

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

During the 2024/25 academic year, we closely analysed the performance of disadvantaged pupils using whole-school data and our internal assessment systems. This evaluation demonstrates the positive impact of our Pupil Premium strategy on pupil progress and wellbeing across the school.

The majority of pupils in receipt of Pupil Premium made **good progress across all areas of the curriculum**, reflecting the effectiveness of the targeted support and interventions in place.

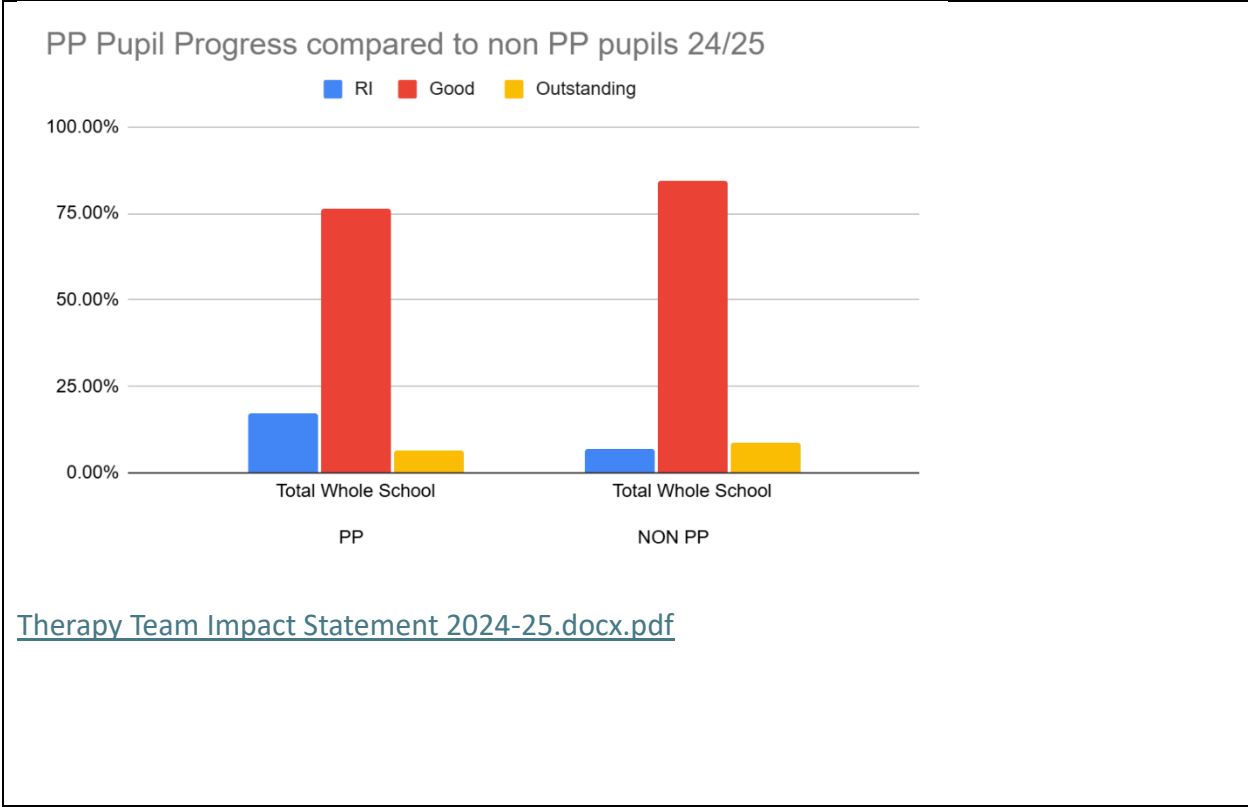
Our analysis shows an increase in the number of Pupil Premium pupils identified as **requiring intervention** compared with their peers. We view this as a positive development, as it reflects the raised profile of therapeutic input within the school and our proactive approach to identifying and addressing barriers at an earlier stage. This ensures disadvantaged pupils receive timely and targeted support, maximising their opportunity to make sustained progress.

Our current strategy plan runs until October 2026, and we are confident that we remain on track to achieve the outcomes originally set.

A key strength of our provision is the expertise of our in-house therapy team, who work directly with pupils through individual and group sessions. In addition, the team provides training and guidance to staff, ensuring that therapeutic approaches are embedded across the curriculum. This dual approach enhances both pupil outcomes and the quality of education delivered at Stone Bay School.

Looking ahead, our continued focus will be on sustaining early identification and intervention, ensuring that disadvantaged pupils consistently receive the right support at the right time.

We are committed to building on this year's progress by further narrowing gaps, strengthening therapeutic provision, and securing long-term improvements in communication, wellbeing, and academic achievement for all Pupil Premium pupils.



Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

<b>Additional activity</b> <i>Additional Activity – Educational Psychology Provision</i>
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*As part of our Pupil Premium strategy, we have invested in enhanced access to an **Educational Clinical Psychologist (EP)** for three days per week. This additional provision allows us to respond more effectively to the complex needs of disadvantaged pupils at Stone Bay School.*

*The Educational Psychologist leads the therapy team and works closely with staff, pupils, and families to provide:*

- **Specialist assessments** to identify barriers to learning, including cognition, communication, social-emotional needs, and behaviour.
- **Targeted recommendations** that inform personalised interventions and strategies for disadvantaged pupils, ensuring they can access the curriculum effectively.
- **Consultation and problem-solving** with staff and parents to build a shared understanding of each child's needs and to agree on approaches that will have the greatest impact.
- **Capacity building** through training and guidance, enabling teachers and support staff to embed evidence-informed practices in daily classroom provision.
- **Support for multi-agency working**, strengthening the school's partnership with families and external professionals to ensure joined-up support for disadvantaged pupils.

*This investment aligns with the **EEF's guidance on addressing non-academic barriers** and evidence highlighting the importance of early identification and specialist input. By increasing access to Educational Psychology, we are able to identify needs more quickly, implement interventions sooner, and ensure disadvantaged pupils benefit from the right support at the right time.*

*Ultimately, the aim of this provision is to reduce barriers to learning, improve pupils' communication, wellbeing, and readiness to learn, and ensure that all disadvantaged pupils are able to make sustained progress across the curriculum.*