

Pupil premium strategy statement – Stone Hill School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	39.5% (49 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 – 2026 (Year 1 of 3)
Date this statement was published	15 th December 2023
Date on which it will be reviewed	15 th March 2024
Statement authorised by	P Scotting
Pupil premium lead	M Chapman
Governor / Trustee lead	S Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 68 445
Recovery premium funding allocation this academic year	£ 62 356
Pupil premium funding carried forward from previous years	£37 767.50
Total budget for this academic year	£ 168 568.50

Part A: Pupil premium strategy plan

Statement of intent

At Stone Hill School, we aspire for all of our pupils to live fulfilled lives as valued members of their various and varied communities. We want our pupils to appreciate their own unique talents, skills and knowledge and be able to use these to live meaningfully. This may be in employment, volunteer work, in supported or independent accommodation, all depending on the abilities of the individual. We aim to support our pupils in gaining the knowledge and skills they need to live as independently as they are able to, showing respect for others and taking responsibility for their own behaviour. We want our families to feel supported in enabling their children to achieve their potential, both in their learning and their wider lives.

Our pupil premium investments strive to support pupils' development across all of these areas: learning, socio-emotional development, mental health and parenting skills. We want each pupil to feel included as a valued member of our school community and to grow in self-confidence through the development of skills for learning, work and life.

Challenges

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

Challenge number	Detail of challenge
1	For new pupils, and pupils transitioning from Lower to Upper School, adjusting to the new school routine can take a period of time and thus pupils and their families are supported with the transition.
2	Due to the nature of their needs, many of our pupils may have limited opportunities for socialising with their peers out of school. Hence the school curriculum and our wider learning offer has a strong focus on supporting social communication skills and on ensuring pupils have opportunities to develop essential life skills in the school setting as well as being able to practise applying these skills in a variety of settings, both in and out of school.
3	Behaviours associated with individual pupils' primary and secondary needs can act as barriers to learning and thus pupils are supported in learning to self-regulate these behaviours in order to access learning.
4	The ongoing impact of COVID 19 absences has the potential to adversely affect the wellbeing as well as the progress of a small number of our pupils in meeting their targets in reading, writing, GPS, science and mathematics as well as qualifications and awards in KS4. This in turn impacts Post 16 choices and transition experiences.

5	Pupils' emotional needs and their mental health and wellbeing can impact on learning and progress. Early, targeted and appropriate interventions delivered by appropriately trained staff or school partners are essential to support pupils in being able to progress in their learning.
6	Parental and carer engagement can present as a challenge for some families. As the school does not serve the immediate local community and our pupils access local authority transport, parents and carers do not have regular access to face to face discussions as they might with local community schools.

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
Pupils will meet targets set in English and Maths. Learning pathways will provide reliable data in identifying qualifications and Post 16 pathways for young people.	95% of pupils will meet or exceed their targets in Reading, Writing and GPS. 95% of young people sitting qualifications in English will gain suitable qualifications that reflect their ability and potential.
All pupils will participate in wider learning experiences that provide strong opportunities for the development of social skills, independence and employability.	100% of pupils will access wider learning opportunities, leading to strong evidence of personal development. 95% of pupils will meet their targets on Learning Behaviours, Skills Builder, and Health and Wellbeing (PSHE/RSHE).
Parents and carers will have regular, structured opportunities to actively participate in their child's learning, in school and in their communities. They will have regular opportunities to engage with school and partners in developing knowledge and skills to support their children and young people with their learning and social skills at home.	Parent and carer evaluations will indicate positive impact of engagement in activities with school and school's partners. Numbers of parents and carers engaging in activities to develop their knowledge of their children's learning will continue to increase.
Pupils will access timely, appropriate and targeted support for their socio-emotional and mental health needs, within our three-wave intervention approach.	Whole school attendance will consistently exceed 95%, with significant improvements in attendance for targeted pupils. Pupils and parents/carers will report positively on support for socio-emotional and mental health needs. This will be reflected in pupils progress in core subjects, Learning Behaviours, Skills Builder and HWB, as well as EHCP targets.

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: £ 60 680.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school focus on reading across the curriculum, ensuring curricular reading materials are available in all classes and across all subjects, for both staff and pupils to access.</p> <p>Whole school focus on reading for pleasure, at home and at school. Pupil voice to inform the reading materials available in classes and in the school library. Accessibility to books and reading materials in the school library to be enhanced. Pupil and parent/carer voice to determine availability of reading materials being sent home.</p> <p>Continued staff development in maintaining fidelity to phonics scheme, with regular opportunities for self and external evaluation of delivery and impact.</p> <p>Targeted parent and carer workshops on reading at school and at home.</p>	<p>EEF key findings on impact of phonics on early reading skills, the positive impact on both younger and older readers. Synthetic phonics approaches have higher impact. Approaches led by teachers or teaching assistants tend to be more successful. Studies indicate the importance of training and support in phonics interventions.</p> <p>DfE reading guidelines recommend that any curricular reading materials be available and accessible to pupils in the classroom.</p> <p>EEF research indicates that reading for pleasure is important for personal and academic development. Reading for pleasure should promote a child's enjoyment of reading and support them to see reading as a pastime.</p> <p>Studies indicate the importance of training and support in phonics interventions. Targeted phonics interventions may improve decoding skills more quickly in disadvantaged pupils who have experienced barriers to learning.</p> <p>EEF includes the involvement of parents in their children's learning activities as an element of parental engagement. EEF notes that parental engagement is an essential aspect of school practice and culture.</p>	<p>1, 2, 4, 6</p>
<p>Investment in wider learning opportunities to enhance curricular learning and provide</p>	<p>EEF encourages a well-rounded and culturally rich education for all children. EEF research shows that outdoor learning environments can change</p>	<p>1, 2, 3, 4</p>

