who are placed direct onto the single roll of a mainstream school thus avoiding a PRU placement.

- 9.3. The funding is to support mainstream schools in meeting the needs of pupils following a permanent exclusion. The funding will provide an increased financial level of support in addition to the pupil's AWPU and the school's notional SEND budget.
- 9.4. Funding would be for a period of one year and would be only triggered at the point the pupil is placed on the single roll of the mainstream school and only remain with the mainstream school whilst the pupil is retained on their roll during the following twelve-month period.
- 9.5. Should the pupil be awarded an EHCP during the twelve-month period the funding would be suspended from the final date of the EHCP.
- 9.6. Funding will equate to a £5,000 pa. This combined with the SEND notional budget allocation of £6,000 would provide a level of resources to ensure a successful transitional support plan to be in place.
- 9.7. The process of identification of pupils and their new school would be managed through the relevant PRU Headteacher and the Education Inclusion Officer through the submission of an application to the Senior Partnerships and Commissioning Manager (Education) and Education Inclusion Officer. See Appendix E
- 9.8. This will provide the school with a twelve-month period to gather evidence under the graduate response (Assess, Plan, Do and Review cycle). This can then be used should the pupil be referred for an EHCNA and if applicable should a Plan be issued this will give longer term sustainability of funding.

## **10. Version history**

### **10.1. Superseded documents:**

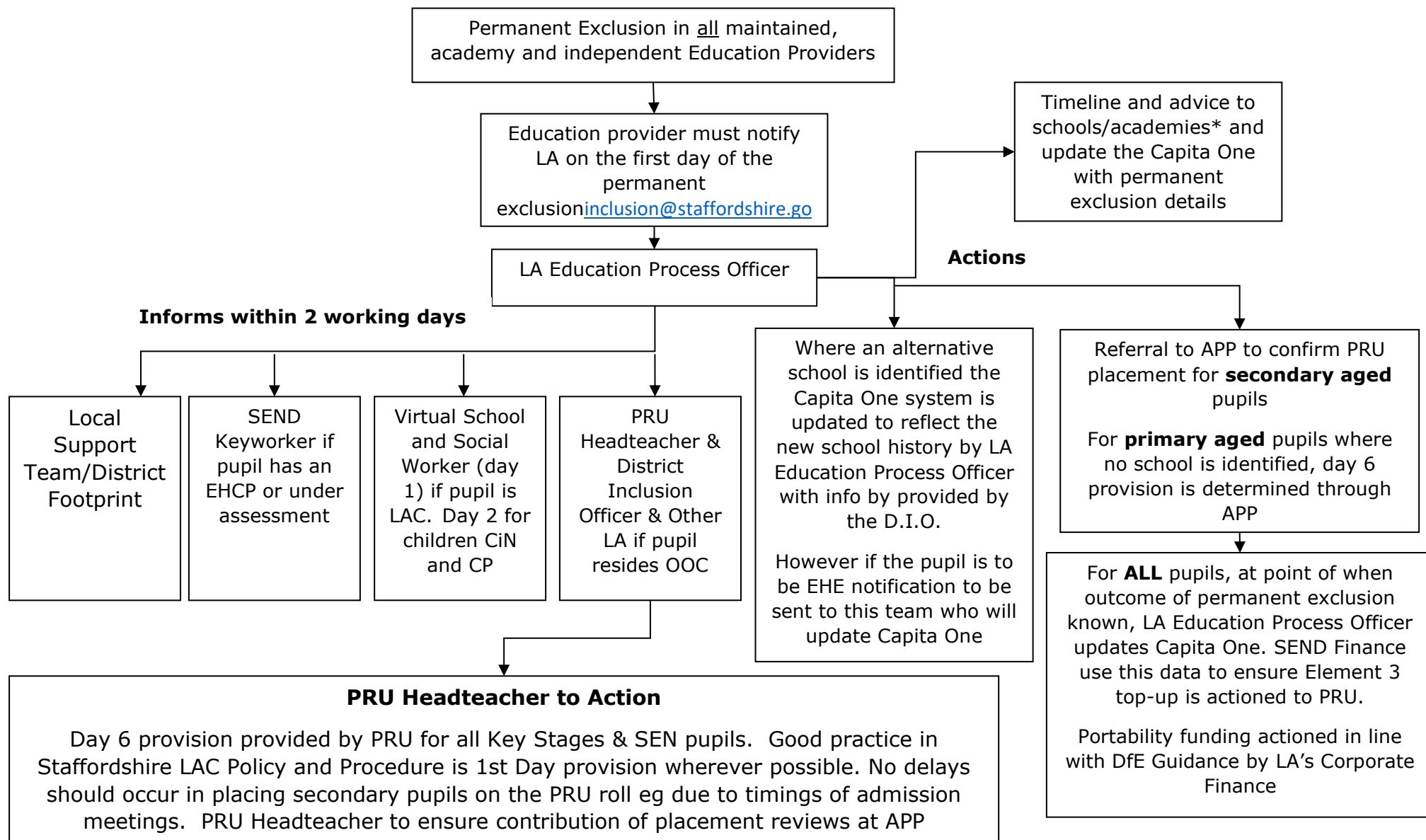
- Admission Pathway to a Staffordshire Short Stay School (SSS) / Pupil Referral Unit (PRU) (September 2019)
- A Policy to support pupils placed in Staffordshire Pupil Referral Units PRUs) / Short Stay Schools (SSS) (April 2017)

