**PUPIL PREMIUM FUNDING (PPF) 2021-22**

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 complex needs of our pupils’ areas of focus include; social interactions, communication and language and self-regulation, as well as pupil well-being and strategies for accessing the curriculum and increasing academic progress. Some strategies used by SDS have been detailed below, however, support is dependent on the individual pupil and their needs.

 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) |
| **Academic**This includes: -Catch-up Literacy programmes or 1-1 intervention including use of a C-Pen- Decoding programme/ additional literacy programme-Catch-up Numeracy programmes or 1-1 intervention-Personalised SALT interventions | 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. 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.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.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. | 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. Increase in attainment levels and progress.Increase in numeracy attainment and develop in functional skills used in other subjects. Improved self-confidence. Improvement of behavioral reports in lessons. More social interaction, more positive interactions and less behavioral reports. More participation in subjects. Increase in attainment levels and progress. | **£9,040** |
| **Resources** This includes:Additional ICT useSpecialist published books (dyslexia friendly) Staff training  | 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. 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.Regular staff training which incorporates teaching and learning strategies as well as refreshers on child safe guarding and Pupils premium. Training includes use of strategies for teaching, assessing and creation of resources to support pupil learning. | Increased attainment level and transferable skills in other subjects. Improved reading age and increased attainment in subjects due to self-confidence and being able to access the material.Academic progress and tracking of progress through subjects. Personal development of pupils seen through activities, conversations and reviews. Increase in attendance. | **£10,425** |
| **Internal support** This includes:Targeted LSA supportMentoring/Talk time/ Targeted behaviour 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.This is a vital area of support for our school. We have a high proportion of 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. | Increase in attainment levels, ability to access lessons and improvement of self-confidence within subjects. Fewer interventions needed to improve progress.More social interaction, positive relationships forming, less behavior reports and increase in attainment. | **£2,290** |
| **External support** | Use of external organisations when required, such as CAHMS, tutoring and counselling. Specialist agencies that have been identified to support pupils where required. | Increase in attainment levels, increase in attendance and decrease in behavioural or emotional concerns. Pupils able to access and engage within subjects. | **£4,140** |
| **Alternative curriculum/personalised timetable**Also includes:Therapeutic programmes such as equine, music, art therapy | 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 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. | 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.Personal development and reduced referrals; students more focused and engaged.  | **£24,546** |
| **Food and 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. | **£28,152** |
| **Bespoke support** This includes: Extra-curricular activities (clubs and trips)Specialist teaching strategies Supported internship programme | 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. To develop skills of particular interest of the student and promote a positive learning environment.Training to be provided for staff implementing specific initiatives or delivering specialised programmes to ensure success. 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. | Attendance at extra-curricular activities, which shows an increased social interaction and self-confidence. More positive attitude towards school. Increases well-being and encourage participation, more social interactions and more positive learning attitude. Improvement in attainment levels and development of student social, emotional well-being. Personal development of students. Learning of life skills. | **£2,438.50** |

The amount of money intended to be spent on PPF students by SDS 2021-22 totals at £81,031.50, which is an overspend of £17,301.50 the funding received by the school.

 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.