experiences that increase pupils' opportunities to develop social knowledge, learn about the community and culture in which they live, and participate meaningfully as members of their communities.	behaviour by increasing socialisation and group interaction.	
Staff professional development opportunities will ensure continued quality first teaching and support across all classes and subjects. Subject leads will access research-informed CPD which will be shared across school, as relevant.	EEF recommendations that professional development builds staff knowledge, motivates staff, and embeds practice underpin this activity. Articles and research in <i>Impact</i> are evidence-based and presented from a credible source.	4, 5

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

Budgeted cost: £ 1130.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Makaton and Attention Autism training for staff to continue the effective support of communication and learning with targeted pupils.	Children's language development benefits from approaches that support communication through talking and non-verbal expression (EEF). This can build receptive and expressive vocabulary. Targeted deployment of support staff who are trained to deliver specific interventions has a large positive impact on learner outcomes (EEF). Research shows that sensory integration is necessary for successful learning. Sensory regulation in autistic children can be overwhelmed and result in anxiety and distress (Autism Speaks, Bogdashina). Approaches including play-based activities and paying attention to low-arousal environments support sensory integration and allow learning to take place.	1, 2, 3, 4, 5

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

Budgeted cost: £ 106 772.9

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play-based learning and continuous provision will be further enhanced with all pupils having access to a bespoke play area, designed to meet the developmental needs of all pupils and young people.	Play-based learning supports social, emotional and behavioural development in children, by helping children learn how to play (EEF). All our play breaks are supervised by staff who encourage pupils to practice their social and cognitive skills, either during free play, guided play or staff-led directed activities.	1, 2, 3, 5
The mental, socio-emotional and physical wellbeing of all pupils and young people will be further supported through upgrading and improving the accessibility of the school's indoor exercise area and gym.	EEF research confirms the benefits of physical activity on health and wellbeing, as well as physical development. It also has a positive impact on academic development. EEF also recognises the social benefits of participating in sport.	1, 2, 3, 5
Pupils will continue to develop their independence and social skills, and improve their safety around water through accessing weekly swimming lessons.	EEF research confirms the benefits of physical activity on health and wellbeing, as well as physical development. It also has a positive impact on academic development. EEF also recognises the social benefits of participating in sport.	1, 2, 3
School will work closely with parent and school partners in growing knowledge and awareness of supporting autistic children and young people at school, in the home, community and workplace.	AET is funded by the DfE to offer training for educational and other settings in supporting and understanding autism. EEF evidence shows that parental engagement is consistently associated with better academic outcomes. EEF also recommends staff undertake CPD on parental engagement. Engagement activities should be planned, supporting learning at home is recommended as is a focus on improving parent and carer efficacy. Programmes should be structured and evidence-based. These criteria apply to the AET programme offer.	1, 2, 3, 5, 6
The mental and socio-emotional wellbeing of all pupils will be	Mentors support young people in building resilience and raising aspirations (EEF) – for some of our	1, 2, 3, 4, 5, 6

<p>supported through targeted small group work, one-to-one interventions and family support. Staff professional development will ensure targeted interventions that meet the needs of pupils and their families.</p>	<p>pupils this is crucial to supporting regular attendance. Our Pastoral Mentor is a key and trusted member of staff to our pupils and their parents/carers. Research in this area is ongoing.</p>	
<p>All staff will understand and confidently implement the school's low arousal approach to behaviour support, supporting pupils effectively in both structured and unstructured environments.</p>	<p>Much research shows that sensory integration is necessary for successful learning. Sensory regulation in autistic children can be overwhelmed and result in anxiety and distress (Autism Speaks, Bogdashina). Approaches including play-based activities and paying attention to low-arousal environments support sensory integration and allow learning to take place. The EEF recognises the importance of removing barriers to learning, promoting pupil wellbeing and understanding pupils' individual needs. Low stimulus environments support self-regulation, help with regulating sensory overload and thus behaviour (Bogdashina). EEF findings show that self-regulation strategies have a positive impact on raising attainment and that staff are likely to benefit from professional development in using approaches successfully.</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £ 168 583.38

