

Pupil premium strategy 2023/24

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	114
Proportion (%) of pupil premium eligible pupils	37%
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	1/11/2024
Statement authorised by	Emma Kehoe
Pupil premium lead	Andy Bunney
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 38,610
Recovery premium funding allocation this academic year	£ 31,444
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	£ 70,054

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 Opportunities.

Key principles of the strategy plan – 2023-24

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 curriculum delivery and assessment from Early Years through to Post 16. Funding will also be given to CPD to help improve specialist-teaching techniques for students with complex learning difficulties, including intensive interaction. Wider strategies include improving students' behaviour, through CPD in sensory processing and the use of sensory items to support pupil engagement, understanding autism practices and zones of regulation so pupils can be supported to manage their emotions. There is also a big emphasis on providing pupils with access to the community through various trips and visits, which help develop key skills and enriching experiences. Person centred planning will be integral to identify what pupils would like to do in the future and staff will have the knowledge and understanding to best support pupils and their families.

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 the 2023-24 academic year, with other outcomes being the focus of the previous 2 years of our 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>Behaviour will reduce due to students having a secure and meaningful application that is well resourced and taught.</p>	<p>Progress data towards communication aspect of individual Learning Plans (ILPs) or Progress against Curriculum Frameworks on Earwig</p> <p>Evidence uploaded to evidence for learning</p> <p>PP Students are secure or exceeding their communication targets</p> <p>Improvement in phonics progress data</p> <p>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.</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.</p>

<p>SaLT, Dramatherapy, Dance therapy, Forest School, PMLD Music Sessions</p> <p>Pupils have access to the community and enriching experience through the curriculum</p> <p>Work experience, enterprise and careers provision</p> <p>Educational Psychologist supports students by carrying out assessments and devising strategies to use in school to support their therapeutic and behaviour management, linked to their individual needs.</p> <p>Person centred planning to support the annual review process and pupil centred practice.</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>Specialist teaching techniques allow students to make greater progress towards individualised targets.</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>Pupils have planned visits through the year which is linked to the curriculum with clear outcomes of the visit.</p> <p>Students have the appropriate strategies in place to support their learning and emotional needs</p> <p>Staff have the appropriate training to ensure they can lead annual reviews ensuring these are person centred.</p> <p>Staff working with complex children who display behaviour that challenges are more confident in delivering a play and interaction based, informal curriculum.</p> <p>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>Team Teach training to support with de-escalations.</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.</p> <p>Improved attention and focus through PLIMS and PLOMS.</p> <p>As evidenced by teacher feedback, lesson observations and frequency of challenging behaviour incidents on RM integris.</p> <p>Increase in pupil engagement and reduction in behaviour incidents.</p> <p>Pupils understand their emotional needs and can identify what strategies to used to support them</p>

<p>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.</p>	<p>PP students going on trips (including residential trips where appropriate) and 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>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: £ 8,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training from the Autism Education Trust to become a train the trainer for stage 1 £200	Creating a positive and supportive environment by removing barriers to learning through Autism practices which is appropriate to meet pupils needs. This includes specialist knowledge to support pupil with Autism in school. Specialist teaching techniques support the development of pupils and provides the appropriate challenge and experiences.	2,3,5
Intensive interaction train the trainer, which enables teaching staff to develop communication across pathways £1000	Pupils show an increase in communication through their ILPs or Routes for Learning	1,2
IT resources to support quality of teaching and learning and enhance aspects of the curriculum for pupils in all pathway and avenue classes. £6400	Evidence on Earwig through progress data Teacher observation	2,5

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

Budgeted cost: £ 14,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
SaLT support 1 day a week	Teachers' reports on PP students' barriers to learning.	1,2

