

# Stanley School Report

## Pupil Premium Strategy 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. The effect that last year's spending of pupil premium had within our school is outlined in a separate document.



General	
Date of Report	October 2021
Academic Year	2021-2022

## Pupil premium strategy statement

### What is Pupil Premium?

Pupil Premium is additional funding provided to schools by the national government. It has been awarded to schools to help them to 'narrow the gap' in performance that exists nationally between vulnerable pupils and their peers. The level of funding allocated to schools is based upon the number of students who:

- a) are currently eligible and registered for free school meals (FSM)
- b) have been registered for FSM within the last six years ('Ever6')
- c) are children whose parents were in the Armed Forces (Service Children)

(now extended to include who were eligible for the Service child premium at any point in the last three years (known as 'Ever 4 Service Children').

d) have been in local authority care for one day or more (LAC)

e) have been adopted from care in England or who have left care under a Special Guardianship Order or a Residential Order (and this has been notified to the Academy) (Post LAC)

It is for the School to decide how its Pupil Premium funding is spent, since we are best placed to assess what additional provision should be made for our pupils at a local level.

Pupil premium funding allocations, priorities and pupil progress are a standing Agenda item at Governors meetings.

### School overview

Detail	Data
School name	Stanley School
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	33.6% (47 Pupils)
Academic year that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	February 2022

Statement authorised by	Holly Barker (HT)
Pupil premium lead	Ritu Hulme (DHT)
Governor Lead	Dave Spencer

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 63,215
Recovery premium funding allocation this academic year	£ 13,630
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£76,845</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Pupils at Stanley School, all of whom have an EHCP in place due to their severe and complex learning difficulties, will make progress in reading, writing and phonics in line with their individual learning profiles through quality first teaching. We aim for disadvantaged pupils to have access to a wide range of interventions in school to meet their individual needs, identified on their EHCPs.

We will provide excellent pastoral and family support service for pupils and parents, identified by school as vulnerable or in need. Families will receive support and signposting to useful and relevant services to support their child at home. This will in turn improve home school links and collaborative working.

We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and enabling them to experience the full learning experience at Stanley School.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

### Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of the pupils are significantly affected by their SEND. Teaching of, and subsequently progress in, reading and phonics requires improvement and is therefore a priority.
2	Teaching assistants have received minimal training and opportunities to contribute to whole school development
3	Newly qualified teachers lack the skills and knowledge due to COVID and reduced training opportunities
4	Parental engagement is difficult. Parent's knowledge and understanding of SEND is sometimes poor and they require support to help them with different aspects of paperwork, medical information, diagnosis and multidisciplinary groups

5	Limited life experiences and opportunities to join in enrichment opportunities due to their SEND. This can manifest in lack of self-esteem and mental health issues
6	Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, and sensory processing difficulties

## 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 to show improvement against individual learning needs, specifically in reading and phonics	PP pupils make at least as much progress as non PP pupils against individual learning outcomes. Teaching and progress in Reading and Phonics is at least good for all pupils.
School staff perform better because of improved knowledge and skills and a greater contribution to school development	Staff at all levels are committed to and have the ability to support the children effectively. They have awareness of key school improvement initiatives and are positively contributing to moving the school forward.
Pupils access a wide range of interventions to meet their individual needs as and when identified.	Barriers to learning are quickly identified by knowledgeable and skilled staff who implement appropriate interventions in a timely manner.
Parents and carers to be fully supported and have increased knowledge of strategies and services available to support their children and to improve attendance.	Parents indicate there are strong links between home and school and support is received for a wide range of needs. Children are provided with pastoral support, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupils have access to a range of activities that positively impacts upon their mental health and wellbeing. Social skills, independence, perseverance and teamwork are developed.

## 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: £5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff will have opportunities for planned training through staff meetings	<p>Ensure enough time is given over to allow for staff professional development- all staff to attend bi-weekly staff meetings to access CPD opportunities and input to school development priorities</p> <p><i>The EEF Guide to the Pupil Premium, 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' and learning by developing all school staff.</i></p> <p><i>EEF research shows the importance of training for teaching assistants to enable them to have the maximum impact when supporting learning.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teachingassistants#recommendation-1">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teachingassistants#recommendation-1</a></p>	1 & 2
Three experienced teachers will mentor the ECTs for two years to support the Government's bid to maintain teacher retention through enhanced training	ECT mentors will have time to support teachers- regular meeting time and peer support opportunities throughout the year.	3

SALT- completing SI practitioner Diploma to enable her to complete sensory assessments	Qualified SI-SALT working in school full time completing assessments and reports to support pupils speech and language needs and sensory processing difficulties. Impact evident in pupils progress, reduction in behaviours due to reduced frustration, improved emotional regulation and sensory needs being met.	6
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions):

Budgeted cost: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils- ensuring appropriate ratios of staff to allow for effective curriculum delivery. Quality CPD in line with school priorities which impacts positively in quality of teaching and learning.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.  Staffing ratios are conducive to pupil progress, reduction in behavioural incidents and delivery of timely, appropriate and regular interventions to reduce/remove barriers to learning.	1,2 & 6
To improve the academic progress in reading and phonics throughout the school * Training for staff * Time for Phonics and Reading lead to support delivery	Ensure all relevant staff (including new staff) have received training to deliver the reading and phonics scheme effectively and to include new phonic books to share in class.  This cascades to include TA's who will support individual children to improve their reading skills  Curriculum coverage and assessment will be produced and shared with teachers to guide them.	1&2

