



Stony Dean School

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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

Metric	Data
School name	Stony Dean School
Pupils in school	213
Proportion of disadvantaged pupils	71
Pupil premium allocation this academic year	£73'815
Academic year or years covered by statement	2024-2027
Publish date	November 2025
Review date	November 2026
Statement authorised by	R Scott Head teacher
Pupil premium lead	
Governor lead	M Pounce

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73'815
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£73'815
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our goal is to address the disadvantages faced by our students by enhancing their communication and interaction skills, fostering independence, and paving their path toward employment. We intend to utilise pupil premium funding to support the wellbeing and mental health of disadvantaged pupils while helping them reach their academic potential. Many of these students have language, communication, and social-emotional needs that hinder their engagement and curriculum access. Therefore, our principles focus on addressing these needs to improve wellbeing, self-esteem, and resilience, ultimately enhancing academic accessibility. Funding will support personal development, life skills, and academic achievement as necessary.

Although our strategy prioritises the needs of disadvantaged pupils, the approaches implemented will also benefit non-pupil premium pupils. Investments in whole-school initiatives, such as staff training, specialised resources, technology, and small group Speech and Language Therapy (SALT) sessions, will enhance the learning experience for all students, fostering broader educational improvements.

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.

Challenge number	Detail of challenge
1	Our observations and assessments show that when attendance is low, SEN and disadvantaged pupils may have fewer opportunities to access the specialised support, routines, and learning environments that help them thrive. Regular connection with staff, peers, and structured learning experiences supports academic growth, social confidence, and emotional wellbeing. When pupils miss this time, it can reduce continuity and make it harder for them to engage with learning in ways that suit their strengths and individual goals. Ensuring consistent access helps maintain nurturing relationships, personalised support, and a sense of belonging that enables pupils to flourish.
2	Assessments, observations, therapy referrals, and discussions highlight that some disadvantaged pupils may benefit from additional support to develop their communication and language skills, including writing, speaking, and navigating social interactions. With the right opportunities and tools, pupils can more confidently engage with literacy and other subjects, as well as build positive everyday communication and peer relationships. Our focus is on ensuring they have equitable access to the environments and supports that enable their strengths to grow.
3	Observations and therapy reports show that some disadvantaged pupils may benefit from additional support to develop approaches that help them feel regulated, safe, and ready to learn. In certain environments, pupils can experience heightened stress, overwhelm, or difficulties staying engaged, which may present as anxiety, withdrawal, reduced focus, or expressive behaviours. By creating predictable, nurturing settings and providing tailored emotional and sensory support, we can help pupils feel more secure and able to participate meaningfully in their learning.
4	Literacy assessments indicate that some pupils would benefit from additional support to build their reading confidence and word-recognition skills. When written language feels less accessible, pupils may find it harder to fully engage with reading-based activities across the curriculum. By providing targeted, empowering literacy support and offering accessible learning materials, we can strengthen pupils' confidence, participation, and enjoyment of reading and learning.
5	Baseline maths assessments indicate that some disadvantaged pupils would benefit from additional support to strengthen their mathematical understanding and confidence. Research suggests that pupils' executive function skills, such as working memory, planning, and flexible thinking, develop at different rates and can influence how they engage with learning tasks, including maths. By providing supportive, accessible teaching approaches, we can help pupils build their maths skills in ways that enhance their daily life experiences, such as managing money, telling time, and solving real-world problems.

Intended outcomes

These are 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
<p>To strengthen pupils' confidence in independently engaging with learning tasks, building on their individual starting points, by providing a supportive, inclusive learning environment and tailored guidance. This will empower pupils to approach challenges with increasing autonomy and resilience, supporting both their academic progress and personal development.</p>	<ul style="list-style-type: none">• Pupils demonstrate increased confidence in engaging with learning tasks, actively participating and seeking support as needed.• Observable growth in pupil engagement across lessons and wider school activities.• Academic progress reflected in end-of-year assessment data, linked to individual starting points.• Pupils show improvements in self-esteem, independence, and skills that support future employability.• Positive correlation between increased confidence and enhanced attainment, participation, and attendance.• Evidence of progress recorded in annual review reports, reflecting personal, social, and academic development.
<p>To support pupils in making progress in literacy and numeracy that aligns with their individual learning pathways, through personalised teaching, targeted interventions, and appropriate resources, fostering both skill development and confidence.</p>	<ul style="list-style-type: none">• Pupils demonstrate progress in literacy and numeracy aligned with their individual learning pathways.• Assessment data shows pupils meeting or exceeding expected progress targets.• Evidence of skill development and increased confidence in literacy and numeracy tasks.• Progress recorded in reports, reflecting personalised interventions and teaching strategies.
<p>To develop pupils' ability to recognise and apply a range of strategies that support emotional regulation, tailored to their individual needs and strengths. Pupils will be able to manage their emotions more effectively in different environments, enabling them to engage confidently with learning, build positive relationships, and navigate challenges with resilience.</p>	<ul style="list-style-type: none">• Reduction in behavioural incidents or recorded escalations for targeted pupils, tracked throughout and at the end of the strategy period.• Demonstrable improvement in pupils' emotional wellbeing, self-confidence, and ability to build and maintain positive relationships.• Evidence of pupils independently using emotional regulation strategies in a variety of settings.
<p>To ensure pupils make meaningful progress towards the outcomes in their EHCPs through personalised teaching and targeted support. Staff will regularly review progress and adapt approaches so pupils can develop the skills, confidence, and independence</p>	<ul style="list-style-type: none">• Evidence of pupils making progress towards their EHCP outcomes, recorded in annual review reports and ongoing monitoring.• Demonstrated development of key life skills, including independence, communication, social



