# Pupil premium strategy statement- Stony Dean School

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 our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| **Metric** | **Data** |
| School name | Stony Dean School |
| Pupils in school | 214 |
| Proportion of disadvantaged pupils | 60 (84 including 6th form and side by side program) |
| Pupil premium allocation this academic year | £62,285 |
| Academic year or years covered by statement | 2021-2024 |
| Publish date | October 2022 |
| Review date | October 2023 |
| Statement authorised by | N Strain  Head teacher |
| Pupil premium lead | N Andreou-Dorey |
| Governor lead | M Pounce |

## Funding overview

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| Detail | Amount |
| Pupil premium funding allocation this academic year | £62,285 |
| Recovery premium funding allocation this academic year | £86,664 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic yearIf your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £148,949 |

## Part A: Pupil premium strategy plan

## Statement of intent

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| Our aim is to help address our students’ disadvantage through developing their Communication and Interaction skills, their independence and their pathway towards employment.  We aspire to use pupil premium funding to support our disadvantages pupils in their well-being and mental health as well as supporting them to achieve their academic potential. The majority of our pupil premium pupils have language and communication needs as well as social and emotional needs. These barriers impact on their engagement and their ability to access the curriculum. Therefore, our key principles are to address these needs and the support required by the individual to be able to improve well-being, self-esteem and resilience, which will in turn improve accessibility to the academic curriculum. Funding will be used for personal develop, life skills and also academic achievement as appropriate. Although our strategy is focused on the needs of our disadvantaged pupils, some approaches will benefit our non-pupil premium pupils when spent on groups or whole school initiatives such as staff training, specific resources and technology or small group SALT sessions etc. See intended outcomes for more detail on strategies and impact. |

## Challenges

## This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Our observations and assessments show that our disadvantaged pupils who do not have access to a computer at home, generally lack basic digital literacy skills around a PC. This means that staff spend more time in lessons, teaching pupils about navigation and accessibility. |
| 2 | Our assessments in subjects, through therapy referrals and reports, observations and discussions show our disadvantaged pupils have difficulties in communication and language i.e. writing, speaking and understanding context and social interactions. This impacts the accessibility of lessons such as literacy and other subjects due to the understanding of the language used, as well as in everyday situations where the pupils are expecting to interact with each other and communicate. |
| 3 | Observations and discussions as well as therapy referrals and reports show that our disadvantaged pupils have difficulties with self-regulation as well as emotional and behavioural needs. Pupils are unable to cope with certain environments and situations and therefore, cannot control their emotions and tend to become increasingly anxious which can cause withdrawal or the inability to focus and behavioural issues. |
| 4 | Our literacy assessments show pupil have low reading ages and word recognition. This makes accessing activities that use the written word challenging. |
| 5 | Our subject assessments, show that our disadvantaged pupil have difficulties in numeracy. This will impact on daily life skills such as purchasing items, telling the time and using public transport. |

## 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.

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| Intended outcome | Success criteria |
| To improve self-confidence at attempting tasks independently in relation to their starting points | Pupils will show more confidence in their lessons and will ask when support is required. Increased pupil participation in class and in the wider school environment. Data will show progress in end of year assessments. Improved self-esteem and develop independent and employability skills. Improve attainment and attendance as a result of improved self-esteem. Evidence in reports for annual review. |
| Pupils progress align with their pathways in literacy | Progress levels showing pupils meeting expected progress. |
| To be able to use a variety of strategies to improve emotional regulation | Fewer incident reports recorded for these students, throughout and at the end of this strategy. Improvement of well-being and self-esteem and build and maintain relationships. |
| Pupils progress is aligned to their EHCP targets | Progress recorded on reports for annual reviews. Development of life skills including employability, independence, social and communication skills. Data for attainment in lessons. |

## 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 and targeted academic support (includes academic catch up, 1:1 intervention, SALT sessions and resources and staff training)

