

Pupil premium strategy statement – Stanton Vale School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	November 3 2025
Date on which it will be reviewed	November 3 2026
Statement authorised by	Emma Kehoe
Pupil premium lead	Rachel Beckett
Governor / Trustee lead	Beth Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 58.210
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 58.210

Part A: Pupil premium strategy plan

Statement of intent

At Stanton Vale School, we aim to leverage pupil premium funding to achieve and sustain positive outcomes for our pupils with SEND who face socio-economic disadvantage. Although socio-economic status may not always be the primary factor influencing their challenges, we recognise that disadvantaged pupils sometimes experience different outcomes than their peers, particularly in areas such as:

- Academic progress and attainment
- Transition to further learning opportunities
- Readiness for meaningful engagement in future employment
- Access to diverse social experiences

Our strategy is centred on high-quality, individualised teaching that targets the areas most essential for disadvantaged pupils. This includes targeted support informed by thorough assessments and tailored interventions to ensure access to a rich, balanced curriculum.

While our primary focus is on supporting disadvantaged pupils, the strategy is designed to benefit all students, particularly where resources enhance school-wide approaches, such as improved teaching quality and inclusive programs. We aim to enhance outcomes for all pupils, fostering overall progress and inclusion.

We will use the Pupil Premium grant to:

- **Prioritise high-quality teaching** to support the learning and development of all pupils.
- **Implement focused academic and therapeutic interventions** tailored to meet individual needs.
- **Enhance the therapeutic services** available to pupils by expanding access to Occupational Therapy and ensuring the effective implementation of Speech and Language Therapy plans.
- **Ensure access to enriching experiences** and cultural capital through diverse community activities and memorable outings.
- **Integrate Autism Accreditation into daily practice** across the school to support pupils' learning, social, emotional, and mental health.
- **Provide dedicated family support** to help remove barriers to attendance and assist families in managing social and emotional challenges beyond the school environment.

Our approach is guided by each pupil's unique strengths and needs, identified through formal and informal assessments, rather than assumptions or labels. This commitment helps us equip

each young person with the skills and experiences they need to be prepared for adulthood, fostering a future where they can thrive.

Challenges

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

Challenge number	Detail of challenge
1	Observations, internal data collections, conversations with staff and families highlight that disadvantaged pupils often face significant social, emotional, and behavioural challenges that impact their ability to engage and thrive in a school environment. Many require targeted support to build self-regulation, resilience, and positive interactions. It is essential to providing a safe, supportive learning environment where pupils can develop these skills, reduce barriers to learning, and build meaningful relationships with peers and staff.
2	EHCPs, observations, and consultations with occupational therapists indicate that many of our disadvantaged pupils have sensory difficulties that affect their engagement and readiness to learn. Long NHS waiting lists for occupational therapy highlight a gap in accessible OT support for our pupils.
3	Observations, along with discussions with families, wider agencies and the pastoral support team, reveal disadvantaged pupils have limited opportunities to build cultural capital outside of school, as families often face challenges in taking pupils out into the community.
4	Internal data, including observations and consultations with parents, carers, teachers, and speech and language therapists, reveal that disadvantaged pupils exhibit complex communication, interaction, and language needs. These needs present significant barriers to self-expression and effective learning. Additionally, the pupils limited access to diverse communication experiences outside of school further impedes their communication development.
5	Internal assessment, observations and discussions with families demonstrate that disadvantaged pupils often struggle with regular attendance due to complex health needs, social-emotional challenges, and family circumstances. Limited access to support services and difficulties managing behavioural or sensory needs at home can further hinder consistent attendance, requiring a tailored approach to support both pupils and families.

