



# Pupil premium strategy statement

2021-2022

## STEPPING STONES SHORT STAY SCHOOL

### School overview

Metric	Data
School name	Stepping Stones Short Stay School
Pupils in school	PRESENT 30 / 32 (May 2021) PPG is based upon previous census data. During Financial Year 2020-2021 = 21k For referral children on placement PPG will be claimed from the mainstream provision via a redetermination.
Proportion of disadvantaged pupils	Average: <50% each academic year. APRIL 2021 = 73% of the current cohort are disadvantaged children.
Pupil premium allocation this academic year	Anticipated Approx.: 20k + additional income of around 5k from mainstream contributions = 25k
Academic year or years covered by statement	September 2019- September 2020
Publish date	May 2021
Review date	July 2021 December 2021 April 2022 Due to the nature of the PRU this will be reviewed and updated on a termly basis in line with the finance reports.
Statement authorised by	Alison Dodd
Pupil premium lead	Alison Dodd
Governor lead	Amanda Sinker

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A – The vast majority of disadvantaged children arrive at the PRU working significantly below age related expectations. Progress data
Writing	
Maths	

	outlines the number of years below ARE children are working at.
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### Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	<p>Our goal is to reduce the number of years a child is working below ARE. Give them confidence, develop their self esteem and build upon their key skills to ensure they are making progress in all areas.</p> <p>Progress data is reported termly in relation to reading, writing and maths.</p> <p>Our goal is for each child to progress through the curriculum at a progressive rate e.g. Child A – Y1 emergent reader to progress to developing – secure within 2 terms.</p> <p>Goal 100% of children moving at the expected rate of progress and for them to leave Stepping Stones with the gap between their ability and ARE to be narrowed.</p>
Achieving high standard at KS2	
Measure	Activity
Priority 1 AREA Phonics / Reading	<p>Ensure that all relevant staff have paid for training and resources to deliver a fast track phonics and reading programmes e.g. Rapid Reading, consultancy work, new resources to support this area.</p> <p>Deployment of staff to provide effective interventions for disadvantaged children working significantly below ARE, and where high quality first teaching is not going to secure the progress required.</p> <p>Approx. 3k</p>
Priority 2 AREA Maths	<p>Ensure that all relevant staff are refreshed in the programmes to deliver to children working significantly below ARE. E.g. Rapid Maths.</p> <p>Deployment of teaching assistants to provide effective interventions for disadvantaged children working significantly below ARE, and where high quality first teaching is not going to secure the progress required.</p> <p>Approx. 3k</p>
Priority 3 Wider Issues	Ensuring attendance of disadvantage pupil's increases through placement through the deployment

	of supportive yet challenging family support. (0.2 of weekly timetable) Approx. (14k)
Barriers to learning these priorities address	Consistency with evolving pupil cohorts Ensuring staff use evidence based research for successful interventions across the school.
Projected spending	21k

## Teaching priorities for current academic year 2021- 2022

Aim	Target	Target date
Progress in Reading	For all children working below age related expectations to make accelerated progress from their entry baseline.	July 2022
Progress in Writing	For all children working below age related expectations to make accelerated progress from their entry baseline.	July 2022
Progress in Mathematics	For all children working below age related expectations to make accelerated progress from their entry baseline.	July 2022
Phonics	To ensure that the teaching of phonics is supported by phonetically decodable books, consolidating learning and securing progress.	July 2021
Other - Attendance and Engagement	<b>Reengage reluctant learners back to education following period of disruption and ensuring they make accelerated progress from their starting point.</b>  Improve the attendance of key (disadvantaged) children to over 95%	Ongoing Review at key points

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year 2020-2021

Measure	Activity
Priority 1	Buy and embed use of Lexia alongside Rapid Reader / accelerated reader (dependent on price)
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations. (Rapid Maths Programmes)
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics –
Projected spending	5k

## Wider strategies for current academic year

Measure	Activity
Priority 1	Deployment of family support to improve attendance, behaviour and emotional health outcomes.
Priority 2	
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils with taxi and transport issues.
Projected spending	15k

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school maths-lead to support small groups	Maths lead to support a key group of TAs to lead maths support groups. SLT to ensure cover time.
Wider strategies	Engaging the families facing most challenges	Working closely with mainstream school colleagues and dual registered families.

## Review: last year's aims and outcomes 2020-2021

Aim	Outcome
<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. 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. Online – support to be established for key families to provide support for routines, structures, boundaries etc.</p>	<p>Following COVID all children returned to school with a high level of support. Disadvantaged families received a higher level of support to support their child's return to school.</p>

<p>To allocate a TA3 with high level of experience in providing support to assess, and support other staff in delivering programmes.</p>	<p>TA3 has provided targeted support delivering intervention programmes to secure greater rates of progress, which is evidenced in the individual progress reports.</p>
<p>Lexia Catch up – English programme to be purchased. TA to monitor the impact over the year.</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.</p> <p>In May 2021 we have 66% of children working below and 34% of children now in their age range.</p>