

Stonehill School Pupil Premium Strategy statement

This statement details our school's use of pupil premium (and recovery premium) for the 2025 to 2026 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	195 - excluding Nursery 217- including Nursery
Proportion (%) of pupil premium eligible pupils	32% (64/195 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Elaine Close
Pupil premium lead	Jenna Hearson
Governor	Claire Sheff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 99,990
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	£ 99,990

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	Many PP pupils have communication, speech and language needs. This affects progress in all areas.
2	A significant proportion of PP pupils (SEN:24% SEN &Monitoring: 35%) 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 key stage 2.
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 attendance 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 impact 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.	<ul style="list-style-type: none"> • The Wellcomm programme is well established and used to assess pupils, identify appropriate targets and measure progress/performance. • PP pupils make progress on their Wellcomm assessments. • There are fewer PP pupils receiving Wellcomm intervention.
Higher rates of progress for SEND PP pupils.	<ul style="list-style-type: none"> • 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.
Improved outcomes for PP pupils at the end of key stage 2.	<ul style="list-style-type: none"> • PP pupils make accelerated progress and meet end of year targets. • The progress and attainment gap for disadvantaged pupils is diminishing.
PP pupils have access to a broad range of enrichment activities to support their learning.	<ul style="list-style-type: none"> • 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 attendance of PP pupils.	<ul style="list-style-type: none"> • 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 parental engagement. • Improved levels of progress and attainment.
The 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.	<ul style="list-style-type: none"> • 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

	<p>Support, SEND support group, Nessie therapists.</p> <ul style="list-style-type: none">• Improved levels of progress and attainment of pupils with SEMH needs.• Fewer incidents of serious challenging behaviour recorded.• Pupils with SEMH needs are assessed and well supported
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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: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cost of Family Support Worker: Developing initiatives to support the SEMH needs of vulnerable pupils and families</p>	<p>The school is experiencing increasing numbers of pupils with SEMH and behavioural needs and external agency support is difficult to access.</p> <p>There is an increasing number of families in crisis requiring additional support and access to services.</p> <p>The FSW will provide:</p> <p>Early intervention to support families in need through signposting services and agencies</p> <p>Parenting support and guidance</p> <p>Intensive programmes for families in crisis</p> <p>Support Senco and colleagues to meet the SEMH needs of pupils through sourcing targeted interventions e.g. Nessie therapies</p> <p>Carry out targeted interventions where appropriate</p> <p>Working with Parents to Support Children’s Learning Education Endowment Foundation EEF</p>	<p>4,5,6</p>
<p>Learning Support Assistant (fixed term and reviewed annually) Provide 1:1 and small group support in class (cohort leaving 2026)</p>	<p>There are high levels of need in the class.</p> <p>Deployment of Teaching Assistants Education Endowment Foundation EEF</p>	<p>2,3,4</p>
<p>CPD: Mental Health and wellbeing staff training and resources</p>	<p>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</p>	<p>6</p>

	<p>enable the school to better support the needs of some members of the school community.</p> <p>Improving Social and Emotional Learning in Primary Schools Education Endowment Foundation EEF</p>	
<p>SNAP on line screening tools for SPLD and Behaviour</p>	<p>The tool kits enable screening for specific difficulties which can be used to support the school in accessing specialist provision and services.</p> <p>Selecting Interventions for Pupils with SEND Education Endowment Foundation EEF</p>	<p>2</p>

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

Budgeted cost: £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 and small group speech and language interventions (LSA hours)</p> <p>Wellcomm programme renewed annually and used to assess speech and language needs of pupils and to plan and appropriate related interventions</p> <p>LSA hours for wellcomm assessments and targeted interventions</p>	<p>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.</p> <p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>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.</p>	<p>1</p>
<p>1:1 and small group phonics interventions across KS1 and KS2 (LSA hours)</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>1:1 and small group intervention has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3</p>

