**PUPIL PREMIUM FUNDING (PPF) 2020-21**

Stony Dean School uses specific on-going initiatives every academic year to improve the development of skills and emotional and social development for our pupils. These strategies are both beneficial for our pupil premium and our non-pupil premium pupils. Due to the recent pandemic COVID-19 some of these initiatives will be adapted and bespoke to pupils depending on government guidelines for health and safety during the pandemic and the use of specific ‘bubbles’ around the school.

 The table below will identify the cost required for these initiatives for this academic year, as well as summarise the initiatives.

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| Initiative | Reason | How impact will be measured | Cost (estimated cost at beginning of year)Cost (actual cost) |
| Catch-up Literacy programmes or 1-1 intervention including C-Pen (scanning text to audio device)Specialist published books (dyslexia friendly) and home booklets for English skillsDecoding programme/ additional literacy programme | 1:1 intervention done outside the classroom with a specialist LSA. It includes a series of books and accompanying test materials. One to one forms a bond between the LSA and student giving them confidence to make mistakes and practice reading aloud. This is aimed at supporting comprehension and participation as well as sight word recognition. C Pen- Specific electronic devices and software to support access to the curriculum; deepening communicative ability where standard intervention have had less impact. Maintaining a supply of age appropriate and reading age accessible books printed in a style that supports the visual needs of students who find reading challenging. Enabling independent practice of a range of skills from fine motor control (writing) to punctuation practice and reading comprehension.Small group or 1:1 literacy programme to support phonic knowledge, tracking, scanning and comprehension. The withdrawal of some pupils is necessary to cater to specific needs and improve their willingness to engage with reading where literacy has been severely delayed. | Increase in literacy grades, attitude within the subject and increase in self-confidence. Improvement of behavior reports within subject. Catch-Up tracking showing progress.Improved reading comprehension age and increased attainment in subjects due to self-confidence and being able to access written material independently.Improved reading age and increased attainment in subjects due to self-confidence and being able to access the material.Increase in attainment levels and progress. | £3240/£3600£1700/£1800£200/ £200 |
| Catch-up Numeracy programmes or 1-1 intervention  | Numeracy programmes support the students with vital life skills. It allows them to develop independence through understanding time, money and measurements etc. The students who have previously had support through our numeracy programmes have closed the attainment gap with other students.Catch up runs alongside the learning in the classroom to help students gain confidence and become more independent when using the resources given. | Increase in numeracy attainment and develop in functional skills used in other subjects. Improved self-confidence. Improvement of behavioral reports in lessons. | £336/ £336 |
| Additional ICT use | Students respond well to ICT use and it makes them more focused in the lessons. For some they find working with a laptop more accessible that writing if they find fine motor skills challenging. | Increased attainment level and transferable skills in other subjects. | £3400/ £3600 |
| Personalised SALT interventions  | The delivery of extra SALT groups/support allows our students to make faster progress than they would if this resource was funded at the expected level.  | More social interaction, more positive interactions and less behavioral reports. More participation in subjects. Increase in attainment levels and progress. | £55300/£58500 |
| Bespoke support to provide access to the school | Some of the students that receive this support would otherwise not be able to access activities after school that develop confidence and self-esteem. This has transferred into the classroom with happier more confident students. | Attendance at extra-curricular activities, which shows an increased social interaction and self-confidence. More positive attitude towards school. | £13600/ £14500 |
| Supported internship programme  | We have developed the internship programme and have found that students taking part in these programmes develop their social skills, work ethic and organisational skills. This skill development seems to transfer into the classroom and the exam hall. | Personal development of students. | £1575/£1575 |
| Mentoring/Talk time/ Targeted behaviour support | This is a vital area of support for our school. We have some students with social, emotional and/or behaviour needs and a space to talk and be supported allows them to focus when they are in a learning environment. It also reduces anxieties and helps students feel safe.  | More social interaction, positive relationships forming, less behavior reports and increase in attainment. | £9600/£12300 |
| Personalised Timetable/Curriculum | Students with complex needs need flexibility and support and a personalised timetable has made the difference for some of our students to be able to access education. | Students are able to access all of their timetabled lessons and behave appropriately within them. Integrate students into school setting, help them to settle in. | £16618/ £18418 |
| Targeted LSA support | Students who find certain subjects or learning environments difficult need some extra support and without this initiative they would not cope in the classroom. | Increase in attainment levels, ability to access lessons and improvement of self-confidence within subjects. Fewer interventions needed to improve progress. | £3750/ £11250 |
| Therapeutic programmes include; equine, music, art therapy | Students who are unable to cope with a classroom environment seem to develop skills when completing activities outside of the classroom around the school or in a different setting. It gives the student a sense of responsibility and initiates a positive relationship between staff and student. Also this helps to reduce anxiety and develops life skills. | Personal development and reduced referrals; students more focused and engaged.  | £4320/£4920 |
| Staff training/ Specialist teaching strategies | Training to be provided for staff implementing specific initiatives or delivering specialised programmes to ensure success. | Improvement in attainment levels and development of student social, emotional well-being. | £3808/ £4107 |
| Extra-curricular activities (clubs and trips) | To develop skills of particular interest of the student and promote a positive learning environment. | Increases well-being and encourage participation, more social interactions and more positive learning attitude.  | N/A at the moment/ within alternative curriculum £895 |
| Food/diet support | Students need support with their diets and ensuring they have a healthy meal. | Students putting on weight and/or maintaining weight. Improvement in physical health, awareness of how to eat healthy. | £5133.60/ £5411.60 |

