

Stepping Stones Short Stay School

Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data: December 2022
Number of pupils in school	April – 38 children July – 38 children Oct – 27 children Dec – 29 children
Proportion (%) of pupil premium eligible pupils	66% of current cohort are PPG eligible This fluctuated between 60-75% during a year.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) <i>Due to the nature of Stepping Stones the PP strategy will be reviewed annually as income varies dependent on the children attending the school.</i>	
Date this statement was published	14 th December 2022
Date on which it will be reviewed	31 st March 2023
Statement authorised by	A Dodd
Pupil premium lead	J Meacham (Acting Headteacher)
Governor / Trustee lead	Sarah Mills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>Please note that due to the nature of the school the PPG funding fluctuates during the year.</i>	Anticipated in April 2022-April 2023 £24k Actual Income Received £40k

<p>Recovery premium funding allocation this academic year <i>We have no intentions of using the recovery premium this year as do not have the % of funding to add to this. We envisage this money will be clawed back.</i></p>	<p>£6,000 (2021-2022) – used to support children during this year.</p>
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	<p>£0</p>
<p>Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£40,000 (Approx.)</p>

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. Considering the needs of the children who are / have been in care. The activity outlined in this statement is also intended to support their needs, whether they are disadvantaged or not.

As outlined in our Curriculum Teaching and Learning Policy; high quality teaching is at the heart of our approach. All the children attending Stepping Stones have significant needs which have led them to be attending out provision. It is our intentions for all children to access high quality teaching and learning to ensure they progress and that no child is disadvantaged. We aim to ensure our children assessed as on track, remain on track and that our children who are working below make good progress from their starting points.

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. However, during 2022-2023 the focus will be on adaptive teaching methods within the classroom and bespoke provisions, therefore we will not be utilising recovery funding. 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.

Our approach will be responsive to common challenges and the individual needs, rooted in early baseline assessment, adaptive teaching and monitoring progress. We embed a whole school approach to ensure staff take responsibility for disadvantaged pupils' outcomes.

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. EEF research also indicates that the gap between girls and boys is increasing in terms of English / Reading and Writing. Assessments in maths outline significant gaps in learning, where children are entering from a range of schools with a range of experiences.
2 Poor communication and interaction skills	Assessments, observations and monitoring suggest the children attending Stepping Stones have underdeveloped oral language skills and vocabulary gaps among a high number of children. The increase in children referred for placements in Y1-3 has increased and has caused significant challenges as these children have underdeveloped language, vocabulary, regulation skills which impacts on their ability to maintain focus and access the curriculum.
2 Well – Being – Social, emotional and mental health needs	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. 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.

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. This continues to be an issue and is impacting on key children pupil progress because of the time they are missing education. Close weekly monitoring of attendance is required to ensure that disadvantaged children are not missing further educational opportunities.
4 – Cost of Living Crisis	Our assessment (including support for families) is indicating that a higher number of children have a lack of enrichment activities. Families are struggling to provide uniform, contribute towards the cost of events all of which can be a limiting factor for children.

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
<p>1:</p> <p><i>Improved phonics and early reading skills for children working significantly below and ensure that those on track remain on a good trajectory for progress.</i></p> <p><i>Children with wider reading preferences through reading experiences and exposure to vocabulary in KS2 children.</i></p> <p><i>Improved identification of maths requirements and strong quality first teaching to address gaps and provide targeted support; ensuring children make progress.</i></p>	<p>From starting point children will make progress with their acquisition of phonics. Progress will then enable them to develop secure early reading skills to narrow the gap from their starting point to ARE's.</p> <p>Over 50% of children to be engaging in reading activities out of school and provided with wider reading materials. E.g. comics, magazines</p>
<p>2: <i>Improved communication, interaction, oracy and vocabulary skills across all key stages.</i></p>	<p>Through placement children's oracy skills and vocabulary will develop. We will know this through work, conversations and exploring speaking and listening PIVATS.</p>
<p>3:</p> <p><i>Improved well-being and mental health support provide through the emotional well being curriculum.</i></p>	<p>Sustained high levels of emotional regulation over time.</p> <p>Qualitative data from pupil voice.</p> <p>Data from pupil behaviour tracking.</p> <p>Data indicating reduction in behavioural incidents.</p>
<p>4.</p> <p><i>The vast majority of pupil's will have sustained improvements to their attendance, particularly our disadvantaged pupils.</i></p>	<p>Sustained high attendance to be monitored throughout the year.</p> <ul style="list-style-type: none"> • Overall unauthorised attendance and absence rates no more than 3%

	<ul style="list-style-type: none"> Expectation of attendance to be above 95% for the vast majority of children. <p>Reported through attendance report.</p>
5. <i>Intend that no child is disadvantaged from enriching opportunities which widen the experiences of children in school.</i>	Children will not be disadvantaged from opportunities and therefore qualitative data from pupil voice will indicate that all children have access to enriching experiences.

