

Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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:	Stepping Stones Short Stay School
Number of 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. ANTICIPATED INCOME 22,485K RECEIVED: 5,893K
Proportion (%) of pupil premium eligible pupils <i>Please note we do not receive the full amount of PPG as some of our children are dual registered and therefore it is within their mainstream school budget.</i>	Average: <50% each academic year. APRIL 2021 = 73% of the current cohort are disadvantaged children.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	February 2022
Statement authorised by	Finance Committee
Pupil premium lead	Alison Dodd
Governor / Trustee lead	Amanda Sinker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	ANTICIPATED INCOME 22,485K RECEIVED: 5,893K
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,485

Part A: Pupil premium strategy plan

Statement of intent

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.
- Our intention is for children to make accelerated progress during their placements at Stepping Stones and for the gap between their baseline assessment and ARE's to be narrowed.

We will consider all the challenges faced by vulnerable pupils, all of our children have had significant disruption to their education due to their complex social, emotional and mental health difficulties.

Through this statement we intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, with specific targeted programmes of intervention.

Our approach incorporates our plans for education recovery and accounts for the recovery funding and additional tutoring, as required. Our approach is rooted in robust assessments on entry and through placement to ensure that all of our children make progress from their baseline assessment.

Area

To ensure the attendance of pupils in vulnerable groups is increased in comparison to their mainstream attendance.

We know that children learn best when they attend school regularly. However, we have a small number of children whose attendance is not improving and this is impacting on their progress. In our strategy we focus on encouraging attendance through meeting the well-being needs and through our family liaison manager who works with key families to support good attendance.

To continue to ensure our pupils in receipt of pupil premium funding make accelerated progress from their baseline assessments.

Despite the challenges our pupil's have faced we strive to ensure all our pupils make excellent progress.

Challenges

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

Challenge number	Detail of challenge
1 Low attainment on arrival	Assessments, observations, and monitoring suggest our pupils generally have greater difficulties with phonics and reading in comparison to their mainstream neurotypical peers. This negatively impacts their development as readers.
2 Well – Being – Social, emotional and mental health needs	<p>Our assessments and observations indicate that the education and well-being of the vast majority of our pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>Our internal monitoring of behaviour and pupil well being indicate that a high number of children continue to have significant difficulties in the ability to emotionally regulate, which impact on their ability to access learning and make expected academic progress.</p>
3 Attendance for small cohort	Our attendance data over the last 3 years indicates that the vast majority of our pupil's attendance improves in comparison to their mainstream attendance. However, there are a minority of pupil that continue to have attendance issues which impact on their pupil progress.

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
<i>To continue to narrow the gap in acquiring and applying phonics. Improved phonics and early reading skills for children who require it.</i>	<i>Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line or accelerated from their baseline.</i>
<i>To achieve and sustain improved well-being, for all pupils in our school, particularly our disadvantaged pupils.</i>	<i>Children's well being needs are met and support to ensure they are attending school more regularly (in comparison to their mainstream baseline) and able to access high quality teaching and targeted intervention where needed to support them in making progress.</i>
To continue to ensure the attendance of pupils increases through their placement.	<p>Attendance of children from their baseline mainstream attendance will improve.</p> <p>Success would be the vast majority (over 80%) of children to have attendance over 95%</p>

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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that all relevant staff have paid for training and resources to deliver a fast track phonics and reading programmes.</p> <p>Review the resources across school in order to support this.</p> <p>Work with the English Hub in ensuring a SSP for Phonics is consistently implemented by ALL staff.</p> <p>Creating and embedding Literacy Rich Environments – Work with A Teaching and Learning consultant on developing this area.</p> <p>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>‘Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.’</p>	1, 2, 3
<p>Ensure that all relevant staff are refreshed in the programmes to deliver to children working</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1

<p>significantly below ARE. E.g. Rapid Maths.</p> <p>Ensure all staff are aware of high-quality teaching and how this is achieved in the classroom. – Work with school adviser.</p>	<p>‘Adaptations to the curriculum should support pupils to move forwards from their specific starting points, strengthening understanding as they go. Teachers can look for opportunities to capitalise on strengths they find whilst identifying areas that might need revisiting—understanding what foundations already exist is key if we are to build on them with new knowledge and skills.’</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of key experienced 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. (AREAS: PHONICS, READING, WRITING AND MATHS)</p> <p>SLT oversight and monitoring to be fully in place to ensure interventions are effective and progress evidenced.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>‘The high average impact hides a large variation between the different approaches to ‘teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>‘Schools should carefully monitor teaching assistant interventions to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions and not the limited impact of general deployment.’</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p><i>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</i></p>	1

	<i>These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support from key staff deployed to these roles to support key children with their social and emotional skills.</p> <p>All staff trained in emotion coaching as a strategy to support social and emotional skills.</p> <p>Further training to be arranged on metacognition and self regulation.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p><i>‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p><i>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</i></p>	2,3
<p><i>Pupil Support Manager to support attendance by working closely with targeted parents / children.</i></p> <p><i>Pupil Support manager to provide bespoke and intensive support for key families and children who are vulnerable, presenting high risk</i></p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p><i>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes. Schools and early years settings can support parents to engage with their children’s learning in a wide range of ways, for example, by:</i></p> <p><i>Providing regular feedback on children’s progress;</i></p>	2,3

<p><i>behaviour and with attendance needs. E.g. holding weekly 1:1 sessions with key children.</i></p> <p><i>Pupil support manager to engage the relevant support professionals in line with the LA attendance policy and procedures in place for family support.</i></p> <p><i>Continuation of links with other professionals from SEND, health, Social Care etc.</i></p> <p><i>Pupil support manager to attend review and provide support and guidance for parents as required on behaviour interventions and support mechanisms.</i></p>	<p><i>Offering advice on improving the home learning environment; and</i></p> <p><i>Running more intensive programmes for children struggling with reading or behaviour.</i></p>	
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Total budgeted cost: £26,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Stepping Stones offers short term placements therefore impact has to be looked at over a short term placement and therefore progress against targets is used alongside assessment data.