

# 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	112
Proportion (%) of pupil premium eligible pupils	58.93%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement for each academic year)</b>	2022-2023 2024-2025 2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	<i>Jane Hatwell</i> <i>Headteacher</i>
Pupil premium lead	<i>Lucy Taylor</i> , Deputy Headteacher
Governor	<i>Alex Krutnik</i> , lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,240
Pupil premium funding carried forward from previous years	
<b>Total budget for this academic year</b>	£78,240

# Part A: Pupil premium strategy plan

## Statement of intent

### Our Approach at Stone Bay School

Stone Bay School's vision is clear: every pupil should be given the opportunity to achieve their full potential, regardless of whether they attract Pupil Premium funding. Many of our pupils do not make linear academic progress due to the complexity of their needs. For this reason, we use a range of methods to capture and evaluate pupil progress effectively.

- **Core Need Focus:** All pupils at Stone Bay have Communication and Interaction as their primary area of need. Progress in this area is carefully monitored by Class Teachers and the Senior Leadership Team.
- **Progress Tracking:**
  - Engagement progress is assessed using the Engagement Model.
  - Personal progress towards EHCP outcomes is reviewed three times a year.
  - Academic progress is tracked through *Evidence Me* and the school's internal monitoring system.
- **Vulnerable Groups:** Pupils receiving Pupil Premium are tracked as a vulnerable group. Due to small cohort sizes, direct comparisons with non-Pupil Premium pupils are not always meaningful. Instead, progress and need are considered on an individual basis.
- **Regular Reviews:** Pupil progress meetings involving teachers, the Deputy Headteacher, and Assistant Headteachers ensure that any pupil requiring additional support is quickly identified.

### Strategic Priorities

Our strategy is driven by the individual strengths and needs of each pupil, identified through formal and informal assessments. This ensures that support is not based on assumptions but tailored to provide the right skills, experiences, and opportunities for every child.

Key elements of our approach include:

- **High-quality teaching** targeted where disadvantaged pupils need it most.
- **Specialist and therapeutic support** informed by staff knowledge and assessment of need.
- **Access to a broad and balanced curriculum** with appropriate adaptations.
- **Development of independence and life skills**, preparing pupils for adulthood.

- **Whole-school approaches**, ensuring that all pupils benefit from enhanced provision funded by the Pupil Premium.

Although the funding specifically supports disadvantaged pupils, access to therapies will also improve outcomes for their peers.

### **Intended Outcomes**

Through the effective use of Pupil Premium funding, Stone Bay School aims to:

- Improve outcomes for disadvantaged pupils in both academic and personal development.
- Narrow gaps in attainment and progress where they exist.
- Strengthen pupils' communication, social interaction, independence and Social, Emotional Wellbeing.

At the heart of our Pupil Premium strategy is the belief that all pupils, regardless of their background, deserve the opportunity to thrive, achieve, and prepare confidently for their next stage of learning and life.

## 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

## 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
<b>Expressive Communication</b> By the end of the strategy plan, disadvantaged pupils will show improved ability to communicate and express their needs through enhanced use of spoken	We will know this is achieved when disadvantaged pupils demonstrate increased use of communication systems (verbal, AAC, PECS, or other tools) across classroom and social settings, and

