

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 2023 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 Hill School
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	2 <sup>nd</sup> December 2022
Date on which it will be reviewed	March 2023
Statement authorised by	P Scotting
Pupil premium lead	M Chapman
Governor lead	G Sulman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 65 265
Recovery premium funding allocation this academic year	£ 14 210
Pupil premium funding carried forward from previous year	£ 2 000
<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	£ 81 475

# Part A: Pupil premium strategy plan

## Statement of intent

- All pupils to realise their potential. Pupils to be supported as appropriate to achieve their targets and move towards increasing independence.
- All pupils to learn the knowledge and skills to live as independently as possible in their communities and to be able to use their skills and knowledge to access social, volunteering or work opportunities that will add value to their lives.
- The key principles of our plan are informed by our school's values of:
  - respecting self and others,
  - being responsible for our own actions,
  - taking care of ourselves and our communities,
  - celebrating success and learning from mistakes,
  - showing resilience, and
  - looking for, and accepting, support when necessary.

## 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, adjusting to the new school routine, and for a minority, attending in a full time capacity, 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 has a strong focus on supporting social communication skills and ensuring pupils have opportunities to develop essential life skills in the school setting and apply 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 self-regulating these behaviours in order to access learning.
4	The ongoing impact of COVID 19 absences has the potential to adversely affect pupil progress towards targets in reading, writing, GPS, science and mathematics as well as qualifications and awards in KS4.
5	Pupils complete Y11 at Stone Hill and then transition to Post 16 provisions across the authority. This period of change and transition can be challenging for some of our pupils.

6	Parental 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 do not have regular access to face to face discussions as they might with local community schools.
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## 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 build confidence and resilience, show greater self-regulation, strengthened peer relationships and further develop their social communication skills.	<p>Pupils will meet outcomes in Learning Behaviours (Lower School – 95%), Skills Builder (Upper School and Year 6 – 90%), and Health and Wellbeing (RSHE - 88%).</p> <p>Outdoor Learning will be embedded in the curriculum and a Forest Schools curriculum will be offered to identified pupils.</p>
Pupils will develop skills for life and independence. They will be prepared for the transition to post-16 settings.	<p>Pupils will meet outcomes in Learning Behaviours (Lower School – 95%), Skills Builder (Upper School and Year 6 – 90%), and Health and Wellbeing (RSHE - 88%).</p> <p>Parents and carers will engage with the school's newly developed Life Skills programme (80%).</p>
Pupils will develop knowledge and skills needed to be safe and confident in and around water.	Pupils will attain AQA swimming awards that reflect their abilities and improved swimming proficiency. Pupils will identify swimming as a potential lifelong exercise and fitness option. Pupils will be increasingly more independent in using changing facilities and in independent dressing.
Pupils will meet or exceed personalised targets in Reading, Writing, GPS, Mathematics, Science and HWB.	<p>Pupils will be challenged and supported to meet aspirational targets in all subjects including Reading (91%), Writing (88%), GPS (93%), Mathematics (88%), Science (90%), and Health and Wellbeing (RSHE - 88%).</p> <p>Pupils will have daily access to the newly designed media centre, during lessons and clubs. Pupils will take home reading materials from the media centre at least once a month. Pupils will have daily opportunities to read at school and will be encouraged to read at home. Information on the positive impact of regular reading and</p>

	ways to read with your child will be shared with parents and carers.
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.	95% of parents and carers will engage with school via the Seesaw app. Parents and carers will report positively on the impact of regular engagement with the school.  Parents and carers will be invited to participate in training that is relevant to their child's and family's needs.
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.	All pupils will know, do and remember more. Pupils will be challenged and supported to meet aspirational targets in all subjects including Reading (91%), Writing (88%), GPS (93%), Mathematics (88%), Science (90%), and Health and Wellbeing (RSHE - 88%).  All curriculum plans will be progressive, and learning and teaching adaptive to meet the needs of all pupils.

## 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: £ 29 615

Activity	Evidence that supports this approach	Challenge number(s) addressed
A whole school focus on reading and improving outcomes for all pupils.  Encouraging pupils to read for pleasure by developing reading areas in all classrooms and working with parents and carers to promote and support reading at home.	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.  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.	4

