

Pupil premium strategy statement – Stone Bay

This statement details our school's use of pupil premium (and recovery 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	103
Proportion (%) of pupil premium eligible pupils	56.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 2024-25
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
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	£58,910
Recovery premium funding allocation this academic year	£20,288.33
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£5,751.67
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>	£84,950

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.

At Stone Bay School we have chosen to allocate funding, resources and intervention in-line with the budget year. 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 Leuven Scales

Personal progress towards EHCP goals is tracked 3x per year

Academic progress is monitored using Evidence Me and Pupil Asset

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 teachers 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.

Our strategy is strongly linked to our whole School Development Plan –

Premises and facilities - ‘Develop an enabling learning provision to enhance holistic pupil engagement and outcomes’

Focus on Excellence – ‘Increase the impact of teaching through refinement and cohesion of the curriculum intent and implementation’

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	Community Inclusion: Our assessments, observations and conversations with parents indicate 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.
4	Attendance: 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. 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.
5	Language & Literacy: 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 lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in 'My Language and Literacy' outcomes.

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
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/therapy to be emotionally ready to engage in learning
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 Leuven Assessments 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 Liaison Support, and training workshops	Parents feel well supported and engagement with school is positive, impacting on pupils attendance and achievement
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

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in a specialist Speech and Language Therapist	Our observations and assessments indicate that our pupils need to have a functional communication system in place before they are able to access learning activities in a meaningful way. They also need continued support to maintain and develop communication skills. The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This has	1,5

	been endorsed by the Royal College of Speech and Language Therapists	
Purchase of additional communication resources to support interventions	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	1,5
Investing in training and progression for Teachers and Teaching Assistants to improve pupils emotional regulation skills and Language and Literacy skills Zones of Regulation Play based learning Personal and emotional learning strategies Sensory Integration	Effective Professional Development There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: What-Makes-Great-Teaching-REPO RT.pdf (suttontrust.com) Investment in teacher's pedagogical knowledge enhances pupil progress. Improving the teaching and learning of literacy Great Teaching Toolkit	2,5

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TEACCH specialist strategy – Whole school approach</i>	Disadvantaged pupils with SEND have the greatest need for excellent teaching.	1,2,5

	<p>Specific approaches to support these pupils may include specialist strategies SEND support Guidance</p> <ul style="list-style-type: none"> • TEACCH uses a method called “Structured TEACCHing.” This is based on the unique learning needs of people with ASD, including: • Strengths in visual information processing • Difficulties with social communication, attention and executive function • Structured TEACCHing provides strategies and tools for teachers to use in the classroom. These help students with autism to achieve educational and therapeutic goals. 	
<p><i>Horse Riding</i></p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Teaching and Learning toolkit</p>	<p>3</p>
<p><i>Therapies to support pupils Social, Emotional and Mental Health.</i></p> <p><i>Play Therapy</i> <i>Art Therapy</i> <i>Music Therapy</i> <i>Lego Therapy</i> <i>Aromatherapy</i></p>	<p>Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children’s social and emotional skills. They can be contrasted with approaches that focus explicitly on the academic or cognitive dimensions of learning. SEL strategies might seek to improve the ways in which children interact with their peers, parents or other adults and are often linked with self-regulation strategies. Two broad categories of SEL strategy can be identified:</p> <p>Universal programmes that seek to improve behaviour or engagement throughout settings. Specialised</p>	<p>2</p>

	<p>programmes targeted at children with emotional, behavioural or learning difficulties</p> <p>EEF Social Emotional learning strategies</p> <p>PTUK evidence Music Therapy Charity evidence</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Development of school library – promoting engagement in language and literacy resources and a rich, motivating learning environment for all pupils.</i></p> <p><i>Purchase of Little Wandle phonics scheme and resources</i></p>	<p>We have observed that our pupil's engagement improves when they are provided with a range of multi-sensory resources and a calm environment to learn in.</p>	5
<p><i>Family Support Programme to encourage pupil attendance</i></p> <p>Leading Parenting Partnership Award</p>	<p>Parents' interest and involvement in their children's learning is consistently associated with positive outcomes for children of all age groups</p> <p>Working with parents to support pupil learning</p>	4

Total budgeted cost: £ 85,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium Impact Statement 2021/2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines the effect that last year's spending of pupil premium had within our school.

