

Pupil premium strategy statement – Stone Bay 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	113
Proportion (%) of pupil premium eligible pupils	58.41%
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)	2022 – 2023 2024 – 2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Jane Hatwell Head Teacher
Pupil premium lead	Lucy Taylor Deputy Head Teacher
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,430.00
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>	£76,430.00

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is grant funding and is in addition to the School's Delegated Budget. It is allocated to children from low-income families and children who have been looked after in care continuously for more than six months or have been adopted.

Pupil Premium Funding is used to raise attainment, promote social skills, independent learning and positive behaviour in order to increase pupil progress and well-being.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM), children in care and adopted children and their peers by ensuring that funding reaches the pupils who need it most.

Children from Service families are also eligible for additional funding to support their well-being. Pupil Premium is allocated to schools and is clearly identifiable. It is for the school to decide how the Pupil Premium is spent. However, schools will be held accountable for how they have used the additional to support eligible pupil's and families.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility' (Source - DfE website)

The school is clear in its aims and vision that all pupils should be given the opportunity to achieve to their full potential, to the best of their ability regardless of whether we receive additional PP funding for them or not. As many of our pupils do not make linear academic progress, Stone Bay School uses a variety of methods and systems to get a full picture of pupil progress. All of the pupils at Stone Bay have their core area of need within Communication and Interaction and progress within this area is closely monitored by the Senior Leadership Team and Class Teachers.

Engagement Progress is tracked using the Engagement model and Personal progress towards EHCP goals is tracked 3x per year. Academic progress is monitored using Evidence Me and the schools own internal progress tracking system.

Pupil Premium pupils are tracked as a vulnerable group, however because the numbers in some Year group cohorts are very small it is not always effective to make comparisons with those not in receipt of pupil premium.

Pupils in this group who require additional support are identified through regular pupil progress meetings with teachers, the Deputy Head Teacher and Assistant Head teachers.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

At the heart of our approach is high-quality teaching, focussed on areas where disadvantaged pupils require it most, targeted support based on leaders and teacher's knowledge of the pupils and assessment of need, helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and therapies.

Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Challenges

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

Challenge number	Detail of challenge
1	Expressive Communication: Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including nonverbal, limited language and social interaction difficulties
2	Pupil Well Being (Behaviour): Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop social and emotional regulation skills and strategies
3	Attendance: Pupils who are classified as disadvantaged are more likely to be persistently absent or severely absent from school when compared to their non-disadvantaged peers at Stone Bay School.
4	Social, Emotional Wellbeing: Internal assessments show that disadvantaged pupils generally make less progress in some curriculum areas. The types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be slightly lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in 'My Social Emotional Wellbeing' outcomes.
5	Our assessments, observations and conversations with parents indicates that they have greater challenges around supporting the learning and social skills of their children and often feel marginalised and excluded. This has an impact on their ability to provide support for the children at home and they often do not have the confidence to take their children to parks and leisure facilities
6	The continued disruption of the pandemic has had a significant impact on all our pupils and a number of our disadvantaged pupils are now struggling to get back into attending school on a regular basis. This is also due to other factors that the school are aware of. Leaders are monitoring absence very closely and are working with families and outside agencies to improve attendance.

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
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Every child has a voice, improved communication and language skills. Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Achieving personal goals in-line with expectations, demonstrated through achievement of EHC plan termly outcomes.
Pupils with low self-esteem have access to a variety of personalised initiatives so that achievement is in line with that of peers	Pupils have 1-1 support to be emotionally ready to engage in learning
Pupils have access to sensory assessments that will help them to have the correct strategies and provision to support behaviour and learning	Reduction of behaviours that challenge Improved engagement and progress
Pupils to have support with self-care including washing, dressing, feeding and toileting needs. (My Body Curriculum) Alongside this all sensory processing differences need to be considered in all environments within school. This is to support to remove barriers to learning and help the students become calmer and more focused to enable them to maximise their individual educational potential	All pupils to have support from Occupational Therapy Staff to receive support and training through Occupational Therapy input.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Pupils continue to have access to quality outdoor learning opportunities that will support greater confidence and independence and help them engage more with the wider community and prepare for adulthood	Through observations and discussions with pupils and their families. Provision Plans Engagement Observations
Bespoke literacy workshops and resources to increase pupil's academic achievement and pupils' engagement with a variety of different books and poems.	Pupils have access to a variety of different cultural experiences that are motivating and engaging. Achieving personal goals in-line with expectations, demonstrated through achievement of EHC plan termly outcomes.
Increased pupil attendance and parental engagement through Family Support, and training workshops	Parents feel well supported and engagement with 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: £ 76,430.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Educational Psychologist	<p>Many of the classroom approaches inspired by cognitive science are promising and knowledge of cognitive science is an important part of understanding how pupils learn. Schools should consider how and in which contexts to give teachers high quality CPD around cognitive science approaches, and enough time to test and incorporate approaches appropriately into their practice and for their subject and learners. Many teachers report that their main form of engagement with cognitive science is independent study. EEF Cognitive Science Research</p>	
Recruitment of Occupational Therapist	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF</p>	
Recruitment of Play Therapist	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely</p>	

	when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. EEF Social, Emotional Interventions	
Additional training for staff from Therapy professionals – Educational Psychologist Occupational Therapist	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF	
Recruitment of Music Therapist	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self regulation, both of which may subsequently increase academic attainment.	