<p>Professional development for staff to be ongoing in supporting and refining our approach to reading (including RWI and Fresh Start) across the school and across subjects.</p> <p>Investment in new reading materials for all classes and subjects based on the curriculum and pupil voice, ensuring curricular reading materials are available to pupils in classes and subjects.</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>DfE reading guidelines recommend that any curricular reading materials be available and accessible to pupils in the classroom.</p> <p>Shanahan argues that fluent readers should predominantly read individually and in silence.</p>	
<p>Parents and carers to participate in class and/or subject activity with their child/ren, following the Remake Learning approach that is being rolled out across the local authority to promote community 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>Research supports the Remake Learning approach in engaging parents and carers through broadening opportunities for engagement, this may not just mean coming to school – it can also be community-based.</p>	6, 1
<p>Pupils to be supported in accessing the curriculum at all levels, included qualifications, reader pens to be available to pupils as and when needed so that this becomes their normal way of working.</p>	<p>Norwich Research School has found that use of reader pens improves grades for dyslexic pupils as well as improving their emotional well-being, and their confidence and attitude to learning.</p>	5
<p>Staff development Continue investment in staff development, ensuring access to the latest research and enabling research informed development across the school.</p> <p>Senior Leaders to attend an accredited coaching course to further develop the coaching approach in</p>	<p>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.</p> <p>The <i>Coaching for teaching and learning guidance report</i> recognises that the coaching approach can enhance teacher learning and collaborative CPD as well as positively impact on performance management, providing a means to support</p>	1, 2, 3, 4, 5, 6

supporting staff and pupils across school.	<p>improvements in teaching and learning practice. Coaching also allows for reflection on professional practice.</p> <p>There is a Department for Education expectation that schools will give staff the support they need to take responsibility for their own and other people's wellbeing. Coaching will provide senior leaders with professional training to support our staff in school. Using the coaching approach ensures that staff have a voice in the decision-making process in school.</p>	
Mental Health Leadership Award	DfE requirement that all schools have a trained Mental Health Lead.	

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

Budgeted cost: £ 3 865

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics programme embedded in Upper School through the delivery of the RWI and Fresh Start programmes, with free readers having access to guided reading programme to further develop reading comprehensive skills.</p> <p>Reading for pleasure encouraged with the introduction of reading materials for use at home – materials tailored to the needs and interests of individual pupils.</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. Targeted phonics interventions may improve decoding skills more quickly in disadvantaged pupils who have experienced barriers to learning.</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>	4, 6
<p>Breaking Barriers resources to be purchased for pupil in Upper School Maths requiring a bespoke curriculum at pre-key stage level.</p>	<p>EEF recommends that interventions should be evidence-based and carefully planned, with systematic instruction. EEF recommends the use of manipulatives and representations in mathematics teaching as does research by the Research Schools Network.</p> <p>There is strong evidence that curriculum should be coherent and sequenced, taking account of how children learn. It is also essential to ensure</p>	4

	the curriculum is accessible to all pupils (DfE, Ofsted, Research Schools).	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 47 995

Activity	Evidence that supports this approach	Challenge number(s) addressed
By Year 7, pupils will be confident and safe around water, for example, swimming pools. All pupils will have made steady progress to achieving appropriate swimming awards. Pupils will understand the expectations for appropriate social behaviour in community settings.	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
<p>Pupils' sensory needs will be met in order to support them accessing learning and progressing towards their targets across all subjects.</p> <p>Staff will be increasingly confident in supporting pupil behaviour using the Studio 3 low arousal philosophy. Pupils will show increasing self-regulation in responding to this approach.</p> <p>Pupils in Lower School will readily access a newly developed sensory room to support their behaviour and engagement with learning.</p> <p>Pupils in Upper School will readily access the newly developed Star</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.</p> <p>The EEF recognises the importance of removing barriers to learning, promoting pupil wellbeing and understanding pupils' individual needs.</p> <p>Sutton and Nicholson (2011) found that sensory rooms are a useful tool for calming, they support the building of trust and reduce agitation. Sensory rooms also develop the ability to understand, react and interact with the world around you, engage the brain in retaining information and help to develop fine and gross motor skills (Jones, 2022).</p> <p>Low stimulus environments support self-regulation, help with regulating sensory overload and thus behaviour (Bogdashina).</p>	1, 2, 3

<p>Centre, including access to curricular reading. The Star Centre will provide opportunities for pupils to de-escalate and self-regulate, as well as learn in a low-stimulus environment when and if needed.</p>	<p>Pupils learn more and are less distracted in low stimulus environments. EEF research shows that high noise levels can be detrimental to learning – in terms of the sensory needs of autistic pupils, what is considered high is relative to the individual.</p>	
<p>All disadvantaged pupils will have funded access to educational trips and residential, ensuring a focus on the development of cultural capital while growing pupils' independence and life skills as community participators</p>	<p>Small scale studies by EEF have found that learning activities and experiences outside the classroom positively impact learning and progress, including the areas of reading, teamwork and aspiration. This research is ongoing and aims to investigate the impact of culturally rich experiences on pupil outcomes.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Improved attendance for a small cohort of pupils.</p> <ul style="list-style-type: none"> <li>• Learning Mentor will support pupils and their families in improving attendance.</li> <li>• Pupil Incentives suited to the needs and interests on individual pupils will be employed to encourage improved attendance.</li> </ul>	<p>Mentors support young people in building resilience and raising aspirations (EEF) – for some of our pupils this is crucial to supporting regular attendance. Research in this area is ongoing.</p>	<p>2, 3, 4</p>
<p>The school is now the area AET partner and is qualified to deliver quality autism training to parents and carers, as well as other stakeholders such as governors, employers and post-16 settings. The school will continue to develop this offer, developing increased awareness and understanding of supporting autism at home, at school, in the community and at work.</p>	<p>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.</p>	<p>1, 2, 3, 4, 5, 6</p>