## Budgeted cost: £ *49,650.18 (estimated) /£56,881.82(actual)*

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| Activity | Evidence that supports this approach(see document PPF intervention research and evidence for more detail and references to support strategies) | Challenge number(s) addressed |
| **To embed reading support across the curriculum using training for staff and activities during GOAL times.** | <https://www.gov.uk/government/publications/curriculum-research-review-series-english>  <https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy> | 2, 4 |
| **Catch-up Literacy programmes or 1-1 intervention including use of a C-Pen.** | 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. [The\_EEF\_guide\_to\_supporting\_school\_planning\_-\_A\_tiered\_approach\_to\_2020-21.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf) | 2.4 |
| Decoding programme/ additional literacy programme/ phonics support .Literacy groups for whole school. | 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.  Whole school literacy groups to help close the gap during COVID.  See DFE literacy review link- <https://www.gov.uk/government/publications/literacy-and-numeracy-catch-up-strategies> | 2,4 |
| 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.  (NFER, 2014). | 5 |
| 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. Carousels of additional SALT for key stages where appropriate to help develop communication and interaction skills. <http://www.researchautism.net/interventions/37/speech-and-language-therapy-and-autism> | 2,3 |
| Resources such as technology and specialist books | Technology changes rapidly, involves consideration on e-safety and how to use efficiently to have an impact on education. (P.Edge, 2021 annual governor conference)  Rapid evidence assessment (Remote learning (EEF, May 2020)  DFE guidance, What’s working well in remote education, January 2021) | 1,2,4 |
| Staff training including CPD | 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, as well as how to maintain staff well-being which indirectly links to pupil well-being. <https://www.ambitiousaboutautism.org.uk/understanding-autism/training-for-teachers-and-school-staff> | 1-4 |

## Targeted support (for example, targeted LSA support, behaviour support, outside agencies)

## Budgeted cost: £ *23,174 (estimated) /£39,434 (actual)*

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| Activity | Evidence that supports this approach (see document PPF intervention research and evidence for more detail and references to support strategies) | Challenge number(s) addressed |
| **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. Symes, W. and Humphrey, N., 2011. The deployment, training and teacher relationships of teaching assistants supporting pupils with autistic spectrum disorders (ASD) in mainstream secondary schools. *British Journal of Special Education*, *38*(2), pp.57-64. | 1-4 |
| **Mentoring/Talk time/ Targeted behaviour support** | 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.  <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/> | 2,3 |
| **External support including tutoring and counselling** | Use of external organisations when required, such as CAHMS, tutoring and counselling. Specialist agencies that have been identified to support pupils where required. | 2,3 |

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

## Budgeted cost: £84,994.82 (estimated) / £86,131.82 (actual)

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| Activity | Evidence that supports this approach (see document PPF intervention research and evidence for more detail and references to support strategies) | Challenge number(s) addressed |
| **Alternative provision** including personalized timetables, therapeutic programmes | 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 <http://www.autismtoolbox.co.uk/supporting-pupils/personalising-learning/>  Personalised support including academic and pastoral. | 1-4 |
| **Bespoke support**  This includes, extra- curricular activities such as trips and clubs. Specialist teaching strategies and training. Supported internships and project to aid employability skills.  **Food and diet support** | 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  <http://dera.ioe.ac.uk/6059/1/RR516.pdf>  <https://www.autism.org.uk/services/nas-schools/helen-allison/school-life/extra-curricular-activities.aspx>  Projects and internships are used to develop independence, living and employability skills of pupils.  Students need support with their diets and ensuring they have a healthy meal.  <https://www.ambitiousaboutautism.org.uk/understanding-autism/health/eating-issues> | 1-5 |

## Total budgeted cost: £ *157,819 (estimated)/ £178,224 (actual)*

This total is an over spend of **£29,275** for academic year 2022-2023.

Recovery funding spenditure:

The recovery funding received by Stony Dean School is being used for a variety of strategies to aid the progress of our pupil premium pupils, for instance, the delivery of literacy groups for the whole school to help pupils improve their reading and literacy skills, as well as external tutoring for those pupils who it would help academically. It is also being used for speech and language sessions and interventions for our KS4 pupils who need that extra support due to the isolation and low morale during covid-19. The sessions are delivered on a weekly basis, on a carousel to our year 10s and 11s, with extra 1:1 intervention for those pupils who need the extra support.

The funding is used to support the alternative curriculum programme that helps pupils who find it difficult to access their subjects in a classroom environment, to be able to develop life skills and motivate them to continue to learn and achieve their potential. The alternative curriculum also involves wellbeing and mental health activities to reduce anxiety and motivate and encourage pupils that find it challenging coming to school be able to attend.

