

Stonehill School Pupil Premium Strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy of how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Stonehill School
Number of pupils in school	194 - excluding Nursery 207- including Nursery
Proportion (%) of pupil premium eligible pupils	33% (64/194 pupils) 33% (64/194 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Elaine Close
Pupil premium lead	Elaine Close
Governor / Trustee lead	Claire Sheff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 94,720
Recovery premium funding allocation this academic year	£ 0
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	£ 94,720

Part A: Pupil premium strategy plan

Statement of intent

Stonehill School is committed to providing the best quality education possible to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We are aware that many of our children are vulnerable and face additional challenges and the outcomes and activities outlined in this document are intended to support not just their learning needs but also their mental health and well-being.

High quality teaching and learning has the greatest impact on the attainment of all pupils and particularly in closing the disadvantage attainment gap. Strategies outlined in this document will not just benefit disadvantaged pupils but will benefit all pupils at Stonehill School.

Our aim is to enable every pupil to learn and achieve to the very best of their ability. Some of the strategies outlined in this document will be short term projects or initiatives, however a number will be ongoing as part of our continuous provision for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	On entry, PP pupils in Nursery and reception have greater communication, speech and language needs compared to non PP pupils. This affects progress in all areas.
2	A significant proportion of PP pupils (SEN:31% SEN &Monitoring: 53%) also have special educational needs. This affects progress in all areas.
3	Underachievement of some PP pupils impacts on their ability to meet expected outcomes at the end of each key stage.
4	High levels of deprivation for PP pupils means that many do not have access to the same opportunities for enrichment as other non PP pupils.
5	Poor engagement of parents of some PP pupils and lack of parental support at home affects pupil progress.
6	Increasing numbers of pupils with complex social, emotional and mental health needs and increasing levels of challenging/concerning behaviour linked to these impacts on pupils and resources.

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
Improved communication, speech and language skills for PP pupils in EY, KS1, & KS2	The Wellcomm programme and other appropriate speech and language interventions are well established and used to assess pupils, identify appropriate targets and measure progress/performance. PP pupils in the early years, KS1 and KS2 make rapid progress by the end of the year so that they meet their individual targets. The gap between PP and non PP pupils in EY, KS1 and KS2 is diminishing.
Higher rates of progress for SEND PP pupils.	Appropriate interventions and strategies in place for SEND PP pupils with regular monitoring of impact. SEND PP pupils make progress at least in line with other SEND pupils. The progress and attainment gap for SEND disadvantaged pupils is diminishing year on year.
Improved outcomes for non -SEND PP pupils at the end of year.	Appropriate interventions and strategies in place for PP pupils with regular monitoring of impact. PP pupils make accelerated progress and meet end of year targets. The progress and attainment gap for disadvantaged pupils is diminishing year on year.
PP pupils have access to a broad range of enrichment activities to support their learning.	Funded places offered to PP pupils for after school clubs, educational visits and residential trips.

	PP pupils experience a wide range of enrichment activities so that they have similar opportunities to other non-PP pupils. PP pupils are more engaged in their learning and make better progress over the academic year.
Improved levels of parental engagement in school and at home. Examples of initiatives to improve parental engagement: invitations to school events, drop in's for hard to reach parents, targeted support e.g. Parenting puzzle, EHM lead 1:1 and group sessions supporting your child at home, half termly Parent support group	Effective targeted support and signposting of services by the family support worker and Senco build links between home and school for vulnerable pupils and their families. Improved levels of attendance of PP pupils. Improved levels of progress and attainment.
Pupils with social, emotional and mental health needs are assessed and well supported. SLT, SENCO, FSW and other adults support individual pupils and their families through individual behaviour plans, 1:1 support, mentoring, referrals to services to support mental health and well-being	High quality effective provision to support mental health and well-being is embedded and enables pupils to meet their full potential. Effective outside agency involvement with individual pupils and their families e.g. Children's Service, North Herts Primary Support Service, Intensive Families First Support, SEND support group, Nessie therapists Improved levels of progress and attainment of pupils with SEMH needs. Fewer incidents of serious challenging behaviour recorded.

