

Stanley School Report

Pupil Premium Strategy

Pupil Premium - plan and rationale for spend.



General	
Date of Report	September 2024
Academic Year	2024-2025

Pupil premium strategy statement

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Stanley School
Number of pupils in school	2024: 173
Proportion (%) of pupil premium eligible pupils	40.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
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	£90,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£90,280

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers.

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and wider strategies. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality experiences are available to all.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably our youngest pupils who are likely most impacted at a crucial stage of development.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be successful in achieving their individual outcomes and prepare for their next stage.

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. The impact of COVID-19 and reduced opportunities available to younger pupils at a key stage of development added a further barrier to our pupils' learning.

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	We are seeing an increasing number of pupils experiencing challenges related to trauma.
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.	Bev
Pupils will show an improvement in their communication skills, sensory presentation and self esteem.	SI-SALT- Horse Riding
Trauma informed practice will result in pupils emotional development being positively impacted.	Thrive, Louise and Sean

Activity in this academic year

This details how we intend to spend our pupil premium **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 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	2
FSW and a HLTA will be trained in delivering the Thrive programme	The Thrive approach contributes to the wider school programme to address a	3&4

and will support children using this approach and teachers in delivering Thrive.	<p>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>	
FSW employed	<p>Many families who have children with SEND can feel isolated and require support with accessing services, professionals and navigating paperwork.</p> <p>Children who require targeted sessions on emotional health and wellbeing will access time with PSFL.</p> <p>PSFL will contact parents if there are attendance issues.</p>	1&3
Weekly yoga sessions will be provided	<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 self-regulation which allows a child to be ready to learn.</p>	2&4

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

Budgeted cost: £ 69,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 Midday 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 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.	2&4
TA Level 2 employed to undertake Community Cohesion	The teaching assistant will support classes to access the community by driving the bus and providing extra support for the trip. LoTC is vital for our children as it provides extra opportunities to integrate within the community, apply the skills	1

	<p>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>	
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Total budgeted cost:

Part B: Review of the previous academic year (2023-2024)

Outcomes for disadvantaged pupils

For our pupils, the implementation of equine therapy has been particularly effective in fostering sensory regulation, self-control, and communication skills. Research by Gabriels et al. (2015) highlights its benefits for children with autism spectrum conditions (ASC), and our school's observations align with this evidence. Pupils have shown improved focus and greater ability to self-regulate. Similarly, yoga sessions have supported sensory processing and emotional regulation. Staff report that pupils are calmer and more ready to engage, with behaviour data showing some reduction in incidents lined with dysregulation.

These strategies have proven highly beneficial and will be continued to embed these improvements further. Regular re-evaluation of individual pupil progress through observation and behaviour data will ensure sustained impact.

Activities such as SSAS sessions and the Year 6 residential trip have provided opportunities for pupils to engage in enriching cultural experiences, which they may otherwise lack. Outdoor learning and social activities are supported by research from the Education Endowment Foundation (EEF), which links them to improved resilience and teamwork. Feedback showed that some pupils demonstrated increased independence and confidence during the residential trip.

The Thrive programme, supporting attachment theory, has been instrumental in addressing the social and emotional needs of pupils. Assessments indicate pupils who participated are improving their ability to express emotions and engage positively with others. This complements therapeutic interventions like equine therapy and yoga, which provide alternative avenues for communication, especially for non-verbal pupils. Behaviour incidents related to frustration or unmet needs are decreasing, showing that pupils are better equipped to communicate effectively.

By continuing Thrive and therapeutic interventions, staff will further refine their understanding of pupils' needs, helping to embed and sustain improvements in communication and interaction.

Pupil Support and Family Liaison (PSFL) has continued supporting families to navigate the complexities of caring for children with severe and complex learning needs. Parents appreciate help in accessing services, managing paperwork, and improving parenting strategies. Attendance interventions led by PSFL have contributed to improving the attendance of pupils identified as persistently absent.

Continuing these strategies will allow families to build on this foundation of support. Plans to provide additional workshops for parents will further empower them.

For pupils with social and emotional challenges, structured interventions, including the Thrive approach and active playground programmes, have delivered positive outcomes.

These strategies will continue to be embedded and refined to ensure pupils develop the social and emotional skills necessary for both academic and personal growth.

The focus on community engagement and Learning Outside the Classroom (LoTC) has given pupils invaluable opportunities to practise life skills and integrate into the wider community. Trips to local shops and integration sessions with mainstream schools have boosted pupils' confidence and self-esteem. Staff report positively about the impact of opportunities outside of the classroom and pupils willingness to participate in unfamiliar settings and apply practical skills.

Repeating these activities in the next cycle will allow pupils to deepen these skills and further embed the benefits of real-world learning.

Breakfast clubs have played a critical role in ensuring pupils start the day ready to learn. Feedback show improved concentration and behaviour in morning sessions. Pupils who previously struggled with hunger or sensory-related eating difficulties are now better engaged in lessons, with behaviour incidents are reducing in some cases.

Continuing this provision will maintain these improvements and ensure all pupils have a consistent start to their school day.

The Pupil Premium strategies for 2023-2024 have demonstrated positive impact for our pupils, particularly in areas such as sensory regulation, communication, social interaction, and cultural capital. The improvements observed indicate that these strategies are on the right track, and continuation for another cycle will help embed and consolidate these further.

By maintaining regular monitoring and refining implementation based on individual pupil needs, the school can ensure sustained progress and maximise the long-term benefits for all pupils.#