Extra resources and external staff training has been purchased through the recovery funding. These training sessions are vital in the development of the staff to ensure they are delivering accessible lessons to the pupils as well as developing techniques and strategies to support individual pupil need. Training also includes awareness of equality and diversity within a school, wellbeing and e-safety.

## Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

## This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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| Below are Stony Dean’s intended outcomes for our Pupil premium strategy 3 year plan. These outcomes have been selected due to the challenges that our pupils face within our school. Throughout 2022-23 the strategies and interventions for our disadvantaged pupils have been reviewed and the impact evaluated and amended as needed.  **Intended outcomes:**   * To improve self-confidence at attempting tasks independently in relation to their starting points * Pupils progress align with their pathways in literacy * To be able to use a variety of strategies to improve emotional regulation * Pupils progress is aligned to their EHCP targets   During the academic year 2022-23; there has been more strategies used and created to related to emotional regulation, self-esteem and confidence as well as developing social interactions, communication skills and building relationships. Although, Stony Dean has interventions to help improve academic attainment, the majority of the challenges for our pupils at present are related to pastoral and therapy support. Once our pupils gain confidence and develop their emotional regulation, anxiety coping mechanisms and improve their confidence then, it has been shown that they improve their progress in their academic subjects. However, for some of our pupils the therapy and pastoral strategies are delivered alongside the academic interventions; pupils are assessed on their individual needs to determine which strategies and interventions should be delivered and when.  The disadvantaged pupils who have found it difficult to integrate into classes and achieve their subject accreditation have been following an alternative curriculum or have accessed some aspects of the alternative curriculum while attending some subject areas. The support inventions and strategies linked to the alternative curriculum and bespoke support has been ongoing and being delivered throughout the last few years to help support our disadvantage who struggle, and to give them the best support to gain life skills and get them to the next stage of their educations. This year these strategies have been focused on the well-being of the pupil and their engagement within school life. The impact of these strategies show a lower number of incident results and less severe incidents for certain pupils, some pupils have improved attendance in subject lessons and have been able to access their accreditations with the support from these strategies. Observations and reports have shown that pupils are developing their own daily coping strategies to help with emotional regulation, as well as improving their social skills so that they can build relationships with a trusted adult and ask for help when they need it. This indirectly has been helping pupils to stay on target for their progress pathways in subject areas. Pupils have become more focused as they have had a physical and emotional output which has previously affected their concentration and engagement in their lessons. Pupils complete tasks that give them a focus and a purpose and helps them to stay calm. Additionally, these strategies have helped pupils develop their self-esteem and confidence so that they are able to build the relationships, ask for help or make the right choices because they know they have the support to guide them.  Literacy is a key priority for Stony Dean as it is a fundamental life skill. Embedding reading throughout the curriculum is one strategy identified in our School Development Plan, which will indirectly improve pupil literacy. This is the second year with this ongoing strategy which has includes staff training related to Speech and Language using colourful semantics to help our pupils communicate as well as begin to comprehend what the language being used means. There are been allocated time in tutor time for reading as a class and discussing the text, as well as a new school library being created both online and physically in the school. Other curriculum areas have also been delivering literacy-based activities in their subject areas and using the same techniques for developing reading skills within the classroom with particular pupils. Other interventions, using small groups for phonic support and accelerated reader for KS3. The impact is an improvement in pupil engagement with reading and their confidence as well as staff awareness of individual needs. Also our data shows that 94% of our pupil premium pupils are meeting or above their expected pathway.    All of the interventions and strategies listed in this document also directly or indirectly relate the pupil’s EHCP targets. All the pupils at Stony Dean have an EHCP and they have annual review meetings to discuss their targets and support required. In addition to these previously discussed interventions and strategies, this year the school timetable has integrated a lesson that used to help support EHCP targets of the independent pupils. It has been trialled this and has had an impact on staff awareness of pupil targets and individual needs, which has created cross-curricular and life skills links in subjects. These lessons have improved social interactions and building relationships with tutors and peers. Finally, these lessons are to help gather evidence against EHCP targets and to be able to have a whole picture of the pupil to discuss during annual reviews. This strategy will be continued and more training will be given to staff over the next academic year.    These intended outcomes will continue and reviewed again at the end of 2023-24. |

## Externally provided programmes

## *Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
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## Service pupil premium funding

## N/A

## Further information (optional)

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