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
To improve the social, emotional, and behavioural wellbeing of disadvantaged pupils by providing targeted support to enhance their self-regulation, resilience, and social skills.	Increased Attendance: A measurable increase in attendance rates among disadvantaged pupils. Positive Behavioural Indicators: A reduction in the number of incidents of negative behaviour among disadvantaged pupils. Improved Self-Regulation: Increased ability of disadvantaged pupils to manage their emotions, impulses, and behaviours. Enhanced Social Skills: Improved ability of disadvantaged pupils to form positive relationships with peers and adults. Increased Resilience: Increased ability of disadvantaged pupils to cope with challenges and adversity. Positive Feedback from Parents/Carers: Increased positive feedback from parents/carers regarding their child's social, emotional, and behavioural development. Positive Feedback from Staff: Increased positive feedback from staff regarding the positive impact of the support provided to disadvantaged pupils. Increased Pupil Confidence and Self-Esteem: Increased confidence and self-esteem among disadvantaged pupils. Improved Engagement in Learning: Increased engagement in learning activities among disadvantaged pupils.
To improve the sensory experiences of disadvantaged pupils with sensory processing difficulties by providing targeted support and interventions to enhance their engagement and readiness to learn.	Increased Engagement in Learning: A measurable increase in the engagement and attention span of disadvantaged pupils with sensory processing difficulties. Reduced Sensory-Related Disruptions: A decrease in the number of sensory-related disruptions to learning, such as fidgeting, noise sensitivity, or difficulty staying seated. Improved Self-Regulation: Increased ability of disadvantaged pupils with sensory processing difficulties to regulate their sensory input and responses. Enhanced Motor Skills: Improved fine and gross motor skills, such as handwriting, cutting, and balance. Positive Feedback from Parents/Carers: Increased positive feedback from parents/carers regarding their child's sensory development and behaviour. Positive Feedback from Staff: Increased positive feedback from staff regarding the positive impact of sensory support interventions on disadvantaged pupils. Increased Participation in Classroom Activities: Increased participation in a variety of classroom activities, including group work, independent tasks, and physical activities. Improved Social Interaction: Improved social interaction and communication skills with peers and adults. Reduced Anxiety and Stress: Decreased levels of anxiety and stress related to sensory overload. Increased Self-Confidence and Self-Esteem: Increased self-confidence and self-esteem among disadvantaged pupils with sensory processing difficulties.

To increase disadvantaged pupils' cultural capital and broaden their life experiences by providing opportunities to engage with diverse cultures, arts, and community activities.	Increased Cultural Awareness: Improved understanding and appreciation of diverse cultures, traditions, and perspectives among disadvantaged pupils. Enhanced Life Skills: Development of key life skills, such as problem-solving, creativity, and communication, through cultural and artistic experiences. Increased Confidence and Self-Esteem: Increased confidence and self-esteem among disadvantaged pupils through participation in cultural and artistic activities. Improved Academic Performance: Positive impact on academic performance cultural and historical experiences. Positive Feedback from Parents/Carers: Increased positive feedback from parents/carers regarding their child's cultural experiences and personal development. Increased Participation in Cultural and Artistic Activities: Increased participation in a variety of cultural and artistic activities. Stronger Community Links: Development of stronger links with local cultural organisations and community groups. Positive Impact on Mental Health and Wellbeing: Positive impact on the mental health and wellbeing of disadvantaged pupils through engaging in cultural and artistic activities. Increased Aspiration and Ambition: Increased aspiration and ambition among disadvantaged pupils.
To improve the communication, interaction, and language skills of disadvantaged pupils, enabling them to express themselves effectively and engage fully in learning.	Improved Communication Skills: Increased ability of disadvantaged pupils to express their thoughts, ideas, and feelings clearly and effectively, both verbally and non-verbally. Enhanced Language Skills: Improved vocabulary, grammar, and sentence structure, as well as increased comprehension of spoken and written language. Stronger Social Interaction: Increased ability to engage in positive social interactions with peers and adults, including turn-taking, active listening, and empathy. Increased Confidence in Communication: Increased confidence in communicating with others in a variety of settings. Improved Academic Performance: Positive impact on academic performance. Positive Feedback from Parents/Carers: Increased positive feedback from parents/carers regarding their child's communication and language skills. Positive Feedback from Staff: Increased positive feedback from staff regarding the positive impact of communication and language support on disadvantaged pupils. Increased Participation in Classroom Discussions: Increased participation in classroom discussions and group work. Reduced Social Isolation: Decreased social isolation and increased social inclusion. Improved Self-Esteem: Increased self-esteem and self-confidence as a result of improved communication and language skills.

