

Pupil premium strategy 2022/23

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	Stanton Vale School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	1/11/2021
Date on which it will be reviewed	
Statement authorised by	Emma Kehoe
Pupil premium lead	Bethany Steeples
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 27,855
Recovery premium funding allocation this academic year	£ 26,448
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	£ 54,303

Part A: Pupil premium strategy plan

Statement of intent

School context

When making decisions about PP funding it is important to consider the context of the school and the subsequent challenges pupils may face. Stanton Vale is a special school for children aged 2-19. Stanton Vale caters for pupils with a diverse range of Special Educational Needs (SEN) and as such the additional support we offer to each PP pupil is uniquely tailored to their individual needs and barriers to learning. We are using a tiered strategy that targets three key areas of support: CPD; Resourcing and specific product usage. We recognise that at Stanton Vale pupil attainment is predominantly influenced by pupils' SEN, rather than by social deprivation.

Strategy

To make effective use of funding, the PP lead analyses PP pupils' attainment data to spend the funding in areas it is most needed. However, we recognise that most pupils have impairments in communication, cognition, mobility, social interaction and sensory processing. As a result of this, many factors, including external factors, can influence pupils' attainment. So, in addition to using attainment data, the PP strategy is also devised according to pupils' greatest barriers to learning, which are identified by teachers through the use of MAPP, Personalised Learning Intentions and Personalised Learning Outcomes.

PP attainment data on Evidence for Learning (EfL) at the end of summer 2021 showed that 16% of pupils were developing in their communication targets, compared with 13% for cognition, 19% for personal, social and mental health and 16% for sensory and physical were emerging or developing. As the percentage difference between the curriculum areas was so small and attainment is likely to be significantly influenced by external factors, the PP strategy was based on teachers' reports on students' greatest barriers to learning.

Key principles of the strategy plan – 2022-23

Stanton Vale began a three year PP initiative in March 2021, when a PP lead was appointed- as our cohort changes, the focus for each element of Research shows good quality teaching is the greatest lever to improving attainment, so the primary aim of our PP strategy plan is developing staff CPD in communication. Funding will also be given to CPD to help improve specialist-teaching techniques for students with complex learning difficulties. Wider strategies include improving students' behaviour, through the use of sensory items and helping students to access trips in the community to help develop key life skills and enriching experiences.

In 2022, the focus continues to be on staff CPD with the addition of Rebound Therapy training. The second phase of Pupil Premium expenditure is to provide specialist teaching and intervention to support impairments in cognition, mobility, social interaction and sensory processing. Finally, in the same way as 21-22 PP will be spent on wider curriculum strategies that are specific to a student’s personal learning barriers. For those outcomes that have been met or are funded via different routes are highlighted in yellow with the additional change underneath.

Challenges

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

Challenge number	Detail of challenge
1	Communication difficulties. Students being non-verbal or having limited use of language / signing, staff having poor knowledge on how to support these students.
2	Complex learning difficulties that require specialist pre-formal teaching techniques. Students requiring a specific tailored and challenging curriculum that is resourced to support high quality teaching and learning.
3	Sensory processing needs.
4	Physical and medical needs, which in turn leads to difficulties accessing experiences in the community. Students being unable to access community enrichment and cultural capital activity due to social deprivation.
5	Specific wider strategies to support SEMH, Sensory Regulation, Communication and Comprehension- this is inclusive of Literacy.

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
<p>All PP students will make progress in their communication skills, as a result of staff CPD in communication strategies specific to the needs of their class.</p> <p>This will be embedded throughout the school with specific high quality interventions in all classes.</p>	<p>Progress data towards communication aspect of individual Personalised Learning Intention (PLIM) or Personalised Learning Opportunity (PLOM)</p> <p>Progress against Curriculum Frameworks</p> <p>Evidence uploaded to evidence for learning</p> <p>PP Students are secure or exceeding their communication targets</p>

