



Financial Year	2016-2017
Number of Children on Roll (April 16- April 17)	44 (April 2016-April 2017)
Number of Children eligible for PPG funding	8 on single registration (36 dual registered funding with mainstream school)
Total amount of funding received.	£12,600

Pupil Premium is additional funding provided to schools for supporting disadvantaged pupils to ensure they reach their full potential and educational inequality is reduced. Schools should use this money to boost results for the most disadvantaged pupils, as well as showing the impact of any intervention.

This funding is not ring fenced to any particular child, but is ring fenced for whole school interventions, staff training and support for this group of children.

There are three categories of children that qualify for pupil premium:

- Children eligible for free school meals or have been at any point in the last 6 years (EVA6)
- Looked after children (CLAs)
- Armed forces children (SPP)
- Children adopted from care in England (where parents have informed the school) (APP)

Context

Stepping Stones is a Pupil referral unit. During the financial year April 2016- April 2017 approximately 30% of pupils were permanently excluded from their mainstream primary schools and 70% of pupils attended the school on referral placements to prevent them from being excluded.

Stepping Stones only receives the pupil premium funding for permanently excluded pupils or children singly registered to Stepping Stones, who are entitled to Free School Meals. The mainstream school holds the PPG for referral pupils. It is expected that prior to placement the school will have ensured all provision has been put in place to prevent the child from exclusion and that provision has been in place within mainstream to ensure progress is in line with or above age related expectations. Therefore there is no mechanism to recharge PPG to Stepping Stones.

The school is based in Lancaster however covers the large district of North Lancashire. There are 119 primary schools within the districts served within varied social demographic areas.

Approximately 50% of pupils that attend Stepping Stones are entitled to FSM. This is high in comparison with other schools.



All the children have special educational needs and the vast majority are social, emotional and mental health difficulties. At present approximately 80% move on to special school provision and 20% reintegrate to mainstream provision.

The vast majority of pupils enter the school working significantly below age related expectations. However, the school ensures the gap is narrowed significantly before exiting the school.

The amount of PPG is determined by census data provided three times during the academic year.

Strategy for Pupil Premium expenditure (2016 -2017 Priorities)

- To continue to ensure attendance is in line or exceeding national expectations.
- From entry improve pupil attendance in comparison to prior school attendance.
- To further train staff in understanding emotional regulation and how to implement effective strategies for children to be in a positive frame of mind for learning.
- To ensure that parents engage with school and access appropriate support in order for them to effectively support their child.
- To improve the provision for rapid progress in maths.



Potential Barriers to learning and progress.	Actions	Expenditure	Impact to date
<p>Poor attendance Home factors / organisational factors.</p> <p>Children exhibiting challenging behaviour and school refusal.</p>	<p>Analyse individual pupil attendance prior to placement and during placement.</p> <p>To utilise 0.4 of family support worker time per week to target attendance and support for families who struggle to get their child ready for school etc.</p>	<p>£7,200</p>	<p>Overall attendance of whole school has been above 95%.</p> <p>Children's attendance greatly improves throughout placement.</p> <p>Child A Had not attended mainstream school since July – December. Engagement with family support, slow programme of reintegration to SS school put in place. Child has now attended 0.4-0.6 per week since January with gradual increase in time.</p> <p>Child B Was constantly sent home from mainstream school / fixed term excluded. Family subject to Child Protection. Family working with family worker. Child is in school has now got 100% attendance and is responding to systems which means improved academic outcomes.</p>
<p>Trauma, emotional and mental health difficulties.</p> <p>Experiences of the child who may have suffered significant abuse and neglect.</p>	<p>Provision of a therapeutic intervention ½ day per week for 12 weeks.</p>	<p>£900</p>	<p>Child C Child C was making limited progress. He was at great risk of permanent exclusion from the PRU due to daily incidents of physical aggression towards adults. He struggled to form meaningful and trusting relationships. His behaviour was greatly impacting on his learning and academic progress. All agencies were concerned however no provision was been put in place. The FSW (Family Support Worker) managed to source animal therapy. The child attended weekly.</p> <p>The impact is the child is now in school full time. Incidents have reduced. He is learning. His self-esteem and confidence are improving. He is able to listen to adults and respond positively. He is making good academic progress and will sit Y6 SAT assessments.</p>



<p>Children attending SS have low self esteem, poor attitude to school and struggle to emotionally regulate. This leads to volatile and challenging behaviour which impacts on learning.</p>	<p>Purchase of Zones of Regulation Curriculum. (x2 books)</p> <p>Staff to receive training delivered by M Lyon (educational psychologist on emotional coaching)</p> <p>Utilise TA3 as pastoral support across the school working 1:1 with children on IBP's and The Zones work. (0.2 per week)</p>	<p>£80.00</p> <p>£300.00</p> <p>£3,200</p>	<p>Implementation of The Zones of Regulation Curriculum fully in place across the school with Chill Zone in place to reflect on emotions and regain control for learning.</p> <p>Emotional regulation taught through class sessions and 1:1 sessions.</p> <p>Staff have greater skills in supporting children to manage their emotions resulting in more children remaining in class for learning and a reduction in children 'opting' out or 'avoiding' learning.</p> <p>Pupil voice questionnaires in Autumn Term and Spring Term report approximately 80% of children agree that The Zones of regulation is helping them manage their behaviour and be in a frame of mind for learning.</p>
<p>Children arriving at Stepping Stones with significant gaps in learning</p> <p>Maths intervention programmes in school were out of date and staff required further training.</p>	<p>Purchase of Maths Intervention Programme (Rapid Maths)</p> <p>Training of a group of TA's and assessment leader in using Rapid Maths to secure progress.</p>	<p>£770</p>	<p>Introduced in March 2017</p> <p>School will report on impact for a group of children in receipt of the programme in the Summer term of 2017.</p>
<p>TOTAL</p>		<p>£12,600</p>	

We know our disadvantaged children and all groups of children are making good or better progress academically, socially, emotionally and behaviourally because:

- **Attendance for all children improves whilst attending Stepping Stones.**
- **Fixed term exclusions are very low in comparison to their previous schools.**
- **They have consistency and access the full national curriculum.**
- **Assessment and progress data for all groups outlines that from entry to exit a child makes good progress which has accelerated in comparison to the progress they would make in mainstream education.**