£9600	<p>Some students need support with eating, swallowing. Assessing pupils' one-one can provide advice on consistency and texture of pupils' liquids and meals.</p> <p>Targeted support for students to develop speech and language.</p> <p>Targeted support in PECS, intensive interaction, AAC device use and Objects of reference.</p>	
<p>Teachers have the resources to enable them to provide stretch and challenge through adaptive teaching in groups for core subjects.</p> <p>£1000</p>	<p>The curriculum has been developed to ensure stretch and challenge of all students. This requires resourcing in terms of text, physical objects and online resources in core subjects to enable teaching to be adapted based on individual pathways. This is done through group work in/and across pathways.</p>	2
<p>1:1 phonics to support reading with both PP and non-PP students.</p> <p>£2000</p>	<p>1:1 phonics to support reading with both PP and non-PP students. Key findings in the EEF toolkit suggests that on average, one to one tuition is very effective at improving pupil outcomes. When teaching assistants are experienced and well trained, tuition can be particularly beneficial</p>	2,5
<p>Educational Psychology to support pupils mental health</p> <p>£2100</p>	<p>Strategies identified to support the pupil, family and class team</p> <p>Increase in pupils engagement and progression against targets</p> <p>Reduction in behaviour incidents</p> <p>Increase in well-being of the pupils</p>	2,5

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

Budgeted cost: £ 47,294

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Person centred planning to support the annual review process and person-centred practice across the school</p>	<p>Teachers' reports on PP students' barriers to learning.</p> <p>Sensory diets will help increase engagement, build resilience, stimulate and develop senses, support self-</p>	3,4, 5

£400	regulation and reduce incidents of challenging behaviour.	
Input from specialist sensory OT who will provide CPD for staff to enable pupils to be better engaged in learning. The specialist will also provide assessments and sensory diets for pupils for 1 day a week. £8500	Increase in engagement Pupils have needs met through sensory equipment, which enables them to engage more. Reduction in behaviour incidents Staff knowledge supports pupils in the classroom and this is put in practice to support pupils	1,2
Dramatherapy support to develop positive mental wellbeing, social development and regulation. £10,240	Drama therapy targets specific social skills, supports regulation, comprehension of the world around them and facilitates friendships and healthy relationships. Drama therapist reports Teacher reports.	5
Sensory Budget General Curriculum Budget £1000	Allocated to support purchase of sensory equipment and General curriculum resources. Integris data, teacher reports, case studies.	3,5
Interactive music sessions to encourage communication, independence and fine motor skills. £8,320	Music assessment against ILPs Evidence through Earwig and learning journeys	1,2
Forest School Leader training which will enable all pupils to access forest school and DofE £1000	Evidence against ILPs Pupils make progress towards targets	1,2,4,5
Pupils are able to access enriching experiences linked to curriculum via trips in the community or by having, visitors come in to school in £1275	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. Pupils are able to make connections and generalise skills.	3,4,5

<p>An additional member of staff to work across pathways/avenues to ensure pupils to ensure pupils have regular access to the community for activities and experiences linked to their curriculum</p> <p>£17,004</p>	<p>Evidence of experiences on earwig</p> <p>Evidence of data on Earwig</p> <p>Completion of awards linked to community engagement</p>	<p>2,4</p>
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Total budgeted cost: £ 55,614

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 2022 to 2023 academic year.

Pupil Premium expenditure had significant impact on Students access to wider curriculum experiences in 2022-2023. Pupil Premium funding supported the reduction in parental cost for the school residential as this had gone up significantly and would have cost parents almost double what they had paid the previous year.

Due to the funding allocation, we were able to reduce this cost and keep it the same as in the previous year. In addition, Sensory OT assessments have been carried out to support specific children in their access to education and as a result their access to wider trips and visits with children benefiting from trips to Burton on Trent Farm Park and Clip and Climb. Music provided bespoke sessions to support our Support and EYFS pathway in their creative curriculum, enhancing positive experiences that are meaningful to our most complex students. The implementation of Forest School resulted in outdoor learning access for all students with developed tools and activities, this funding also enabled us to train an internal practitioner to ensure this work and the resources.

Phonics intervention has been very successful with 8 Pupil Premium eligible students accessing the program 2022-2023. This has seen positive improvement in students' ability to read and write and is continuing to improve their independence and access to the wider world.

All pupils in Post 16 had access to impartial careers advice.

Training for TEAM Teach enable staff to be upskilled in the use of de-escalation strategies to support pupils. Trainers are now in school, which means further updates and training can be provided to support all pupils.

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)

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.