



Financial Year	2020-2021
Number of Children on Roll (Based on Academic Year 2019-2020)	35 Children (LOWER DUE TO COVID-19) ACTUAL NUMBER OF CHILDREN ATTENDING BETWEEN APRIL 2019- APRIL 2020 = 31
Number of Children eligible for PPG funding	Fluctuates through the academic year Approx. 51% Currently approx. 66% children are PPG 2.2.21
ANTICIPATED INCOME	Received to date 2.2.21: £26,000 (Increased over expected) ACTUAL END OF YEAR 31.3.21 = 31,015

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 2019-2020 31** children attended placements during the academic year.

	FINANCIAL YEAR 2019-2020	FINANCIAL YEAR 2018-2019 (covid)	PPG
Single Roll	52% (16)	48% (15)	12 /16 = 75% Of single rolled children are classed as disadvantaged
Dual Roll – Intervention Placements	33%	66%	11 /15 = 73% Of dual rolled children are classed as disadvantaged
		OVERALL	74% of the cohort of children between April 2019-April 2020 were entitled to PPG and classed as disadvantaged children.

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. We do receive the funding for CLA pupils if on single registration. 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. We have started to re-charge the PPG and receive this from the mainstream school on a pro rata basis.

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.

The % of children classed as disadvantaged and entitled to PPG is extremely high at present in comparison with other schools and previous data.

All the children have special educational needs and the vast majority are social, emotional and mental health difficulties. 77% of the cohort identified in this report had EHC plans.



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 (2020-2021)

- To continue to ensure attendance is in line or exceeding national expectations. (Especially on return to school post COVID-19)
- From entry improve pupil attendance in comparison to prior school attendance.
- To ensure that parents engage with school and access appropriate support in order for them to effectively support their child.
- To implement a range of programmes to provide ‘catch up’ support.

Potential Barriers to learning and progress.	Actions	Anticipated Expenditure	Actual	Impact to date
<p>Poor attendance Home factors / organisational factors.</p> <p>Children exhibiting challenging behaviour and school refusal.</p> <p>Challenging and complex behaviour presented due to social, emotional, well-being factors.</p>	<p>To reengage children in education following periods of disruption to their education including supporting the most vulnerable children and families back to school post COVID-19 closures.</p> <p>Analyse and support pupil behaviour through close home school partnerships.</p> <p>To utilise 1.5 days of family support worker time per week to target attendance and behaviour and support for families who struggle to get their child ready for school etc.</p> <p>Online – support to be established for key families to provide support for routines, structures, boundaries etc.</p>	<p>1.5 days = £10,261</p>	<p>2 x days increased by 0.5</p> <p>TOTAL £13,681</p>	<p>The vast majority of children attendance improves through placement.</p> <p>Key children are targeted for additional family support which is given on a ½ day basis. The impact of this was 100% of children returned to school with appropriate support following COVID closures.</p> <p>Behaviour has significantly improved – monitoring and support provided improves the behaviour through clear systems and support.</p>
<p>Children underperforming and requiring catch up /</p>	<p>To allocate a TA3 with high level of experience in providing support to</p>	<p>TA3 x 1 day per week</p>	<p>INCREASE D TO X 3</p>	<p>Increased TA support across school and deployed to key children significantly below ARE. Progress indicators linked</p>



intervention programmes – monitoring and support for other staff.	assess, and support other staff in delivering programmes.	£4,653	TOTAL £13,959	to interventions and high quality teaching are evidenced in the progress reports.
Narrow the gap and provide targeted intervention that can also be used if home learning is required.	Lexia Catch up – English programme to be purchased. TA to monitor the impact over the year.	£3000	£3000	<p>Progress N-Year 6</p> <p>Students working Above, In or Below Year Level of Material (YLM).</p> <p>Start Current</p> <p>29 Students</p> <p>Updated Daily</p> <p>Since the implementation of the Lexia programme children are making significant progress as seen below. At the beginning of the programme 90% of the cohort were identified to be working below the Age-related materials. Only 10% were working within their age range. In May 2021 we have 66% of children working below and 34% of children now in their age range.</p>
TOTAL	Estimated expenditure	£17,914		
	Actual expenditure		£30,640	

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.



Following the school involvement in the National Breakfast Programme which was funded for 2 years in April 2020 we will need to look at how to secure future breakfast provision. The impact of this has improved pupil concentration and approaches to learning. This has been extended until December 2020 following COVID-19 school closures.