- The STAFFORDSHIRE Pupil Referral Unit (PRU) High Needs Top-up Assessment Framework ELEMENT 3: Top up funding “TRIG-8” (April 2021)
- Funding Mainstream Inclusion of Key Stage 3, Permanently Excluded Pupils – Principles

## 10.2. Revision history:

Version	Approved by	Approval date	Effective date	Sections modified
1.0			[	

**Permanent Exclusion Process**



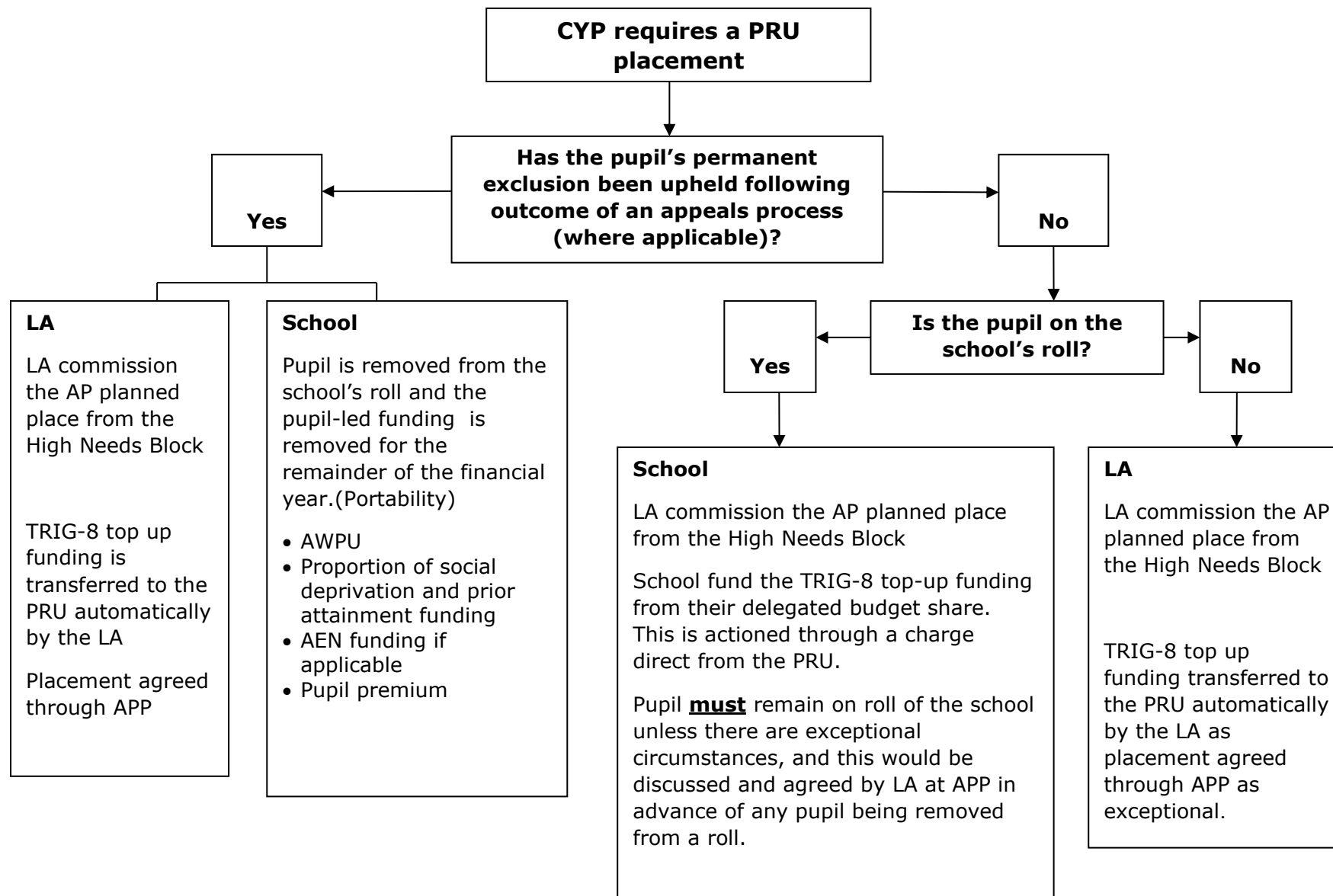
**Managing Disengagement from Education**