The amount of money intended to be spent on PPF students by SDS 2020-21 totals at £122,580.60 which is an overspend £53,205.60 of the funding received by the school. End of year calculation for each intervention is shown in blue, more details on funding received and spent discussed at end of the document.

 For more information on the benefits and impacts of these therapies and research linked to the interventions and strategies please see the Key for PPF interventions document.

All initiatives are reviewed termly with a final audit at the end of the academic year.

**End of year review of strategies and impact:**

Due to the continuous disruption to the academic year caused by the COVID-19 pandemic and subsequence lock downs. The SDS strategies mentioned for this year have not been delivered for the amount of time as a ‘normal’ academic year or they may have been cancelled due to social distancing and other government guidelines. Some of these strategies would have been adapted to virtual attendance, smaller groups or delivered within specified lessons or registration time. In terms of academic progress, it is difficult to compare data for PPF pupils and Non-PPF pupils due to the impact of the pandemic on school teaching time, the decrease of face to face and kinaesthetic support from the teachers, which is very important to our pupils and any issues with memory retention of particularly topics over the last year. However, the school has put academic strategies in place that will be ongoing to the next academic year to help support the academic progress of our pupils. These strategies include; tutoring, reading programmes over zoom, extra support with subject specific teachers, summer school opportunities for our year 7s and adjusting curriculums for the next cycle.

The well-being of our pupils and staff has been a key priority over this pandemic, so there has been many adaptions to our timetable, curriculum and resources to ensure to promote our pupil well-being whether in school or home-learning. We have ensured that our disadvantaged pupils have access to a laptop or tablet to ensure they could access their online learning as well as their virtual registrations with their form tutors. We have used many pastoral strategies with our pupil such as the use of zoom to support those at home who have been too anxious to attend school, this has helped to keep pupils in touch with their class and teachers. There are been more SALT strategies within registrations, where possible hands on experience for topics to help memory retention of subjects and continuous assessment of both academic skills and social and interaction skills across the school to identify needs. There has been more staff specialist training for awareness of the impact of COVID-19 and our disadvantaged pupils and training on well-being and different strategies to assist our pupils needs.

The strategies and interventions this academic year has shown an improvement of social interactions, use and development of coping strategies by pupils, an increase in life skills and awareness of the world around them with linking of specific subject areas i.e. science, maths to life situations. Pupils have been more empathetic towards others and have coped to change and disruption to their learning with more ease than the previous year.

The actual amount calculated and spent for these interventions this academic year is estimated at £141,162.50 which is an over spend of £71,787.60.