

Stanley School Report

Pupil Premium and Recovery Strategy

Pupil Premium and Recovery Premium- plan and rationale for spend.



General	
Date of Report	September 2023
Academic Year	2022-2024

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Stanley School
Number of pupils in school	2022:142 2023: 153
Proportion (%) of pupil premium eligible pupils	41.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Holly Barker
Pupil premium lead	Ritu Hulme
Governor / Trustee lead	Phil Ashton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 84,390
Recovery premium funding allocation this academic year	£ 40,890
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	£125,280

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, and sensory processing difficulties
2	Children with SEND generally have fewer opportunities to develop cultural capital outside of school.
3	Children with SEND generally have greater challenges around communicating and expressing their needs, including non-verbal, limited language and social interaction difficulties.
4	Many parents have input from social care and require support in dealing with difficulties presented due to the children's SEND. Improving parenting skills and parental emotional support.
5	A high proportion of pupils eligible for Pupil Premium display difficulties in Social and Emotional aspects of their learning. Schools are required to offer support to most families to address their varied needs and support the learning of the 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
Pupils will have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	1
Pupils will show an improvement in their communication skills, sensory presentation and self esteem.	2
Pupils and families' social and emotional health is improved.	3

Pupils are ready to engage positively in their learning	4
---	---

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- £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils will receive sensory input from a qualified SI practitioner.	Sensory integration is the process through which we sense the world around us. Some of our children have difficulties in processing this input. When children are exposed to various sensory inputs, they gradually learn to organise them within their brain and are able to give meaning to them. They become better able to focus on one sensation and as a result performance will improve and incidents of challenging behaviour may reduce.	2 & 4

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils will attend a weekly equine therapy session for 6 weeks.	Therapeutic Horse Riding (THR) emphasises control, attention and	2

	<p>focus, sensory management, and communication (verbal and/or nonverbal) in order to teach riding skills. Furthermore, THR provides a multisensory experience. Contact with animals, including horses, stimulates physiological, psychological, and social responses in children and adolescents (Prothmann and Fine 2011). Consequently, THR is particularly effective for children with autism spectrum disorders (ASD) who experience difficulties with joint attention, social responses, communication, and integration of sensory input</p>	
<p>FSW and a HLTA will be trained in delivering the Thrive programme and will support children using this approach and teachers in delivering Thrive.</p>	<p>The Thrive approach contributes to the wider school programme to address a range of social, behavioural and education issues.</p> <p>Thrive uses the attachment theory to help us understand a young person's behaviour and can help inform staff about their social and emotional development.</p> <p>This in turn will then equip us to respond sensitively and appropriately to the varying needs of the children.</p>	3&4
<p>FSW employed</p>	<p>Many families who have children with SEND can feel isolated and require support with accessing services, professionals and navigating paperwork. Children who require targeted sessions on emotional health and wellbeing will access time with PSFL. PSFL will contact parents if there are attendance issues.</p>	1&3
<p>Weekly yoga sessions will be provided</p>	<p>Yoga can reduce anxiety for children with autism by teaching them breathing exercises and poses that help activate the parasympathetic nervous system.</p> <p>Yoga also helps the children's self-awareness and gain a greater sense of their body. This can help with</p>	2&4

	self-regulation which allows a child to be ready to learn.	
--	--	--

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

Budgeted cost: £ 69,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils will attend a weekly Cubs session	Cub Scouts groups help children develop skills including teamwork, time management, leadership, initiative, planning, communication, self-motivation, cultural awareness and commitment.	1
All Year 6 children will attend a school residential break	Children will add to their cultural capital experiences, improve relationships with their peers, gain independence skills to support their transition to secondary school.	1
Provide breakfast clubs for children.	Some children do not have breakfast for a number of reasons such as: Financial, time transport arrives for pick up, the child's SLD / ASD may prevent them eating at that time. By providing breakfast this will ensure the children are not hungry and are ready to learn in the classroom.	3&4
7 Extra Middy Assistants employed	By employing extra staffing over the lunchtime period, we can provide our children with an active playground programme. This will help in: Physical development; improve pupils' coordination, skill, strength, agility, balance and endurance. Improved flexibility and balance. Development of overall motor skills, dexterity and hand-eye coordination	2&4

	<p>Opportunities to learn how to control their movement. Social development: enable pupils to learn how to work with others and to build an understanding of tolerance, cooperation and sharing. It is recommended that children should have at least <u>60 minutes of moderate to vigorous physical activity</u> every day — and the playground is the perfect place to get this done.</p>	
<p>TA Level 2 employed to undertake Community Cohesion</p>	<p>The teaching assistant will support classes to access the community by driving the bus and providing extra support for the trip.</p> <p>LoTC is vital for our children as it provides extra opportunities to integrate within the community, apply the skills they have learnt in the classroom and learn life skills.</p> <p>The TA2 will also continue the integration work with Pensby Primary school by planning times where the children can attend sessions within the mainstream school; this will enhance their learning, give them confidence and build their self esteem.</p>	<p>1</p>