<p>1:1 and small group interventions to support mathematics and reading (LSA hours)</p>	<p>1:1 and small group intervention has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support worker to build relationships with hard to reach families: Invitations to school events and 1:1 support for parents</p> <p>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</p>	<p>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.</p> <p>Parental engagement toolkit, EEF 2020</p>	5
<p>Inclusion support: SENCo/ FSW/LSA's/outside agencies</p> <p>provision of targeted support to meet social, emotional and mental health need</p>	<p>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):</p> <p>Improving social and emotional learning in primary schools, EEF 2020</p>	6
<p>SENCo and FSW to Provide professional and administrative support to staff in relation to disadvantaged pupils with SEN and their inclusion needs, including:</p> <ul style="list-style-type: none"> o Education, Health & Care Plan applications o Health care plans o 'Team around the Family' meetings o Single service requests 	<p>Recommendations are made that SEND pupils make greatest progress when schools:</p> <ul style="list-style-type: none"> • 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. <p>Special Educational Needs in Mainstream Schools, Guidance Report EEF March 2020</p>	2,3

<p>FSW to monitor attendance of PP pupils and work with families to support pupils in getting to school.</p>	<p>Significantly reduced levels of absence and persistent absence can be achieved with investment in:</p> <ul style="list-style-type: none"> • leadership and management • relationships and communication • systems and data • intervention <p>Improving School Attendance DfE 2021</p>	<p>5</p>
<p>Breakfast club places offered to targeted PP pupils to ensure healthy eating, good attendance and a 'soft' start to the school day.</p>	<p>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.</p> <p>Diet makes a difference to learning Centre for educational neuroscience, UCL 2012</p>	<p>4</p>
<p>PP pupils have free access to a broad range of enrichment activities to support their learning.</p> <p>The cost of after school clubs, enrichment days and residential trips met or subsidised for PP pupils.</p> <p>Targeted PP pupils offered a range of after school clubs</p>	<p>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):</p> <p>Improving social and emotional learning in primary schools, EEF 2020</p>	<p>4</p>

Total budgeted cost: £ 112,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of Intended Outcomes:

1. Improved communication, speech and language skills for PP pupils:

Wellcomm is embedded across the school. The SENCO has delivered training and offered support to LSAs to enable them to carry out assessments and sessions. There are improvements in pupil's speech, language and communication and there are less pupils requiring support on the Wellcomm.

2. Higher rates of progress for SEND PP pupils:

SEND PP pupils made progress on their individual targets. This is shown in interventions assessments (UCANN, Wellcomm, Fresh Start etc.) and on pupils individual personal learning plans.

3. Improved outcomes for PP pupils at the end of the year:

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently. This also means that they have no progress data)

Key Stage 2 attainment of pupils reaching the expected standard in Reading, writing and Mathematics:

Disadvantaged					
	2021	2022	2023	2024	2025
Stonehill School	No Data / Suppressed	66.7	33.3	50.0	52.6
North Hertfordshire	No Data / Suppressed	31.8	30.7	38.2	38.8
Hertfordshire	No Data / Suppressed	36.3	36.3	40.6	39.2
England	No Data / Suppressed	42.7	44.0	45.5	47.4

Non-Disadvantaged					
	2021	2022	2023	2024	2025
Stonehill School	No Data / Suppressed	71.4	85.0	64.7	91.7
North Hertfordshire	No Data / Suppressed	64.1	67.7	68.3	66.0
Hertfordshire	No Data / Suppressed	66.1	67.8	69.3	69.7
England	No Data / Suppressed	65.6	66.3	67.4	68.9

The data shows that disadvantaged pupils in 2025 performed better than disadvantaged pupils in Hertfordshire and Nationally.

The data demonstrates that disadvantaged pupils did not attain as well as their non-disadvantaged peers. In response, we have refined our pupil premium strategy and are implementing more closely targeted academic support, improving monitoring of progress, and enhancing provision for identified barriers to learning.

4. PP pupils have access to a broad range of enrichment activities to support their learning:

Pupil Premium pupils were offered financial support with all enrichment activities. Pupils were able to access after school Sports clubs, breakfast club, Y6 residential and class trips.

5. Improved levels of parental engagement in school and at home:

All initiatives that were planned took place over the academic year e.g. Tea and Talk, parent drop ins, meetings, letters home etc.

Attendance of pupil premium pupils was lower compared to non-pupil premium pupils (PP-90%, Non 93%) and will remain to be a focus for the Family Support Workers next year. This will be included in the plan for 2025/2026.

6. Pupils with SEMH needs are assessed and well supported:

All appropriate outside agencies were involved with pupils and families where needed. This has been facilitated by the FWs and SENCo. Positive feedback from pupils, parents and agencies.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

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**

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.