

# Pupil premium strategy statement

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

Detail	Data
School name	Stone Bay School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Paula Miller Headteacher
Pupil premium lead	Paula Miller
Governor / Trustee lead	Diarmuid Molloy

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,050
Recovery premium funding allocation this academic year	£9860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50910.10

# 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 pupils 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)***

Because of the way Pupil Premium has been calculated (based on the October 20 census) we will not receive funding for all of our eligible pupils.

Of the total of our numbers on school role 51% of our pupils (50) are eligible to receive Pupil Premium Funding (April 2021). However because of changes to how funding has been calculated, we will not receive funding for all eligible pupils.

During the partial closure of the school due to COVID 19 we ensured that all FSM families received the FSM vouchers. During this time there was also a rise in eligible families making a claim.

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 Speech and Language Therapist.

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, and Assistant Headteachers.

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.

## Challenges

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

Challenge number	Detail of challenge
1	Continued disruption to education due to coronavirus. Our assessments and observations show that our pupils are only able to engage with home learning in a very limited capacity.
2	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 non-verbal, limited language and social interaction difficulties
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
4	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop social and emotional regulation skills and strategies
5	Our assessments, observations and conversations with parents indicates 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.
6	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies. Many of our pupils would benefit from OT support to assist with sensory regulation programmes.
7	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.

## 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 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 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 parental engagement through Family Liaison Support, and training workshops	Parents feel well supported and engagement with school
Pupils have access to sensory assessments that will help them to have the correct strategies and provision to support behavior 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: **£23003.10**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of additional Specialist communication support</p> <p>Communication Assistant time</p>	<p>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.</p> <p>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.</p> <p><a href="http://ican.org.uk">What works database (ican.org.uk)</a></p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	<p>1,2</p>
<p>Purchase of additional communication resources to support interventions</p>	<p>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.</p> <p><a href="http://ican.org.uk">What works database (ican.org.uk)</a></p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	<p>1</p>
<p>Employ an Occupational Therapist to work 2/3 per week (initially for a year to continue if budget allows)</p>	<p>Our observations and assessments indicate that many of our pupils are struggling to regulate their sensory needs after almost 2 years of disrupted education. This appointment will run over the next academic year.</p>	<p>1,2,4,6</p>

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

Budgeted cost: **£1000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
POP UP Literacy Project		3

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

Budgeted cost: **£26911.49**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School Allotment/Gardening Project.	<p>We have observed that our pupils well-being and engagement improves when they are able to spend time learning outside</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	2,5
1:1 support with Emotional awareness, Social skills, Friendship skills and Self-esteem ELSA	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and</p>	2,4

	engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
Family Support Programme	The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions: <a href="#">Supporting children with special educational needs and disabilities   NSPCC</a>	5,7

**Total budgeted cost: £ 50914.59**



## 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 2020 to 2021 academic year.

Funding allocated for 2020/21: £32,980		
Intervention	Led by	Cost
Specialist communication support weekly Communication Assistant	SALT and Communication Assistant	£10,000
Therapy Resources	SALT	£2000
Play Therapy	Play Therapy Practitioner	£5000
ELSA Training & Resources	ELSA/DHT	£900 £500
Targeted Support for vulnerable families through	FLO	£17,131.53
Outdoor Learning Opportunities Allotment/Beach/Sensory Garden	HT	£1000
<b>TOTAL</b>		<b>£32,674.63</b>

#### Impact of specific intervention programmes

The additional communication, education and emotional support provided (through focused adult support and additional resources) during this year ensured that the pupils entitled to Pupil Premium have been able to be supported back into face to face education and have made progress in line with their peers.

#### Specialist communication support

All pupil premium pupils have had access to specialists Speech and Language Therapy support. Pupils in receipt of Pupil Premium have made progress in line with their peers who do not receive this funding.

#### ELSA/Play Therapy

Pupils who have struggled to return to school or have emotional issues that impact on their engagement and learning have been supported to re-engage and the additional training of an ELSA will ensure this support can be on-going.

#### Parental Support & Engagement:

The Family Liaison Officer has provided vital support to vulnerable families throughout the pandemic. She acts as a first port of call for organising home to school transport which has a huge impact on the attendance of some of our pupils. Through her regular parental there has

been an increased level of parental engagement. This in turn has had a positive impact on children's learning.

**Outdoor Learning Opportunities, Allotment/Beach/Sensory Garden:**

All Pupil Premium children have had the opportunity to participate in outdoor activities to promote their health and well-being.

How much progress →	Well below expected 4 or more units of assessment below expected	Well below expected -3 units of assessment below expected	Below expected -2 units of assessment below expected	Just below expected -1 units of assessment below expected	Ex-pected	Just Above Expected 1 units of assessment above expected	Above Ex-pected 2 units of assessment above expected	Above Ex-pected 3 units of assessment above expected	Well Above Expected 4 or more units of assessment above expected
<b>MATHS</b>									
<b>Totals</b> (based on avg percentages) PP Flag	0%	2.9%	2.9%	11.8%	67.6%	5.9%	2.9%	2.9%	2.9%
<b>Totals</b> (based on avg percentages) No PP Flag	0%	2.2%	2.2%	17.8%	60%	8.9%	4.4%	2.2%	2.2%

Total Expected or Above PP 82.2%

Total Expected or Above whole School 77.7%

How much progress →	Well below expected 4 or more units of assessment below expected	Well below expected -3 units of assessment below expected	Below expected -2 units of assessment below expected	Just below expected -1 units of assessment below expected	Ex-pected	Just Above Expected 1 units of assessment above expected	Above Ex-pected 2 units of assessment above expected	Above Ex-pected 3 units of assessment above expected	Well Above Expected 4 or more units of assessment above expected
<b>English</b>									
<b>Totals</b> (based on avg percentages) PP Flag	0%	0%	0%	14.7%	58.8%	8.8%	11.8%	2.9%	2.9%
<b>Totals</b> (based on avg percentages) No Flag	0%	0%	0%	15.6%	53.3%	13.3%	13.3%	2.2%	2.2%

Total Expected Progress or Above PP 85.3 %

Total Expected Progress or Above whole School 84.3%

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details