language, communication aids, and social interaction strategies, resulting in increased confidence and engagement in learning.	pupil voice activities show greater confidence in expressing needs, choices, and feelings.
<b>Pupil Well-being (Behaviour)</b> By the end of the strategy plan, disadvantaged pupils will have developed stronger social and emotional regulation skills, leading to improved behaviour, greater readiness to learn, and reduced incidents of emotional distress or dysregulation.	We will know this is achieved when behaviour logs show a reduction in dysregulation incidents, staff report greater consistency in pupils' ability to use taught strategies, and pupils are observed engaging more positively in structured and unstructured activities.
<b>Attendance</b> By the end of the strategy plan, rates of persistent and severe absence among disadvantaged pupils will have reduced, so that attendance for this group is closer in line with their non-disadvantaged peers at Stone Bay School.	We will know this is achieved when attendance data shows a year-on-year improvement for disadvantaged pupils, with fewer classified as persistently absent, and improved engagement in school life is reflected in both attendance records and pupil progress reviews.
<b>Social, Emotional Well-being (Academic Progress)</b> By the end of the strategy plan, disadvantaged pupils will make more sustained progress across the curriculum, with measurable improvements in their "My Social Emotional Wellbeing" outcomes, ensuring they are better equipped to access and benefit from learning opportunities.	We will know this is achieved when disadvantaged pupils show improved rates of progress in school tracking systems (e.g., Evidence Me, engagement model, EHCP targets), and internal assessments indicate smaller gaps in social, emotional, and academic outcomes compared to their non-disadvantaged peers.
<b>Parental Engagement and Support</b> By the end of the strategy plan, disadvantaged pupils' parents and carers will feel more confident and supported in engaging with their child's learning and social development, demonstrated by increased participation in school initiatives and greater confidence in accessing community facilities.	We will know this is achieved when parent/carer feedback shows improved confidence in supporting their child, participation rates in workshops, meetings, or school events increase, and families report greater engagement in community activities such as parks, leisure centres, and external support services.

## 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Occupational Therapist	We have allocated Pupil Premium funding to recruit an Occupational Therapist because many disadvantaged pupils have unmet functional, sensory, or motor needs that limit their access to the curriculum. By providing specialist support, we aim to reduce barriers to engagement, help pupils self-regulate and become more independent, and enable them to benefit more fully from teaching. This approach is aligned with the EEF's recommendation to address non-academic barriers as well as academic ones, and builds capacity within staff to embed therapeutic strategies across school practice	1-5
Recruitment of Play Therapist	We have allocated Pupil Premium funding to recruit a Play Therapist because disadvantaged pupils often face significant social, emotional, and mental health challenges that affect their engagement and attainment. Play therapy supports pupils to regulate emotions, develop resilience, and strengthen relationships through a therapeutic approach that is accessible for children with communication and interaction needs. This aligns with EEF evidence on the importance of Social and Emotional Learning and Behaviour interventions in raising attainment for disadvantaged pupils, as well as addressing non-academic barriers that limit progress	1-5
Recruitment of Music Therapist	We have allocated Pupil Premium funding to recruit a Music Therapist because many disadvantaged pupils face barriers in communication, emotional regulation, and social interaction which affect their ability to access learning. Music therapy provides an engaging, therapeutic approach that enables children to express themselves, regulate behaviour, and build confidence. This aligns with EEF evidence highlighting the impact of communication and language approaches, social and emotional learning, and behaviour interventions in improving outcomes for disadvantaged pupils. By addressing these non-academic barriers,	1-5

	music therapy ensures disadvantaged pupils can benefit more fully from high-quality teaching and make stronger progress	
Additional training for staff from Therapy professionals – Educational Psychologist Occupational Therapist Music Therapist Play Therapist	Stone Bay School uses part of its Pupil Premium funding to provide ongoing training for staff delivered by our therapy team (Occupational, Play, and Music Therapists). This ensures that strategies which support communication, regulation, and wellbeing are not confined to therapy sessions but are embedded across the school day. This approach is strongly supported by educational research: the EEF highlights that high-quality professional development and whole-school approaches have a significant impact on disadvantaged learners, while studies such as <i>Developing Great Teaching</i> (Cordingley et al., 2015) and Timperley et al. (2007) emphasise that staff development linked to pupil needs is the most effective route to improving outcomes. Training also strengthens the role of teaching assistants, ensuring they deliver structured, evidence-based support. By investing in staff training, we are building capacity and sustainability, ensuring disadvantaged pupils benefit from consistent, high-quality provision throughout their learning journey	1-5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed

**Total budgeted cost: £78,240**