To improve the attendance of disadvantaged pupils by providing targeted support to address complex health needs, social-emotional challenges, and family circumstances.	Increased Attendance Rates: A measurable increase in attendance rates among disadvantaged pupils. Reduced Persistent Absence: A decrease in the number of disadvantaged pupils with persistent absence (e.g., missing 10% or more of school days). Positive Relationships with School: Improved relationships between disadvantaged pupils and school staff. Improved Mental Health and Wellbeing: Improved mental health and wellbeing among disadvantaged pupils. Increased Engagement in Learning: Increased engagement in learning activities among disadvantaged pupils. Positive Feedback from Parents/Carers: Increased positive feedback from parents/carers regarding their child's attendance and engagement. Effective Use of Targeted Support: Effective implementation of targeted support strategies, such as mentoring, and family support. Reduced Barriers to Learning: Reduced barriers to learning, such as transportation issues or financial difficulties.
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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: £12400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Occupational Therapist to audit and provide CPD in emotional, physical and sensory regulation £10,100	Informed by EHCPs and Earwig Data. EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	1,2,5
CPD in communication strategies specific to the needs of each individual and class. In House (£0)	Informed by EHCPs and Earwig Data. EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	3,4,5

CPD in Autism – working towards Autism Accreditation. £2010	Informed by EHCPs and Earwig Data. EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	3,4,5
CPD in Person Centred Thinking strategies (embedding) for the whole school. In House (£0)	Informed by EHCPs and Earwig Data. EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	1,3,5
CPD in Trauma Informed Practice strategies (embedding) specific to the needs of each individual and class. £290	Informed by EHCPs and Earwig Data. EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	1,2,5

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

Budgeted cost: £ 27600

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group support for communication and SaLT targets to support speech and language development through SaLT plans. 1 full time SIA for Inclusion £8900	Informed by EHCPs and Earwig Data. EEF-Providing targeted 1:1 or small group interventions to classroom teaching is a key component to effective planning for progress.	4,5
1:1 or small group support for English and Maths EEF-Providing targeted 1:1 or small group interventions. £9900	Informed by EHCPs and Earwig Data. EEF-Providing targeted 1:1 or small group interventions to classroom teaching is a key component to effective planning for progress.	4,5
1:1 or small group support in Drama Therapy to support EHCP targets and wholistic development through therapeutic input. £7400	Informed by EHCPs and Earwig Data. EEF-Providing targeted 1:1 or small group interventions to classroom teaching is a key component to effective planning for progress.	1,2,3,4,5
1:1 or small group support in music through The Open Orchestra to support EHCP targets and wholistic	Informed by EHCPs and Earwig Data. EEF-Providing targeted 1:1 or small group interventions to classroom	1,2,3,4,5

development through ensemble music making. £1400	teaching is a key component to effective planning for progress.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 17210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Team Teach: to support staff to implement de-escalation strategies through targeted intervention and supportive behaviour plans. £3100	Informed by EHCPs and Earwig Data. EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	1,2,5
THRIVE: to support THRIVE Trainer to implement therapeutic strategies through targeted intervention and supportive behaviour plans. £460	Informed by EHCPs and Earwig Data. EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	1,2,4,5
Occupational Therapist: intervention to support physical and sensory development through strategies to remove sensory barriers in the environment and support individual programmes. <i>Already accounted for above</i>	Informed by EHCPs and Earwig Data. EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	1,2,4,5
Cultural Capital and Social Enrichment Programme: Access to visits and in-school activities to develop cultural capital. Including: • The arts • Community outings preparing for adulthood • Work experience • Curriculum visits £8100	Informed by EHCPs and Earwig Data EEF-Supporting pupils social, emotional, and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	3,5
Attendance: Families and students to be provided with support to maintain and further improve school	Informed by attendance data, EHCPs and Earwig Data. EEF-Supporting pupils social, emotional and	1,3,5

attendance reduce barriers which impact on attendance. £0 In House	behavioural needs will prove to be an effective strategy to support pupil wellbeing.	
Swimming Intervention: intervention to support physical and sensory development through strategies to support individual programmes. £5350	Informed by EHCPs and Earwig Data. EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	1,2,4,5
Breakfast Club: providing disadvantaged students with food to allow them to access the curriculum successfully. Also, a social enrichment opportunity. £1200	Informed by EHCPs and Earwig Data EEF-Supporting pupils social, emotional, and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	1,3,5

Total budgeted cost: £ 58210

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To improve the social, emotional, and behavioural wellbeing of disadvantaged pupils by providing targeted support to enhance their self-regulation, resilience, and social skills.