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

Total budgeted cost: £76,430.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Education outcomes for Disadvantaged Pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year looking at whole school performance data using our own internal assessments.

This details the impact that our pupil premium strategy plan had on pupils in the 2023 to 2024 academic year.

Our current strategy plan is in place until October 2025. Currently we are very confident that we are on task to achieve all original outcomes set.

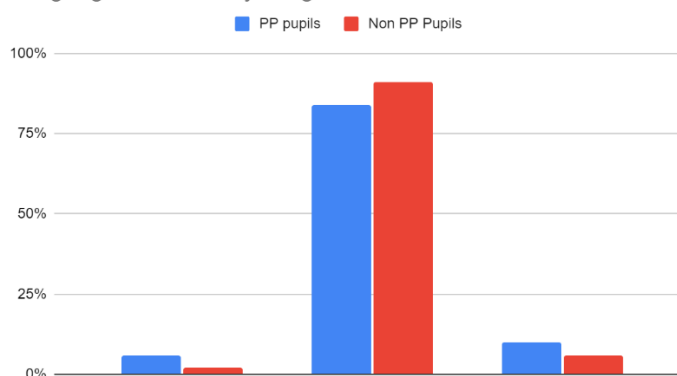
We have an experienced team of therapists in school to support individual pupils on a 1:1 basis or in group sessions. The team also deliver training sessions and support to enable our staff teams to provide the very best education to our pupils.

Recruitment of therapists (Play Therapy, Music Therapy, ELSA, Drawing and Talking, Rebound Therapy) and Educational Psychologist.

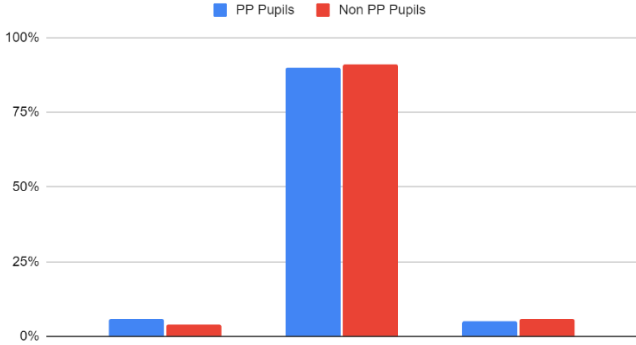
[Therapy Impact Report](#)

Technology to support reading and writing skills and expressive communication & Literacy workshops visiting school

Language and Literacy Progress 2023/ 2024



In the academic year 2023/24 the majority (84%) of our pupils in receipt of the Pupil Premium funding made

	<p><i>'Good' progress in Language and Literacy. 10% of the PP pupils made 'Outstanding' progress this is in comparison to 6% of their non-disadvantaged peers.</i></p> <p><i>6% of PP pupils required Intervention to help them access the curriculum compared to 2% of their peers.</i></p>												
<p>Outdoor learning experiences Outdoor adventure week, accessible for all pupils.</p>	<p>Understanding My World Progress 2023/ 2024</p>  <table border="1"> <caption>Understanding My World Progress 2023/ 2024</caption> <thead> <tr> <th>Category</th> <th>PP Pupils (%)</th> <th>Non PP Pupils (%)</th> </tr> </thead> <tbody> <tr> <td>Category 1</td> <td>~5%</td> <td>~3%</td> </tr> <tr> <td>Category 2</td> <td>~90%</td> <td>~90%</td> </tr> <tr> <td>Category 3</td> <td>~5%</td> <td>~5%</td> </tr> </tbody> </table>	Category	PP Pupils (%)	Non PP Pupils (%)	Category 1	~5%	~3%	Category 2	~90%	~90%	Category 3	~5%	~5%
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<p>Parent Training Workshops and resources, delivered by Communication specialist teacher, Deputy Head, Literacy Lead, PROACT Team, NHS nurses</p>	<p><i>Parents workshops have been delivered throughout the year. Parents were asked for their views on what workshops would benefit them and when and how they could access them.</i></p> <p><i>The following workshops were organised for all parents;</i></p> <p><i>Behaviour support</i></p> <p><i>PECS – Picture Exchange Communication System</i></p> <p><i>Toileting & sleeping clinic</i></p> <p><i>First Aid</i></p> <p><i>Parents are asked to provide feedback at the training workshops, some of the comments were; 'very helpful session', 'very useful information for parents', lovely relaxed workshop, thank you.'</i></p>												