Continuous provision and extended play area in LS (OL)	EEF research shows that outdoor learning environments can change behaviour by increasing socialisation and group interaction.	1, 2, 3
To ensure continued access for all pupils to outdoor learning and forest school, outdoor centre grade waterproof clothing will; be purchased to allow access to outdoor learning and forest school all year round.	The social and economic research group and the New Economics Foundation found that Forest School has a positive impact on pupils' confidence, social skills, communication, motivation, physical skills, and knowledge and understanding of the environment. The study also found that pupils take their experiences home and ask parents and carers to spend more time with them outdoors, positively impacting parents' interest in Forest School ( <a href="http://forestresearch.gov.uk">forestresearch.gov.uk</a> ). EEF research has found Outdoor Learning has a positive impact on self-efficacy, motivation and team work, as well as impacting the pupil's wider school experience. They may also provide the opportunity for disadvantaged pupils to participate in activities they may not readily access. For our pupils, these activities lend themselves to developing the learning behaviours and skills that are a foundation for academic learning and progress.	1, 2, 3, 5, 6
Access to focused dinner clubs to support pupil' engagement in school life and learning	EEF recommends listening to pupil voice to improve pupil engagement and the school environment.	1, 2, 3, 4, 5

**Total budgeted cost: £ 81 475**

## 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 2021 to 2022 academic year.

Aim	Evidence of impact	Target date
<p>Pupils will build confidence and resilience, show greater self-regulation, strengthened peer relationships and further develop their social communication skills.</p>	<p>Whole school disadvantaged pupil outcomes (21.22):            Learning Behaviours (Lower School) 100% met or exceeded targets            Skills Builder (Upper School) 92% met or exceeded targets            Health and Wellbeing (RSHE) 94% met or exceeded their targets</p> <p>Outdoor Learning is timetabled for all classes and currently delivered by Outdoor Learning Lead in Upper School and overseen by OL Lead in Lower School. Forest Schools curriculum is delivered weekly for a specified period of time as a targeted support for identified pupils.</p>	<p>July 2023</p>
<p>Pupils will develop skills for life and independence. They will be prepared for the transition to post-16 settings.</p>	<p>Whole school disadvantaged pupil outcomes (21.22):            Learning Behaviours (Lower School) 100% met or exceeded targets            Skills Builder (Upper School) 92% met or exceeded targets            Health and Wellbeing (RSHE) 94% met or exceeded their targets</p> <p>100% of parents and carers have joined the Life Skills group on Seesaw. 50% are actively engaged in sharing photos and messages.</p>	<p>July 2023</p>
<p>Pupils will develop knowledge and skills needed to be safe and confident in and around water.</p>	<p>Pupils have achieved the following AQA swimming awards:            Ducks – 31%            NP1 – 31%            NP2 – 5%            NP3 – 13%            NP4 – 13%            NP5 – 2%</p>	<p>July 2023</p>

<p>Pupils will meet or exceed personalised targets in Reading, Writing, GPS, Mathematics, Science and HWB.</p>	<p>Whole school disadvantaged pupil outcomes:  Reading: 100% of pupils met or exceeded expectations (90% will meet or exceed)*  Writing: 96.8% met or exceeded (95% will meet or exceed)*  Maths: 94.9% met or exceeded (95% will meet or exceed)*  Science: 100% met or exceeded (90% will meet or exceed)*</p> <p>100% of pupils taking part in Nuffield programme have met or exceeded their EOY in reading, writing, GPS</p>	<p>July 2023</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>93.6% of parents and carers are connected to the SeeSaw app. All teachers use the app to communicate with home and each class is updated at least weekly.  95% of parents and carers who responded to our survey believe that Seesaw is an effective means of communication between home and school.</p>	<p>July 2023</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>Whole school disadvantaged pupil outcomes:  Reading: 100% of pupils met or exceeded expectations (90% will meet or exceed)*  Writing: 96.8% met or exceeded (95% will meet or exceed)*  Maths: 94.9% met or exceeded (95% will meet or exceed)*  Science: 100% met or exceeded (90% will meet or exceed)*</p>	<p>July 2023</p>

## Externally provided programmes

Programme	Provider
Forest School	Forest School
AET	Autism Education Trust
Headsprout Reading	EEF/University of Bangor
Read Write Inc.	Oxford University Press
Numicon	Oxford University Press
CCOT membership	CCOT