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<p>identified in their plans, with strong collaboration between school, families, and professionals.</p>	<p>interaction, and employability-related skills, in line with EHCP targets.</p> <ul style="list-style-type: none"> Lesson attainment data showing sustained or improved progress linked to personalised learning goals.
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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. Include up to date research

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

Budgeted cost: £40'600 – 55%

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
<p>To embed reading support across the curriculum using training for staff and activities during GOAL times</p>	<p>https://www.gov.uk/government/publications/curriculum-research-review-series-english</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	<p>2, 4</p>
<p>Catch-up Literacy programmes or 1-1 intervention including use of a C-Pen</p>	<p>One-on-one interventions conducted outside the classroom with a specialist Learning Support Assistant (LSA) involve a series of books and accompanying assessment materials. This individualized approach fosters a strong bond between the LSA and the student, encouraging confidence to make mistakes and practice reading aloud. The intervention focuses on enhancing comprehension, participation, and sight word recognition. Additionally, the use of specific electronic devices and software, such as the C-Pen, supports curriculum access and enhances communicative abilities, particularly where standard interventions have shown limited effectiveness.</p>	<p>2.4</p>

	The EEF guide to supporting school planning A tiered approach to 20-21.pdf (educationendowmentfoundation.org.uk)	
Decoding programme/ additional literacy programme/ phonics support	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.	2,4
Literacy groups for whole school	See DFE literacy review link- https://www.gov.uk/government/publications/literacy-and-numeracy-catch-up-strategies	
1:1 Numeracy intervention	<p>Research supports 1:1 numeracy interventions as an effective method to close the attainment gap in numeracy, particularly for disadvantaged pupils. Key findings from various studies include:</p> <ol style="list-style-type: none"> 1. Education Endowment Foundation (EEF): The EEF highlights that 1:1 tutoring in numeracy can be highly effective, typically leading to significant gains of around five additional months of progress over a school year. 2. The Sutton Trust: The Sutton Trust's report on tutoring emphasizes that one-on-one interventions are most effective when they are done with qualified tutors, either in person or online and are have shown to improve pupils' confidence in maths and their ability to engage with numeracy tasks independently . 3. Institute for Effective Education (IEE): Research from the IEE indicates that 1:1 interventions provide opportunities for personalized learning, allowing tutors to focus on specific areas where the pupil is struggling. This approach is shown to lead to faster progress compared to group-based interventions, particularly in numeracy, where foundational understanding is key to future success . 4. National Tutoring Programme (NTP): The UK's NTP highlights the success of structured, 1:1 numeracy interventions, particularly for disadvantaged students, who often benefit from focused instruction that addresses both confidence and skill development. This program also cites the benefits of small group tutoring as an alternative, yet still effective, strategy to narrow the attainment gap . 	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		2,4



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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)	
Staff training including CPD	Regular staff training includes teaching and learning strategies, refreshers on safeguarding, and Pupil Premium awareness. Training covers effective teaching methods, assessment techniques, and resource development to support pupil learning. Additionally, sessions focus on maintaining staff well-being, which indirectly enhances pupil well-being by fostering a positive, supportive learning environment. 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: £22'150 – 30%

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	<p>Students who struggle with specific subjects or learning environments require additional support. Without this initiative, many of these students would face significant challenges in coping within the classroom setting. Providing tailored assistance is essential to fostering their academic success and overall well-being.</p> <p>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. <i>British Journal of Special Education</i>, 38(2), pp.57-64.</p>	1-4
Mentoring/Talk time/ Targeted behaviour support	<p>This area of support is essential for our school, given the high proportion of students with social, emotional, and behavioral needs. Providing a dedicated space for discussion and support enables these students to concentrate in a learning environment, reducing anxiety and fostering a sense of safety and security.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mentoring/</p>	1, 2,3
External support including tutoring and counselling	<p>The utilization of external organizations, such as CAMHS, tutoring services, and counseling, is implemented as needed. Specialist agencies have been identified to provide targeted support for pupils, ensuring that their specific needs are addressed effectively.</p>	1,2,3

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

Budgeted cost: £11'065 – 15%

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 personalised timetables, therapeutic programmes	<p>Students with complex needs require flexibility and tailored support, and the implementation of personalized timetables has greatly enhanced educational access for many. For those who find traditional classroom settings challenging, participation in activities outside the classroom fosters skill development and cultivates a sense of responsibility. This approach also strengthens positive relationships between staff and students, reduces anxiety, and promotes the acquisition of essential life skills.</p>	1-4