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: £45,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cost of Family Support Worker: Developing initiatives to support the SEMH needs of vulnerable pupils and families	The school is experiencing increasing numbers of pupils with SEMH and behavioural needs and external agency support is difficult to access. There is an increasing number of families in crisis requiring additional support and access to services. The FSW will provide: Early intervention to support families in need through signposting services and agencies Parenting support and guidance Intensive programmes for families in crisis Support Senco and colleagues to meet the SEMH needs of pupils through sourcing targeted interventions e.g. Nessie therapies Carry out targeted interventions where appropriate	4,5,6
Learning Support Assistant (fixed term and reviewed annually) Provide 1:1 and small group support in class (cohort leaving 2025)	There are high levels of need in the class.	2,3,4
Additional Read, Write, Inc online resources and training for staff	Early reading is a key area for development to support pupil catch up. 1:1 and small group intervention has an average impact of four months' additional progress over the course of a year. Providing training to the staff that deliver small group intervention is likely to increase impact. Small group tuition Toolkit Strand	1,3

	Education En- dowment Foundation EEF	
Books and phonics resources to support early reading	The school requires additional high quality reading resources to support reading across the school.	1,3
CPD: Mental Health and wellbeing staff training and resources	The school is experiencing high levels of mental health conditions amongst pupils and family members and there are challenges in accessing external support. Training and resources will enable the school to better support the needs of some members of the school community.	6
CPD and resources: RW Inc training and Fresh Start resources for English Practice sheets from HfL for Mathematics	Pupils have significant gaps in their learning due to school closures during the pandemic. The resources will enable teachers and support staff to meet the needs of pupils 1:1 and small group intervention has an average impact of four months' additional progress over the course of a year. Providing training to the staff that deliver small group intervention is likely to in- crease impact. Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
SNAP on line screening tools for SPLD and Behaviour	The tool kits enable screening for specific difficulties which can be used to support the school in accessing specialist provision and services.	2

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group speech and language interventions (LSA hours) Wellcomm programme renewed annually and used to assess speech and language needs of pupils and to plan and appropriate related interventions LSA hours for wellcomm assessments and targeted interventions	On entry, PP pupils in Nursery and reception have greater communication, speech and language needs compared to non PP pupils. This affects progress in all areas. Speech, language and communication interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) Data collected by the school shows that the Wellcomm programme of interventions is effective in supporting the speech and language development of most pupils in the EY and Y1.	1
1:1 and small group phonics interventions across KS1 and KS2 (LSA hours)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF 1:1 and small group intervention has an average impact of four months' additional progress over the course of a year. Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,3

1:1 and small group interventions to support for reading (LSA hours)	1:1 and small group intervention has an average impact of four months' additional progress over the course of a year. Small group tuition Toolkit Strand Education Endowment Foundation EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition EEF (educationendowmentfoundation.org.uk)	2,3
Small group tuition in reading, writing and mathematics for targeted pupils across the school (Teacher hours 1 day a week)	1:1 and small group intervention has an average impact of four months' additional progress over the course of a year. Small group tuition Toolkit Strand Education Endowment Foundation EEF Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition EEF (educationendowmentfoundation.org.uk)	2,3

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker to build relationships with hard to reach families: Invitations to school events and 1:1 support for parents FSW signposting services and targeted support for families e.g. Parenting puzzle, Parent 2 Parent, EHM's, 1:1 and group sessions supporting your child at home, Parent support group	The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement toolkit, EEF 2020	5
Inclusion support: SENCo/ FSW/LSA's/outside agencies provision of targeted support to meet social, emotional and mental health need	There is extensive evidence associating childhood social and emotional skills with improved out- comes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving social and emotional learning in primary schools, EEF 2020	6
SENCo and FSW to Provide professional and administrative support to staff in relation to disadvantaged pupils with SEN and their inclusion needs, including: - o Education, Health & Care Plan applications - o Health care plans - o 'Team around the Family' meetings - o Single service requests	Recommendations are made that SEND pupils make greatest progress when schools: • create a positive and supportive environment for all pupils without exception • build an ongoing, holistic understanding of pupils and their needs • understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. Special Educational Needs in Mainstream Schools, Guidance Report EEF March 2020	2,3

FSW to monitor attendance of PP pupils and work with families to support pupils in getting to school.	Significantly reduced levels of absence and persistent absence can be achieved with investment in: • leadership and management • relationships and communication • systems and data • intervention Improving School Attendance DfE 2021	5.
Breakfast club places offered to targeted PP pupils to ensure healthy eating, good attendance and a 'soft' start to the school day.	Performance is affected [by poor diet] when tasks are more mentally demanding, when they involve working memory (storing and manipulating information in the short term), and in the case of children who are poorly nourished in general. Diet makes a difference to learning Centre for educational neuroscience, UCL 2012	
PP pupils have free access to a broad range of enrichment activities to support their learning. The cost of after school clubs, enrichment days and residential trips met or subsidised for PP pupils. Targeted PP pupils offered a range of after school clubs	There is extensive evidence associating childhood social and emotional skills with improved out- comes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving social and emotional learning in primary schools, EEF 2020	

Total budgeted cost: £ 96,300