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria
Pupils will build confidence and resilience, show greater self-regulation, strengthened peer relationships and further develop their social communication skills.	<p>88% pupils in US met or exceeded targets in Skills Builder. 100% pupils in LS met or exceeded targets in Learning Behaviours. 98% pupils met or exceeded targets in HWB.</p> <p>Outdoor Learning is offered to all year groups from Y1 to Y9 as a curricular option, enhanced by Forest School as needed. Forest School is delivered by two qualified instructors. Pupils in KS4 have access to Forest School as an intervention and the option of Outdoor Learning on their timetable.</p> <p>This outcome was met. Skills Builder progress will continue to be assessed in curriculum-based subjects and also be informed by wider learning opportunities.</p>
Pupils will develop skills for life and independence. They will be prepared for the transition to post-16 settings.	<p>88% pupils in US met or exceeded targets in Skills Builder. 100% pupils in LS met or exceeded targets in Learning Behaviours. 98% pupils met or exceeded targets in HWB. 100% of KS4 pupils participated in curriculum-led travel training, and life skills and independence learning. 37.5% were independent travellers by the end of the academic year. 65% of parents and carers engaged with the school's Life Skills programme via Seesaw, sharing their children's learning. Parents have requested more workshops on 'Consent'.</p> <p>This outcome was met, with parent and carer engagement and further development of Life Skills remaining a whole school focus for development.</p>
Pupils will develop knowledge and skills needed to be safe and confident in and around water.	<p>92% of disadvantaged pupils achieved a swimming badge, making progress within their range. 72% of pupils achieved national curriculum.</p> <p>This outcome was met.</p>
Pupils will meet or exceed personalised targets in Reading, Writing, GPS, Mathematics, Science and HWB.	<p>Pupil Premium: 100% pupils met or exceeded targets in Mathematics. 100% pupils met or exceeded targets in Writing. 100% met or exceeded targets in Reading. 96% pupils met or exceeded targets in GPS. 92% LS pupils met or exceeded targets in Science. 100% US pupils met or exceeded targets in Science.</p>

	<p>98% pupils met or exceeded targets in HWB.</p> <p>In Lower School, 25% of pupil premium pupils remained in the same phonics groups, with the expectation that they would progress in the following year (23/24). 42% of pupils progressed one phonics group. 25% progressed two or more phonics groups and 8% (one pupil) moved down a group to support their retention of learning and embedding of their knowledge.</p> <p>Pupil attainment and parental feedback indicates that this target was met.</p> <p>The school will continue its focus on improving reading for pleasure in the next three year plan.</p> <p>86% of parents and carers who responded to a survey on magazine subscriptions said that their children enjoyed reading the magazines sent home. 82% of children said that they liked getting a magazine and taking it home. Staff have reported that pupils have accessed magazines in the classroom during a small pilot run this year. This initiative will be continued with magazines being sent home to those children who engaged and more magazines being available for reading in classrooms.</p> <p>Pupils have daily access to the newly designed media centre, during lessons and clubs.</p>
<p>Enhanced engagement with parents and carers with a focus on accessibility to regular communication for all parents and carers. Parents and carers will have access to the latest, most up to date information on their child's learning and experiences in school.</p>	<p>92% of parents and carers actively engage with school via the Seesaw app.</p> <p>Parents and carers attended AET autism training, reading, phonics and numeracy workshops, internet safety awareness training, Solihull and Parenting 123 training. They also attended subject lessons and participated in learning with their children.</p> <p>Parent and carer voice indicates that they are satisfied with communication between home and school. This is an area that will continue to develop and grow, with support from pupil premium funding.</p>
<p>Pupils will continue to experience QFT in all classes and lessons. Learning and teaching will increasingly be informed by current research which will be applied appropriately in meeting the needs of all pupils.</p>	<p>Pupil Premium:</p> <p>100% pupils met or exceeded targets in Mathematics.</p> <p>100% pupils met or exceeded targets in Writing.</p> <p>100% met or exceeded targets in Reading.</p> <p>96% pupils met or exceeded targets in GPS.</p> <p>92% LS pupils met or exceeded targets in Science.</p> <p>100% US pupils met or exceeded targets in Science.</p> <p>98% pupils met or exceeded targets in HWB.</p> <p>Curriculum planning across the school shows clear progression of knowledge and skills within subjects, as mapped in curriculum maps. Learning visits and walks, book reviews and moderation activities indicate strong adaptation of learning, teaching and assessment in meeting the individual needs of pupils.</p>

	This outcome was met.
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Due to positive impact on pupil outcomes, the school continues to invest in the Read Write Inc. phonics programme.

Due to positive feedback on our Reading for Pleasure initiative, we will continue to invest in sending magazines home and extend this to the classroom, to broaden pupil options for reading for pleasure.

Initial engagement with parents and carers attending in school learning events has received positive feedback leading to further development of our offer in building home-school relationships.

Initial parent and carer engagement with the Life Skills curriculum has been positive and this will continue to be an area for growth on the SDP this year.

Externally provided programmes

Programme	Provider
Read Write Inc. Phonics Programme	Oxford University Press
Reading Planet Astro	Rising Stars
Numicon	Oxford University Press
Autism Education Trust Training	AET, National Autistic Society
Studio 3	Studio 3 Training Systems and Psychological Services
CCOT Membership	Chartered College of Teaching