A positive, predictable, and safe environment has been established by creating a supportive and inclusive atmosphere with a clear and consistent system of rewards and sanctions that all staff understand and apply. Early and least-intrusive interventions are effectively used to address low-level disruptions, and any behaviour or bullying that threatens physical or emotional safety is responded to swiftly and appropriately.

Effective routines and expectations have been created by explicitly teaching school and classroom routines, practising them at the start of the academic year, and regularly reinforcing them to maximise learning time. Consistent language and non-verbal signals are used for common classroom directions. Instructions are manageable, specific, sequential, and pupils' understanding is checked before tasks begin.

Tailored support and collaboration are ensured through staff working closely with the SENCO, SEND specialists, and other colleagues to adapt behaviour approaches to meet individual pupil needs. Behaviour policies, including tailored approaches and plans for individual pupils, are consistently applied.

Trusting relationships are built by regularly liaising with parents, carers, and colleagues to better understand pupils' individual circumstances and support needs. Pupils feel their feelings are considered and understood, which fosters positive relationships with staff and peers.

Pupils are motivated and supported to master challenging content linked to their long-term goals. They are given opportunities to articulate their goals and connect them to their success in school. They are helped to think through scenarios before they occur and use cues to recall agreed behaviours.

Opportunities for practising self-regulation and impulse control are regularly provided, especially for Pathway pupils.

Measurable impact is demonstrated through observations, data collections, and feedback showing increased pupil engagement, resilience, and positive behaviour. Staff report increased confidence and effectiveness in managing behaviour and supporting disadvantaged pupils.

To improve the sensory experiences of disadvantaged pupils with sensory processing difficulties by providing targeted support and interventions to enhance their engagement and readiness to learn.

There has been a measurable increase in the engagement and attention span of disadvantaged pupils with sensory processing difficulties, demonstrated through observation, engagement tracking, and internal data collections. Sensory-related disruptions to learning, such as fidgeting, noise sensitivity, and difficulty remaining seated, will show a clear reduction as recorded in behaviour logs and staff reports.

Pupils have exhibited improved self-regulation skills, effectively managing their sensory input and responses, supported by targeted interventions and consistent routines. Fine and gross motor skills, cutting, and balance, will show measurable improvement through specialist assessments and classroom observations. This target is ongoing.

Positive feedback from parents and carers has increased, reflecting their recognition of improvements in their child's sensory development and behaviour. Staff feedback has also indicated a positive impact of sensory support interventions on pupil engagement and learning.

Participation in a broad range of classroom activities—including group work, independent tasks, and physical activities—has increase, demonstrating greater inclusion and readiness to learn. Social interaction and communication skills with peers and adults will improve, as noted in social skills assessments and staff observations.

Levels of anxiety and stress related to sensory overload has decreased, supported by pupil wellbeing surveys and behavioural indicators. Disadvantaged pupils with sensory processing difficulties have demonstrated increased self-confidence and self-esteem, evidenced through pupil voice, observations, and feedback from families and staff.

This success criteria recognises the complex interplay of SEND, disadvantage, and sensory processing needs, reflecting research findings that disadvantaged pupils with SEND face multiple risk factors impacting educational attainment and wellbeing. The criteria supports Stanton Vale School's ethos of creating a predictable, safe, and inclusive environment that maximises learning and personal development for all pupils. This target is ongoing and indefinite due to the nature of our cohort.

To increase disadvantaged pupils' cultural capital and broaden their life experiences by providing opportunities to engage with diverse cultures, arts, and community activities.

Over the past academic year, our targeted cultural and artistic enrichment initiatives for disadvantaged pupils have yielded highly encouraging outcomes, demonstrating the positive impact of creative and cultural engagement on pupil development. This is recognised in our OFSED report.