<p>Behaviour will reduce due to students having a secure and meaningful application that is well resourced and taught.</p>	<p>Improvement in phonics progress data Reduction in behaviours</p>
<p>Staff in pre-formal classes who feel they need further training will have CPD in specialist teaching techniques bespoke to those with complex needs.</p> <p>Students access a variety of bespoke intervention that is designed specifically to meet their individual complex needs and improve their overall access to education. SaLT, Dramatherapy, Dance therapy, Forest School, PMLD Music Sessions</p> <p>Staff working in Informal Curriculum classes will have access to CPD and direct input on introducing all forms of play into the curriculum- through SaLT and Dramatherapy</p>	<p>Staff in pre-formal classes will feel confident in specialist teaching techniques bespoke to those with complex needs.</p> <p>Students are able to access a variety of individual activities to support their cognitive and communication development. Specialist teaching techniques allow students to make greater progress towards individualised targets. Progress data towards communication aspect of individual Personalised Learning Intention (PLIM) or Personalised Learning Opportunity (PLOM) Progress against Curriculum Frameworks</p> <p>Staff working with complex children who display behaviour that challenges are more confident in delivering a play and interaction based, informal curriculum. Pupils in these classes are more engaged in learning and there is a reduction in incidents of behaviour that challenges.</p>
<p>PP students will have the opportunity to undergo thorough sensory processing assessment by the school sensory occupational therapist.</p> <p>PP students with a sensory diet will have access to the relevant sensory items they need, as recommended by the school sensory occupational therapist.</p> <p>Sensory circuit training will be delivered to support regulation in ASD and behavioural classes. A better understanding of regulation will be given.</p> <p>Zones of regulation training will be delivered by SaLT to support regulation and implementation of the above.</p>	<p>PP students with sensory processing needs will better able to concentrate, engage in learning and display less challenging behaviour due to having the right sensory equipment to participate in a sensory diet. Improved attention and focus through PLIMS and PLOMS. As evidenced by teacher feedback, lesson observations and frequency of challenging behaviour incidents on RM integris.</p>
<p>Those with complex physical, medical and behavioural needs will be able to access</p>	<p>PP students going on trips (including residential trips where appropriate) and</p>

<p>enriching experiences via trips in the community or by having visitors come in to school.</p>	<p>engaging with the community or having access to extra-curricular activities in school.</p> <p>Where school trips are planned, PP students are carefully considered and targeted support is offered to those pupils.</p>
<p>SaLT and 1:1 Phonics Intervention to support improved literacy and understanding.</p>	<p>Michelle is part funded through recovery premium. Michelle supports 6 pupil premium students through 1:1 interventions, specific targeted phonics work and comprehension work.</p>

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: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD in communication strategies specific to the needs of each class. PECS training Intensive Interaction Training £3000</p>	<p>Teachers' reports on PP students' barriers to learning. Communication skills is one of Stanton vale's curriculum drivers and is an important life skill for all our pupils A communication audit showed the lack of CPD exists.</p>	1,2
<p>Staff in pre-formal classes who feel they need further training will have CPD in specialist teaching techniques bespoke to those with complex needs.</p>	<p>Teachers' reports on PP students' barriers to learning. Specialist teaching techniques support the development of pupils and provides the appropriate challenge and experiences.</p>	2
<p>Input from specialist drama therapist for CPD, curriculum development and group working (modelling to staff) with pupils £4500</p>	<p>Informal Curriculum Decrease in behaviour incidents Staff feedback increased confidence in delivering the Informal Curriculum</p>	1,2
<p>Communication Resources £1000</p>	<p>Communication resources supporting training, systems and teaching of communication systems for all learners inclusive of PP.</p>	1,2
<p>SaLT Jan-July 1 day a week £3500</p>	<p>Teachers' reports on PP students' barriers to learning. Some students need support with eating, swallowing. Assessing pupils' one-one can provide advice on consistency and texture of pupils' liquids and meals. Targeted support for students to develop speech and language. Targeted support in PECS, intensive interaction, AAC device use and Objects of reference.</p>	1

