



## **Pupil Premium Impact Statement 2021/2022**

**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 the effect that last year's spending of pupil premium had within our school.**

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils as they go on to adulthood. Whilst socioeconomic disadvantage is not the primary challenge our pupils face at Stone Bay as all students at Stone Bay have an Educational Health Care Plan outlining their personalised barriers to learning and provision required to enable progress.

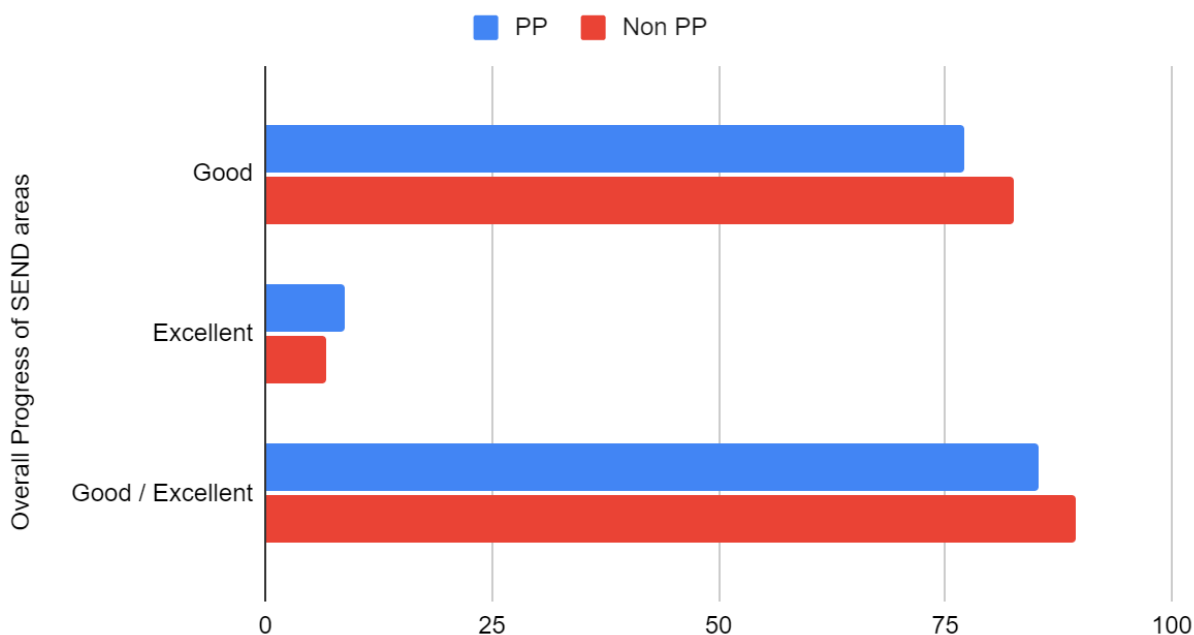
Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high quality teaching and wellbeing support. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our internal assessments during 2021/22 indicated that disadvantaged pupils' academic and wider development outcomes were in general on a level with those of their non- disadvantaged peers.

77.14% of disadvantaged pupils in the primary department are making good progress in all SEND areas (Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Physical and Sensory development) with 8.7% making outstanding progress, compared to their non-disadvantaged peers, 82.61% have made good progress and 6.7% have made outstanding progress.

In the Secondary department, 80% of disadvantaged pupils have made good progress in all SEND areas compared to 90% of non-disadvantaged pupils making good progress and 10% making outstanding progress.

## PP and Non PP



### **Purchase of additional Specialist communication support Communication Assistant time**

All disadvantaged pupils receive focused support from the schools Specialist Speech and Language Therapist and Speech and Language Assistant.

All disadvantaged pupils have made progress in line with their peers in communication and Interaction. 61.9% of disadvantaged pupils made excellent progress in communication compared to 52.63% of their non-disadvantaged peers.

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### **Purchase of additional communication resources to support interventions**

Disadvantaged pupils have the opportunity to access a range of communication and interaction based games and other resources, alongside their peers. These resources promote group interaction, peer to peer interaction, turn taking, sharing, making requests, context specific commenting opportunities

### **Employ an Occupational Therapist to work 2/3 per week (initially for a year to continue if budget allows)**

We have not been successful in recruiting and employing an Occupational Therapist who can specialise on Sensory Needs this year. We have used the allocated funding to invest in Sensory Integration training for all teaching staff in June 2022, highlighting the benefits of sensory circuit and sensory diets within the classroom. We have also purchased a vast amount of sensory resources for classes including happy feet play mats, therapy peanut balls, sensory body sacks, exercise balls, hand therapy putty, outdoor scooters, therapy pea pods, interactive light up floor tiles, sensory balance beams and a squeeze machine! This has enabled less disadvantaged students to begin to develop sensory regulation strategies to enable them to focus and engage better in learning.

### **POP UP Literacy Project**

The POP UP Literacy project ran in all classes across Stone Bay. Disadvantaged pupils participated in class activities and workshops run by a selection of authors. These workshops promoted a love for stories and books and sharing books with others. From feedback from

colleagues and observations and assessment of engagement in learning, the Pop Up project had a positive impact on the pupils' learning and engagement whilst raising the profile of literacy across the school.

#### **Forest School Allotment/Gardening Project.**

Disadvantaged pupils have had the opportunity to participate in activities at the Manor House Forest school, The Allotment and the Gardening Project. With no cost to parents. The students have thoroughly enjoyed getting out into the community, developing their employability skills and their social interaction skills. These sessions have had a positive impact on their health and wellbeing along with their interest and engagement in outdoor learning and Preparation for Adulthood.

#### **1:1 support with Emotional awareness, Social skills, Friendship skills and Self-esteem ELSA**

The disadvantaged pupils have had access to the schools ELSA (Emotional Literacy Support Assistant), alongside their peers. The ELSA supports the emotional development of children in school, helping them to develop an understanding of their own emotions and those of their peers. The pupils have been empowered to understand their emotions and identify which zone they are in and what they can do to self regulate/manage their own emotions/well being. (Zone of Regulation). The number of behaviour incidents that require RPI has reduced since we have introduced this approach.

#### **Family Support Programme**

The school's Family Liaison Officer has organised support workshops for all families at Stone Bay. These have included Behaviour support, wellbeing, first aid, continence support for pupils, Communication support (PECS, CSCBs, Tech Talks). This support is a critical part of enabling families and students to live inclusive and happy lives within their local community. Feedback from parents evidences how the impact of these sessions directly enhances pupils holistic progress and well being.