Pupils have shown a improvement in their understanding and appreciation of diverse cultures, traditions, and perspectives. Through carefully curated experiences, they have developed a broader worldview and a deeper respect for cultural diversity. Participation in cultural and artistic activities has significantly contributed to the development of essential life skills. Pupils have demonstrated increased creativity, improved problem-solving abilities, and more confident communication, all of which are transferable to both academic and social contexts.

Engagement in expressive and collaborative activities has led to a noticeable boost in pupils' confidence and self-esteem.

Feedback from parents and carers has been overwhelmingly positive. Many have commented on their child's increased enthusiasm for school, improved social skills, and greater interest in cultural topics.

This reinforces the value of these experiences in supporting holistic development. There has been a significant rise in pupil participation in a wide range of cultural and artistic activities, including music, arts, outdoor learning and community visits. This increased engagement reflects both the accessibility and appeal of the opportunities provided.

Our partnerships with local cultural organisations and community groups have flourished, providing pupils with authentic and meaningful experiences. These collaborations have enriched our curriculum and strengthened our ties with the wider community. Pupils have been observed feeling happier and more relaxed following participation in cultural activities. Staff have observed improved emotional regulation and resilience, highlighting the therapeutic benefits of creative expression.

Exposure to inspiring cultural experiences has raised pupils' aspirations and understanding of their community and wider world.

To improve the communication, interaction, and language skills of disadvantaged pupils, enabling them to express themselves effectively and engage fully in learning.

Pupils have demonstrated an improvement in their ability to express thoughts, ideas, and feelings clearly and effectively. Both verbal and non-verbal communication skills have strengthened, enabling pupils to engage more confidently in a variety of settings. Alongside this in the Aspire Pathway and Avenue, language skills have noticeably improved, with pupils showing greater command of vocabulary, grammar, and sentence structure, as well as enhanced comprehension of both spoken and written texts.

Social interactions have become more positive and purposeful. Pupils are increasingly able to take turns, listen actively, and show empathy during conversations and group activities. This has contributed to a more inclusive and supportive classroom environment. As their confidence in communication has grown, pupils have become more willing to participate in discussions, share ideas, and collaborate with peers and adults alike.

Academic performance has also benefited from these developments. Improved language and communication skills have supported progress across the curriculum, particularly in reading, writing, and spoken language tasks. Staff have consistently reported the positive impact of targeted communication and language support, noting increased engagement and resilience among disadvantaged pupils.

Feedback from parents and carers has been positive. Many have observed noticeable improvements in their child's ability to communicate at home and in social settings and have expressed appreciation for the support provided. Pupils are now more actively involved in classroom discussions and group work, contributing ideas and responding thoughtfully to others.

Importantly, there has been a reduction in social isolation among disadvantaged pupils. Increased confidence and improved communication have helped foster stronger peer relationships and a greater sense of belonging. As a result, pupils' self-esteem has grown, and they are more willing to take part in new experiences and express themselves with pride.

To improve the attendance of disadvantaged pupils by providing targeted support to address complex health needs, social-emotional challenges, and family circumstances.

Attendance rates have measurably increased, with a significant reduction in the number of pupils identified as persistently absent (despite complex medical needs). This improvement has been supported by a range of interventions, including mentoring, family support, and close monitoring, all of which have helped to address underlying barriers to regular school attendance. All staff are trained in Inclusive Attendance.

Relationships between disadvantaged pupils and school staff have strengthened, creating a positive and trusting environment. Pupils feel more supported and valued, which has contributed to improved mental health and wellbeing. Staff have observed increased emotional resilience and a greater willingness among pupils to seek help when needed.

Engagement in learning has also risen, with pupils showing more consistent participation in lessons and enthusiasm for school life. This has been reflected in classroom behaviour, contributions to group work, and overall academic progress. Parents and carers have shared positive feedback, noting improvements in their child's attitude towards school and learning.

Staff have reported the effectiveness of targeted support strategies, particularly those focused on mentoring and family engagement. These approaches have helped to reduce barriers to learning, such

as transportation challenges and financial pressures, ensuring that pupils have equitable access to educational opportunities.

As a result of these combined efforts, social inclusion has improved and instances of social isolation have decreased. Pupils are more connected to their peers and the wider school community, and their self-esteem has grown as they experience success and recognition in both academic and social contexts.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> 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 or recovery premium funding.