

Stepping Stones Short Stay School

Pupil Premium Strategy Statement 2025-2026

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
Number of pupils in school	September 2024 = 32 September 2025 = 28
Proportion (%) of pupil premium eligible pupils	September = 81% September = 96.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Kathryn Pym
Pupil premium lead	Headteacher
Governor / Trustee lead	Kathryn Pym

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Anticipated £40,975 <i>However this will fluctuate throughout the year.</i>
Recovery premium funding allocation this academic year	£0

Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
<p>Total budget for this academic year</p> <p><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>Anticipated £40,975</p> <p><i>Actual £24,756.25 (To date)</i></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. At present over 85% of children in school are eligible for pupil premium, which is extremely high in comparison to previous years. It also in indicative of the social factors that are affecting the children.
- 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 Policy; high quality teaching is at the heart of our approach. Children benefit from small class teaching and a high level of adult interaction / intervention to secure improved outcomes in all areas. 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 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.

The Key Principles of our Pupil Premium Strategy are....

- *To ensure the attendance of children improves during the placement at Stepping Stones.*
- *To ensure academic progress is good if not better for all children during their placement.*
- *To ensure pupil behaviour and well being is effectively supported in order to improve pupil outcomes.*

Challenges

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

Challenge number	Detail of challenge
1	Historic poor attendance and punctuality at their last school
2	Periods of exclusion from school creating gaps in learning and low attainment.
3	Un assessed learning needs which contribute to non-engagement and low-level disruptive behaviours
4	Low expectations of themselves, low self-esteem and low aspirations.
5	Behaviour / Wellbeing and parental engagement

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
<ol style="list-style-type: none"> 1. Academic, social, emotional and mental health needs are identified early through placement in order to ensure children make accelerated academic progress and have improved academic outcomes from entry to exit. 2. Ensuring children become independent learners with the 	<p>Tracking of children will indicate progress in relation to academic and PSD. Data analysis will indicate progress from entry – exit.</p> <p>Progress of pupils work in books will indicate improved attitude to learning and sustained learning over time.</p>

knowledge, skills and tools to apply themselves to learning in all areas and beyond their time at Stepping Stones.	
3. The vast majority of pupil's will have sustained improvements to their attendance, particularly our disadvantaged pupils.	<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% • Expectation of attendance to be above 95% for the vast majority of children. <p>Reported through attendance report.</p>
4. During placement pupil behaviour, self esteem, attitude to school and learning improves which impacts on pupil outcomes.	<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>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: INITIAL ALLOCATION £7650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase / Update assessment tracking tools in school in order for staff to be able to identify the smaller steps required for children to make progress and to provide individualised approaches / instruction.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More</p>	<p>1,2,3 £2,200</p> <p>Trackable Assessment subscription £1000</p> <p>Baseline assessment resources. – Salford reading sheets and Puma Maths £200</p>

<i>To re-engage children in reading.</i>	targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.	Additional Lilac/pink - range of texts to support pupils' phonics. £150 Additional thematic texts to support topic work and to help develop a love of reading. £150
<i>Quality of classroom resources</i>	Ensuring that each classroom is equipped to a high standard which is standard across the school ie interactive whiteboards, access to ipads and laptops, quality classroom furniture, quality schemes of learning.	2,4 Red Rose Maths £3500 Purple Mash Computing £450

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

Budgeted cost: INITIAL ALLOCATION £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To ensure staff training / knowledge on interventions and supporting teaching and learning remains high to provide bespoke / targeted interventions.</i></p> <p>Ensure staff are able to implement targeted interventions and the provision outlined by specialist support. E.g. EP's.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,3</p> <p>£10,500</p> <p>Agency staffing - Reviewed and added according to need through the year.</p> <p>Free access to National College CPD for all staff.</p> <p>1, 3,4</p> <p>£1000</p>

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

Budgeted cost: INITIAL ALLOCATION £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Parental Engagement</i></p> <p>Develop strong and supportive links with parents/carers and provide support where needed.</p> <p>Using online platforms hold regular – meet the teacher meetings to share learning and information on progress.</p> <p>Hold regular online / conference call meetings to discuss how to support children with reading at home.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>All findings within the above research should be looked at by all staff.</p> <p>Key Findings</p> <p>4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p>	<p>1,2,3</p> <p>£20,000 contribution to family liaison worker salary as engagement / communication advocate.</p>
<p><i>To continue to ensure children emotional wellbeing and mental health is addressed...</i></p> <ul style="list-style-type: none"> - <i>Ensure all staff have a range of tools through appropriate CPD.</i> - <i>Improve the regulation areas in school. Ensuring emotional vocabulary is in place.</i> - <i>Implement Thrive interventions for pupils who would benefit from it.</i> - <i>Children's low self-esteem and self-belief in making progress to be addressed, often requiring a high level of one-to-one support – phonics/</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>1,2,3</p> <p>Additional resources £500</p> <p>Agency staffing</p> <ul style="list-style-type: none"> - Reviewed and added according to need

<i>reading/writing/ social and emotional development</i>		through the year.
<i>Support families by subsidising cost of uniform / trips to ensure wider opportunities are in place for children.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform Whilst research does not show the impact of uniform on pupil outcomes. Children at Stepping Stones already may have a mainstream uniform / have been excluded and not want to wear their uniform. By providing a uniform it promotes a sense of belonging and prevents issues around clothing.	£1,000

Total budgeted cost: Initial Anticipated Expenditure £40,650

Part B: Review of the previous academic year 2024-2025 Outcomes for disadvantaged pupils

End of July 2023 PPG pupils assessed in Reading, Writing and Number

92% of PPG children making expected progress in reading.

65% of children making expected progress in writing.

70% of children making expected progress in maths.

End of July 2024 PPG pupils assessed in Reading, Writing and Number

84% of PPG children making expected progress in reading.

80% of children making expected progress in writing.

84% of children making expected progress in maths.

End of July 2025 PPG pupils assessed in Reading, Writing and Number

80% of PPG children making expected progress in reading.

84% of children making expected progress in writing.

92% of children making expected progress in maths.

Well Being / Pupil Behaviour Outcomes / Impact

Pupil Voice statements Summer term 2023:

Our Pupil Voice Questionnaire again took place towards the end of the Summer Term 2023. Overall the children were extremely positive:

Out of 23 children questioned, 100% said they received help when they needed it; 100% said that since coming to Stepping Stones staff have helped and supported them with their learning and behaviour responses; 100% said the teachers put things in place to ensure school is safe; 100% enjoy coming to school and feel safe in school.

96% (22/23 pupils) were able to refer to their toolkit as something which was able to help them manage their feelings and reactions safely.

Pupil Voice statements Summer term 2024:

Our Pupil Voice Questionnaire again took place towards the end of the Summer Term 2024. Overall the children were extremely positive:

Out of 30 children questioned, 100% said they received help when they needed it; 97% said that since coming to Stepping Stones staff have helped and supported them with their learning and behaviour responses; 100% said the teachers put things in place to ensure school is safe; 97% enjoy coming to school and 90% feel safe in school.

96% (22/23 pupils) were able to refer to their toolkit as something which was able to help them manage their feelings and reactions safely.

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

Service pupil premium funding (optional)

<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>
The impact of that spending on service pupil premium eligible pupils

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.