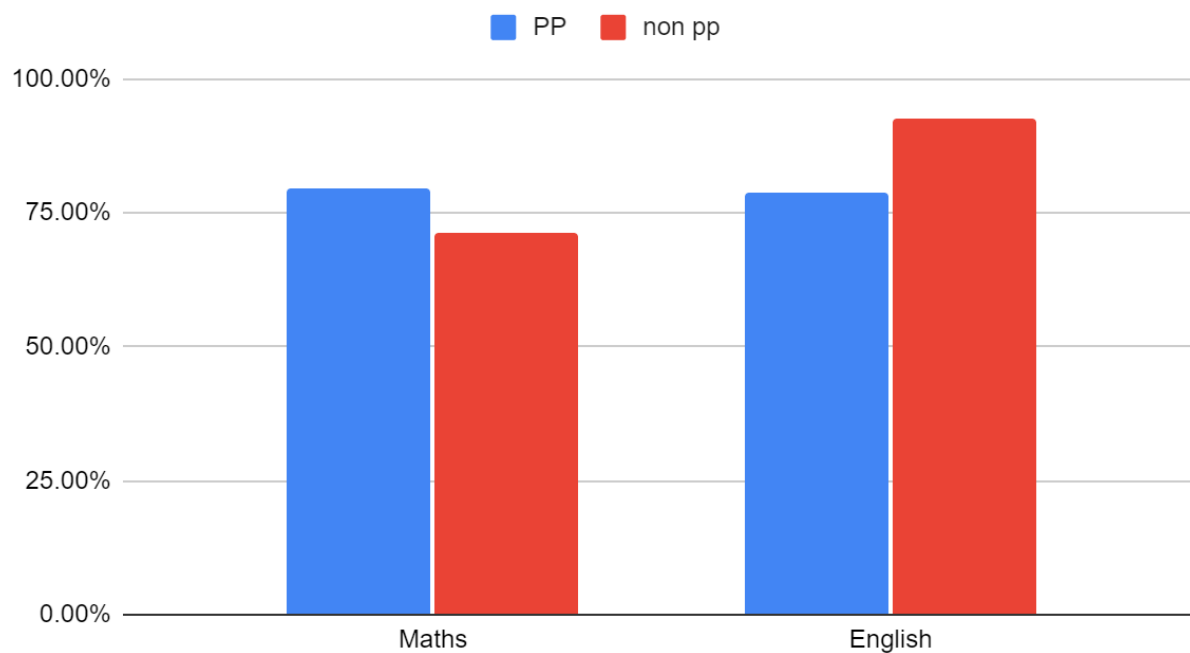
Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils as they go on to adulthood. Whilst socioeconomic disadvantage is not the primary challenge our pupils face at Stone Bay as all students at Stone Bay have an Educational Health Care Plan outlining their personalised barriers to learning and provision required to enable progress.

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 wellbeing support. 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.

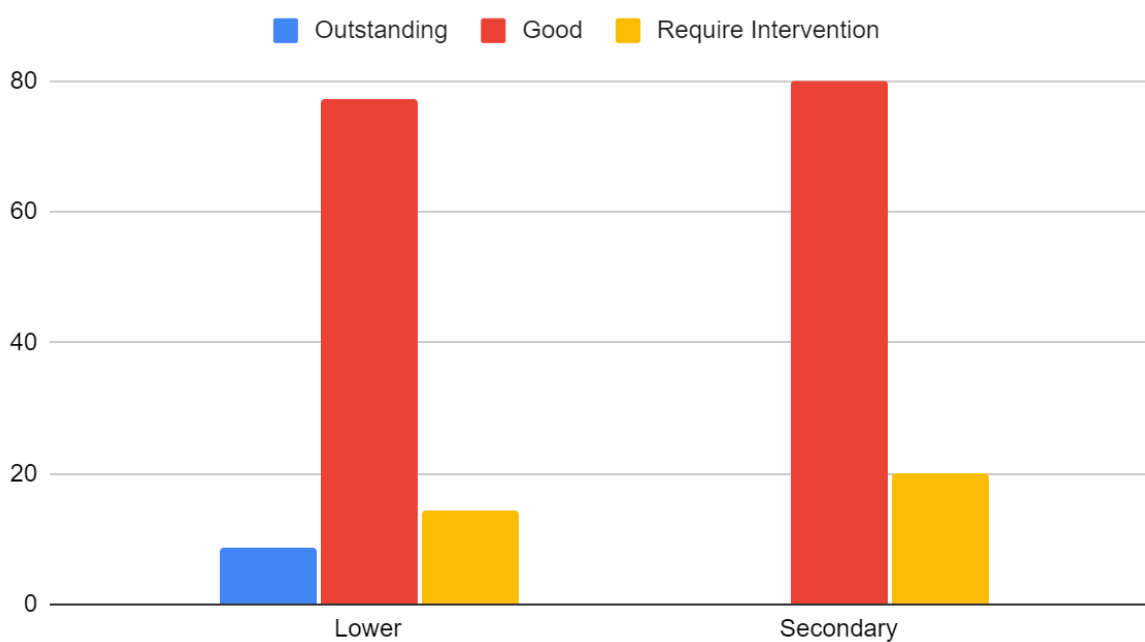
Our internal assessments during 2021/22 indicated that disadvantaged pupils' academic and wider development outcomes were in general on a level with those of their non- disadvantaged peers.