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: £ 6,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of PUMA diagnostic maths assessments.</i> <i>Additional training and support for staff to ensure assessments are interpreted and administered correctly.</i>	<p>Standardised tests can provide reliable insights into the specific strengths and weakness of each pupil to help ensure they receive the additional support through interventions and adaptive teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attainment-measures-in-literacy-mathematics-and-science</p>	1 £800 approx.
<i>Enrol staff member on Great Teaching Programme</i>	<p>EEF research on Great Teaching https://educationendowmentfoundation.org.uk/news/eef-launches-updated-teaching-and-learning-toolkit</p> <p>Release time to attend training Time to support colleagues and disseminate through school.</p>	1 £1,000
<i>Purchase further reading materials to engage children in widening reading preferences.</i> <i>Book time for KS2 staff to take part in language</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Promotion of high quality texts through reading, engagement activities can develop vocabulary and spoken language skills.</p>	1 £1,000 £600

<i>development training for Literacy. Purchase of spelling programme with key teaching of words and their meaning.</i>	Extend children's vocabulary by explicitly teaching new words and repeated exposure to these words.	
<i>Purchase a range of resources to further support role play, interaction, communication and language development in KS1/ Lower school. Including staff attending appropriate training to support this area.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 Staff delivering high quality interactions and engaging children in communication, dialogue and talk enables children to learn new vocabulary and develop their speaking and listening skills.	1.2 £3,000

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increasing the TA support in Lower School to account for the high needs of the children and to deliver targeted interventions where required.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Taking account of the evidence the TA need to be supporting with additional guidance to the class teacher direct instruction. By increasing support in this are we are aiming to narrow gaps, provide further adaptive teaching and catch up with identifying misconceptions and continuing to teach them. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.	1,2,3,4 £12,000

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Continued support for parents on behaviour and attendance provided by family support worker.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</p> <p>As outlined in recommendations building effective relationships with parents is crucial in supporting children’s learning at home and promoting change to improve outcomes for children.</p> <p>Ensure that home visits can take place to promote good communication and team work.</p>	<p>4,5</p> <p>Contribute 40% towards salary of Family Woker 16,000k</p>
<p><i>To continue to ensure children emotional well being and mental health is addressed...</i></p> <ul style="list-style-type: none"> - <i>Ensure all staff have a range of tools.</i> - <i>Improve the regulation areas in school. Ensuring emotional vocabulary is in place.</i> 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>“Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children’s emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others’ emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem solving strategies.”</p>	<p>4,5,</p> <p>2k</p>

Total budgeted cost: £ 40k

This will be reviewed throughout the year in order to continue to add to actions to improve outcomes for children.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the transient nature of the school our procedures are to assess and have a baseline assessment on entry and then use a range of teacher assessments and formative assessments to track pupil progress.

Each child is analysed individually from their baseline to exit point.

Pupil Outcome Data in Reading, Writing and Maths shows that the vast majority of children making expected progress. (See internal assessment and progress data)

A small number of children 1-2 continued to have difficulties however, additional guidance and support from Educational Psychologists and Specialist Teachers was sought to provide further support on teaching methods to support progress of this small group.

During 2021-2022 the children who accessed 'catch up' with Lightning Squad intervention make additional progress.

We know outcomes for disadvantage children are good because during a placement at Stepping Stones

- Individual pupil attendance improves; very often children moving from part time to a full-time curriculum within our school. Engaging more in learning and accessing individualised and personalised learning.
- Pupil voice indicates pupil's feel safe, happy to learn and believe that they learn more at Stepping Stones.
- Behavioural responses improve during the child's placement as does their mental health. We know this from behaviour monitoring and pupil voice.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p></p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.