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

Budgeted cost: £ 15,798

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SaLT Jan-July 1 day a week £4495</p>	<p>Teachers' reports on PP students' barriers to learning. Some students need support with eating, swallowing. Assessing pupils' one-one can provide advice on consistency and texture of pupils' liquids and meals. Targeted support for students to develop speech and language. Targeted support in PECS, intensive interaction, AAC device use and Objects of reference.</p>	<p>1,2</p>
<p>Those with complex physical, medical and behavioural needs will be able to access enriching experiences linked to topic based learning via trips in the community or by having, visitors come in to school. £1250</p>	<p>Teachers' reports on PP students' barriers to learning. Independence and Development are curriculum drivers at Stanton Vale and learning key life skills, having enriching experiences and engaging with the local community is vital to achieving these. Support Pathway Budget</p>	<p>1,2,3,4</p>
<p>Curriculum resources to support challenge £4388</p>	<p>The curriculum has been developed to ensure stretch and challenge of all students. This requires resourcing in terms of text and physical objects. Money has been allocated in pathways to support the teaching in these pathways.</p>	<p>2</p>
<p>Michelle delivers 1:1 phonics to support reading with both PP and non-PP students. This is paid for using recovery premium. £2665.20</p>	<p>Michelle delivers 1:1 phonics to support reading with both PP and non-PP students. This is paid for using recovery premium. £2665.20 Out of 16, 6 are PP.</p>	<p>2,5</p>

PP students with a sensory diet will have access to the relevant sensory items they need, as recommended by the school sensory occupational therapist. Sensory Occupational Therapist – 6 days a year £2000	Teachers' reports on PP students' barriers to learning. Sensory diets will help increase engagement, build resilience, stimulate and develop senses, support self-regulation and reduce incidents of challenging behaviour.	3
Those with complex physical, medical and behavioural needs will be able to access enriching experiences via trips in the community or by having visitors come in to school. £1000	Teachers' reports on PP students' barriers to learning. Independence and Development are curriculum drivers at Stanton Vale and learning key life skills, having enriching experiences and engaging with the local community is vital to achieving these.	3,4,5

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

Budgeted cost: £ 26,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP students with a sensory diet will have access to the relevant sensory items they need, as recommended by the school sensory occupational therapist. Sensory Occupational Therapist – 6 days a year £2000	Teachers' reports on PP students' barriers to learning. Sensory diets will help increase engagement, build resilience, stimulate and develop senses, support self-regulation and reduce incidents of challenging behaviour.	3
Dramatherapy support to develop positive mental wellbeing, social development and regulation. £11,500	Drama therapy targets specific social skills, supports regulation, comprehension of the world around them and facilitates friendships and healthy relationships. Dramatherapist reports Teacher reports.	5
Sensory Budget General Curriculum Budget £5000	Allocated to support purchase of sensory equipment and General curriculum resources.	

	Integris data, teacher reports, case studies.	
Interactive music sessions to encourage communication, independence and fine motor skills. £7995	Music assessment against ploms	Interactive music sessions to encourage communication, independence and fine motor skills.

Total budgeted cost: £ 54,293

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

2020-2021 was the data gathering stage for a new pupil premium strategy. Due to COVID-19, attainment data may be skewed by a number of factors including anxiety, high levels of absence due to self-isolation or shielding. Given this, I used a standardised questionnaire to gain qualitative data from teachers about their PP students' greatest barriers to learning. This is what has driven our PP strategy plan for the next three years. We feel that teacher reports are more beneficial than attainment data, because we recognise that at Stanton Vale pupil attainment is predominantly influenced by pupils' SEN, rather than by social deprivation.

Due to our growing cohort, our Pupil Premium strategy is adaptive and those challenges that are no longer funded with PP funding have been marked in yellow and amended accordingly.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Timely intervention for PP pupils

As part of our strategy to improve outcomes for PP students, each class at Stanton Vale has a designated 'Pupil Premium Champion'. PP champions are staff members who are passionate about ensuring the best for those from disadvantaged backgrounds and are advocates for our PP pupils. PP champions monitor attainment, attendance, engagement, behaviour and wellbeing. If a pupil is struggling in any area then the PP champion will notify the school PP lead *immediately*. Together, with the class teacher and parents / carers an assessment will be carried out to ensure that the right interventions, resources or staff training is put in place as *soon as it is needed*, to help all PP students thrive.

Development in all areas

We aim to ensure that pupils are thriving socially, emotionally and physically, as well as academically. Therefore, to ensure we gain a holistic and accurate picture of pupils' barriers to learning, we also analyse pupils' behaviour, attendance, engagement and family life through a vulnerability questionnaire. The vulnerability questionnaire is completed by class teachers at the end of every term. Vulnerability scores are combined with teacher reports and attainment data to ensure that the needs of the pupils are accurately identified. Our ultimate objective is to ensure every pupil continues to make progress and is able to live as independently as possible when they leave Stanton Vale.