Purchase additional Reading Materials form Bug Club to support engagement in reading and phonics	Books and e-learning activities available to promote engagement with reading for development and use of phonics.	1
<p>SALT working additional day in school to provide S&amp;L support for staff and pupils.</p> <p>Supporting work of Sensory team in school, whilst undergoing training, to ensure effective sensory support for pupils.</p>	<p>Pupils progress data, reduction in behaviours logged on Sleuth due to reduced frustration, improved emotional regulation and sensory needs being met.</p> <p>Sensory processing difficulties effectively supported resulting in improved engagement in learning and in turn pupil progress. S.I. supports and improves children's:</p> <ul style="list-style-type: none"> <li>● behavior</li> <li>● communication</li> <li>● function</li> <li>● successful participation in daily life</li> </ul> <p><i>A new study reports that sensory integration therapy improves daily function in children with autism.</i></p> <p><a href="https://www.springer.com/journal/10803">https://www.springer.com/journal/10803</a></p>	6
HLTA to provide cover for teaching staff to facilitate targeted interventions with identified pupils.	Pupils access a wide range of interventions to meet their individual needs as and when identified.	1
A group of Y6 pupils will complete the White Level certificate in JASS- delivered by HLTA ½ day per week	<p>Further develop children's problem solving, teamwork and confidence in preparation for transitioning to secondary school provision.</p> <p><i>JASS is a fantastic tool to help bridge the attainment gap – especially in high deprivation areas, whilst also recognising wider achievement</i></p> <p><a href="https://www.jasschools.org.uk/what-is-jass/">https://www.jasschools.org.uk/what-is-jass/</a></p>	5

**Wider strategies (for example, related to attendance, behaviour, wellbeing):** Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>An intensive support service continues to be provided to pupils and/or parents, identified by school as 'vulnerable' or 'in need'- PFSW- employed full time</p>	<p>Vulnerable children are being provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. This also addresses the mental health of the pupils.</p> <p><i>The Education Endowment Foundation highlights that more sustained and intensive approaches to support parental engagement may be needed for some children. Research highlights that 'more intensive approaches, which target particular families or outcomes, are associated with larger learning gains, but are also more difficult to implement.'</i> This will be taken into consideration when identifying families and establishing support networks.</p> <p><a href="https://educationendowmentfoundation.org.uk/tools/guidancereports/working-with-parents-to-support-childrens-learning/">https://educationendowmentfoundation.org.uk/tools/guidancereports/working-with-parents-to-support-childrens-learning/</a></p>	<p>4 &amp; 5</p>
<p>Parental support groups will be set up and run by the pupil liaison HLTA for recent and new parents to the school</p>	<p>Workshops and support groups will be held to allow parents of the younger children to learn more about SEND, EHCPs and any health conditions that they require information and support for.</p> <p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family</p>	<p>4</p>
<p>To receive regular yoga sessions from a trained yoga teacher who will guide and support both staff and pupils in the correct methods of</p>	<p>Children will learn how to implement their relaxation strategies and improve their self-esteem resulting in a reduction in challenging behaviour incidents</p>	<p>5</p>

yoga and movement- 1 session		
<p>Cultural capital experiences promoted in the curriculum. The Minibus is used to transport pupils across Wirral and beyond.</p> <p>There will be a reduction in cost of trips for PP</p> <p>Sports events promoted to PP are encouraged to attend</p> <p>Outdoor learning opportunities are encouraged eg forest school site, and accessing local community.</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil progress and associated evidence.</p>	5
<p>Pupils will be given an opportunity to attend a school residential to gain skills in team work, confidence building and self esteem-Residential trip cost is greatly reduced for PP</p>	<p>The children will be offered a residential break in July before they transition to secondary school.</p>	5

**Total budgeted cost: £77,000**

## Looked After Children (LAC)

The school currently has 3 children classed as Looked After Children. Two are in foster care and the third child is classed as LAC due to the time they spend in respite care. We also have one child who is previously looked after.

Designated Teacher: Ritu Hulme

### The Role of The Designated Teacher

Designated teachers should take lead responsibility for ensuring school staff understand the things which can affect how looked-after and previously looked after children learn and achieve and how the whole school supports the educational achievement of these pupils.

This means making sure that all staff:

- have high expectations of looked-after and previously looked-after children's learning and set targets to accelerate educational progress
- are aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour
- appreciate the central importance of the looked-after child's PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported
- have the level of understanding they need of the role of social workers, VSHs and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child
- for previously looked-after children, understand the importance of involving the child's parents or guardians in decisions affecting their child's education, and be a contact for parents or guardians who want advice or have concerns about their child's progress at school.

The teachers of the LAC children must complete a PEP each term and meet with the child's carers, Social worker and any other relevant professionals to discuss their progress. These meetings are overseen by Wirral Virtual Head and discuss how the child is benefitting from the funding given.

Activity	
Pupils will be given an opportunity to attend a	The children will be offered a residential break

<p>school residential to gain skills in team work, confidence building and self esteem-Residential trip cost is greatly reduced for PP and LAC</p>	<p>in July before they transition to secondary school.  As well as the physical health benefits, school residential trips have been proven to have a positive effect on children's self esteem and confidence levels, thereby improving their emotional health and well being</p> <p><i>Findings from the study suggest that residential positively impact 'vulnerable' students, in particular those deemed likely to underachieve due to personal and family issues.</i></p> <p><a href="https://www.schooltravelorganiser.com/council-for-learning-outside-the-classroom-clotc/82.tag">https://www.schooltravelorganiser.com/council-for-learning-outside-the-classroom-clotc/82.tag</a></p>
<p>An intensive support service continues to be provided to pupils and/or parents, identified by school as 'vulnerable' or 'in need'- PFSW-employed full time</p>	<p>(See Previous)</p>

**Total budgeted cost: £7035**

**Review of outcomes in the previous academic year- See separate review document**

[Pupil Premium 2020-2021](#)