PRUs to follow the pathway below when addressing poor attendance of pupils on their single/main roll.

<b>Timescale/Week</b>	<b>Weeks 1 and 2</b>		<b>Weeks 3 to 6</b>		<b>Weeks 6 to 8</b>		<b>Weeks 9 to 12</b>	
<b>Aspect</b>	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	<b>Step 7</b>	<b>Step 8</b>
<b>Attendance status</b>	Admission  F/T provision offered –	Unauthorised  Approaching 10 'O' codes only Unauthorised Late 'U' to be addressed internally as demonstrates partial engagement	Unauthorised  20 'O' codes reached within a 12-week period	Unauthorised  In excess of 20 'O' codes reached within a 12-week period and continuing	Unauthorised  In excess of 20 'O' codes reached within a 12-week period and continuing	Unauthorised  In excess of 20 'O' codes reached within a 12-week period and continuing	Unauthorised  In excess of 20 'O' codes reached within a 12-week period and continuing	Unauthorised  In excess of 20 'O' codes reached within a 12-week period and continuing
<b>School led Intervention</b>	Initial education provision offer made.  Does this meet the needs of this student could external AP package be considered for KS4 students at this point?  Students and parent/carers are informed that goal is to return them to mainstream provision.  Parental liaison Parents are informed that 100%	Home Visits (HV)  Safe and Well, child/parent thoughts and feelings  Daily contact  Amended timetable explored or external AP considered  Parental liaison- Parents informed that statutory action could be taken.	Daily contact + 1 HV  Safe and Well & mentoring  Explanation of Statutory Action threshold  Revisit timetable and AP options  Revisit external support offered to parents.  Refer to EWW	Daily contact + 1 HV  Safe and Well & mentoring  Explanation of Statutory Action threshold  Tracking/Case study collation	Daily contact + 1 HV  Safe and Well & mentoring  Case consultation to consider if an Early Help or social work referral is indicated	Daily contact + 1 HV  Safe and Well & mentoring	Daily contact + 1 HV  Safe and Well & mentoring	Finalise Tracking/Case Study  Refer to APP for review of provision with presentation of case study/tracking (see Step 4)