77.14% of disadvantaged pupils in the primary department are making good progress in all SEND areas (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and Sensory development) with 8.7% making outstanding progress, compared to their non-disadvantaged peers, 82.61% have made good progress and 6.7% have made outstanding progress. In the Secondary department, 80% of disadvantaged pupils have made good progress in all SEND areas compared to 90% of non-disadvantaged pupils making good progress and 10% making outstanding progress.

PP and non pp



Outstanding, Good and Require Intervention



Purchase of additional Specialist communication support Communication

Assistant time All disadvantaged pupils receive focused support from the schools Specialist Speech and Language Therapist and Speech and Language Assistant. All disadvantaged pupils have made progress in line with their peers in communication and Interaction. 61.9% of disadvantaged pupils made excellent progress in communication compared to 52.63% of their non-disadvantaged peers.

Purchase of additional communication resources to support interventions

Disadvantaged pupils have the opportunity to access a range of communication and interaction based games and other resources, alongside their peers. These resources promote group interaction, peer to peer interaction, turn taking, sharing, making requests, context specific commenting opportunities

Employ an Occupational Therapist to work 2/3 per week (initially for a year to continue if budget allows)

We have not been successful in recruiting and employing an Occupational Therapist who can specialise on Sensory Needs this year. We have used the allocated funding to invest in Sensory Integration training for all teaching staff in June 2022, highlighting the benefits of sensory circuit and sensory diets within the classroom. We have also purchased a vast amount of sensory resources for classes including happy feet play mats, therapy peanut balls, sensory body sacks, exercise balls, hand therapy putty, outdoor scooters, therapy pea pods, interactive light up floor tiles, sensory balance beams and a squeeze machine! This has enabled less disadvantaged students to begin to develop sensory regulation strategies to enable them to focus and engage better in learning.

POP UP Literacy Project

The POP UP Literacy project ran in all classes across Stone Bay. Disadvantaged pupils participated in class activities and workshops run by a selection of authors. These workshops promoted a love for stories and books and sharing books with others. From feedback from 2 colleagues and observations and assessment of engagement in learning, the Pop Up project had a positive impact on the pupils' learning and engagement whilst raising the profile of literacy across the school.

Forest School Allotment/Gardening Project.

Disadvantaged pupils have had the opportunity to participate in activities at the Manor House Forest school, The Allotment and the Gardening Project. With no cost to parents. The students have thoroughly enjoyed getting out into the community, developing their employability skills and their social interaction skills. These sessions

have had a positive impact on their health and wellbeing along with their interest and engagement in outdoor learning and Preparation for Adulthood.

1:1 support with Emotional awareness, Social skills, Friendship skills and Self-esteem ELSA

The disadvantaged pupils have had access to the schools ELSA (Emotional Literacy Support Assistant), alongside their peers. The ELSA supports the emotional development of children in school, helping them to develop an understanding of their own emotions and those of their peers. The pupils have been empowered to understand their emotions and identify which zone they are in and what they can do to self regulate/manage their own emotions/well being. (Zone of Regulation). The number of behaviour incidents that require RPI has reduced since we have introduced this approach.

Family Support Programme

The school's Family Liaison Officer has organised support workshops for all families at Stone Bay. These have included Behaviour support, wellbeing, first aid, continence support for pupils, Communication support (PECS, CSCBs, Tech Talks). This support is a critical part of enabling families and students to live inclusive and happy lives within their local community. Feedback from parents evidences how the impact of these sessions directly enhances pupils holistic progress and well being.

Externally Provided Programmes

Programme	Provider

Service pupil premium funding (optional)

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