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	http://www.autismtoolbox.co.uk/supporting-pupils/personalising-learning/	
	Personalised support includes both academic and pastoral.	
<p>Bespoke support</p> <p>This includes, extra-curricular activities such as trips and clubs. Specialist teaching strategies and training. Supported internships and project to aid employability skills.</p>	<p>Many students who receive this support would otherwise be unable to participate in after-school activities that foster confidence and self-esteem. This support has positively impacted their classroom experience, resulting in happier and more self-assured students.</p> <p>http://dera.ioe.ac.uk/6059/1/RR516.pdf</p> <p>https://www.autism.org.uk/services/nas-schools/helen-allison/school-life/extra-curricular-activities.aspx</p> <p>Projects and internships are used to develop independence, living and employability skills of pupils.</p>	1-5
<p>Food and diet support</p>	<p>Students require support in managing their diets to ensure they have access to healthy meals.</p> <p>https://www.ambitiousaboutautism.org.uk/understanding-autism/health/eating-issues</p>	

Total budgeted cost: £73'815

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 2024 to 2025 academic year.

Below are Stony Dean's intended outcomes for our Pupil Premium Strategy 3-year plan. These outcomes have been selected in response to the challenges our pupils face within our school. Throughout 2024–25, the strategies and interventions for our disadvantaged pupils have been reviewed, with their impact evaluated and adjusted as needed.

Intended Outcomes:

- To improve pupils' self-confidence in independently attempting tasks, building on their individual starting points
- To support pupils in making progress aligned with their learning pathways in literacy
- To enable pupils to use a variety of strategies to support emotional regulation
- To demonstrate pupil progress that is aligned with their EHCP targets

During the 2024–25 academic year, Stony Dean has continued to implement and develop strategies focused on emotional regulation, self-esteem, confidence, social interactions, communication skills, and relationship building. While interventions aimed at improving academic attainment are in place, the primary challenges for our pupils currently relate to pastoral and therapeutic support. Research shows that as pupils gain confidence and develop emotional regulation and coping mechanisms for anxiety, their academic progress improves. For some pupils, therapy and pastoral strategies are integrated with academic interventions. Individual assessments are conducted to identify the most appropriate strategies and interventions tailored to each pupil's needs.

Disadvantaged pupils who face challenges in integrating into classes and achieving subject accreditation have either engaged with an alternative curriculum or accessed specific components of it while participating in certain subject areas. Support interventions and strategies associated with the alternative curriculum have been consistently implemented over the past few years. These efforts aim to assist pupils in overcoming barriers, equipping them with essential life skills, and preparing them for the next stage of their education.

Over the past year, strategies have focused on supporting students to reintegrate into the classroom, resulting in a reduction in both the frequency and severity of incidents for certain pupils. Many students have shown improved attendance in lessons and successfully accessed their accreditations with targeted support. Observations indicate that pupils are developing personal coping strategies for emotional regulation and enhancing their social skills, enabling them to build relationships with trusted adults and seek help when needed. This development has positively influenced their progress pathways across a range of subjects. As pupils engage in purposeful activities, they demonstrate improved concentration and engagement in lessons. Furthermore, these strategies have fostered greater self-esteem and confidence, empowering pupils to make informed choices and seek assistance when needed, knowing that appropriate support is available. Overall, these initiatives have contributed significantly to creating a more conducive and inclusive learning environment.

At Stony Dean, literacy is a key priority and an essential life skill. To enhance pupil literacy, our School Development Plan emphasizes embedding reading across the curriculum. Staff training on the MYON digital learning platform has provided diverse resources to support literacy development. Dedicated tutor time for class reading and discussion, along with access to both online and physical libraries, further promotes



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reading engagement. Various curriculum areas integrate literacy activities tailored to develop pupils' reading skills. Additionally, small-group phonics support and the Accelerated Reader program for Key Stage 3 have been implemented as interventions. The overall impact includes increased pupil engagement with reading, improved confidence, and heightened staff awareness of individual needs. Notably, data indicates that 94% of our Pupil Premium students are meeting or exceeding their expected pathways, demonstrating the effectiveness of these literacy strategies.

All interventions and strategies outlined in this document directly or indirectly align with pupils' EHCP targets. At Stony Dean, every pupil has an EHCP, with annual review meetings to discuss their targets and required support. This year, the school timetable continued to integrate a dedicated lesson to support pupils in working toward their independent EHCP targets, enhancing staff awareness of individual needs and fostering cross-curricular life skills links. These lessons have also improved social interactions and relationship-building among tutors and peers. Additionally, they provide evidence to support EHCP targets, offering a comprehensive view of each pupil's progress during annual reviews.

These intended outcomes will continue to be implemented and reviewed again at the end of the 2025–26 academic year.

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

Programme	Provider

Service pupil premium funding

N/A

Further information (optional)