	attendance is expectation  School to ascertain which external agencies are working with the family							
<b>External Support</b>		Offer of support from external agencies to improve parenting capacity  Contact EHA Team in respect of available parent groups  Parental approval required by PRU	Parent invited into attendance clinic in PRU which is led by the EWW  EWW to consider if 20-day notice period to start and if consultation meeting is required  If 20 day notice not followed education consultation to be planned for Step 5	Request support from another PRU  Penalty notice period on-going	EWW to hold Education consultation meeting to review statutory options  Penalty notice period on-going	Penalty notice period on-going	Penalty Notice period ends – Review held led by EWW and decision made on issue of Penalty Notice	Penalty Notice Active for 4 weeks following issue. Pupil must remain on roll during this period.  Prosecution for non-attendance  If prosecution is taking place EWW to bring up-date to APP
<b>Desired outcomes</b>	Full time engagement in education provision	Re-engagement leading to full time engagement	Re-engagement leading to full time engagement	Re-engagement leading to full time engagement	Re-engagement leading to full time engagement	Re-engagement leading to full time engagement	Re-engagement leading to full time engagement	Re-engagement leading to full time engagement  All options considered, and/or additional resources required

**FUNDING FOR PUPILS PLACED IN A STAFFORDSHIRE PRU**



## **Process for day 6 provision for Permanently Excluded Pupils**

From day 6 following a permanent exclusion, the pupil is put onto the PRU's roll as dual rolled. However, the TRIG-8 funding source cannot be established until the decision of the permanent exclusion has been made.

Therefore: -

- If the appeal is upheld, then the TRIG-8 funding from day 6 will be paid by the LA automatically and the pupil will transfer onto the main roll of the PRU. Please note that following an upheld permanent exclusion the mainstream school is charged the AWPU and the pupil premium where applicable (portability funding), from the 'relevant' date which is the 6th school day after the exclusion to the end of the financial year.
- If the appeal is NOT upheld or rescinded, then the mainstream school will need to be charged the TRIG-8 from day 6 by PRU as part of the dual rolled process and the pupil will remain dual rolled with the PRU.



## PRU TRIG-8 PACKAGE Funding Request

<b>PRU:</b>					
<b>Pupil:</b>		<b>DOB:</b>		<b>TRIG-8 :</b>	
<b>Summary of Need requiring Package Support :</b>					
<b>Please identify which of the 8 Triggers apply</b>					
<b>1</b>		EHCP or agreement has been made for pupil to undergo Statutory Assessment			
<b>2</b>		Criminal Justice Category			
<b>3</b>		LAC and/or named Social Worker			
<b>4</b>		Legal attendance below 40% on admission to PRU during their last educational placement			
<b>5</b>		Has a Child Protection Plan			
<b>6</b>		Pupil <b><u>is at</u></b> Tier 3 - Alcohol and drugs misuse			
<b>7</b>		Pupil has non engagement with Services on admission where they have either been referred or signposted to			
<b>8</b>		Expectant young parent			
<b>1.</b> What is the purpose of the Package funding – is it for an intervention for review or for long term?					
<b>2.</b> How are you planning to use the additional funding?					
<b>3.</b> Will the funding allow the pupil to participate more in class rather than increase his/her isolation?					

<p><b>4.</b> What CPD requirements, if any, does the PRU require to meet this pupil's needs?</p>	
<p><b>5.</b> If the funding has been in place historically, what progress, impact has it made?</p>	
<p><b>6.</b> What targets will be in place if Package funding is received?</p>	
<p><b>7.</b> What curriculum areas will be covered given this additional funding and what are the expected outcomes?</p>	
<p><b>8.</b> Other extenuating circumstances triggering Package funding e.g. contextual, safeguarding, extreme need in a particular area, tribunal avoidance etc.</p>	
<p><b>9.</b> What additional funding allocation is requested eg total daily cost of package less TRIG-8 contribution (please show gross and net figures)</p>	
<p><b>10.</b> Funding proposed start and end dates</p>	

**Key Stage 3 Funding for Permanently Excluded Pupils**

Please complete the attached form so that your application can be considered. Once completed please return to your Education Inclusion Officer and the Senior Partnerships and Commissioning Manager.

School		Name of child	
Address		Address	
DFe No		DOB	
District /PRU		Date single rolled	
Excluding school		Year Group	
LAC		SEN	
To which LA does the pupil belong?			
How do you intend to spend the allocated funding?			
Will you be progressing with an EHCP application?		If so, why?	
Signed:		Date:	
Role :			
Evaluation to be completed after 12 months: General comments	What has worked?	What has not worked?	
Date of review		Reviewing Officer	