



Stocklake Park Pupil Premium Strategy Statement 2021-2024

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2024 academic year) funding to help improve the progress 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	Stocklake Park School
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils (25 eligible)	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Christine Stephenson
Pupil premium lead	Sophie Robinson
Governor / Trustee lead	Becky Belardo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2021/22 – NC Years 7-11 55 on roll, 40 eligible learners.	£24,185
Recovery premium funding allocation this academic year (Minimum £6,000 per secondary school)	£7,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£31,435



Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding, to help us improve outcomes for our disadvantaged pupils. In the context of our school setting, we define disadvantage to also include pupils who may be time deprived at home due to family circumstances.

All of our children have complex learning difficulties and therefore socio-economic disadvantage is not always the primary challenge they face. Our assessment data has identified the following key areas of challenge for our disadvantage pupils:

- Attainment - meeting individual targets
- Fewer opportunities to develop cultural capital outside of school
- Attendance
- Well-being, mental health and safeguarding

Our strategy is underpinned by ensuring that we are providing high quality teaching and maximising the impact of classroom support staff; providing targeted support based on assessment of individual pupil needs; helping pupils access a broad and balanced curriculum; and engaging with families in order to achieve greater consistency in pupil support strategies between home and school and to improve attendance.

We are addressing the impact of the pandemic by prioritising good mental health, wellbeing and emotional regulation, ensuring that our pupils are ready to learn.

Although our strategy is focussed on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high quality teaching.

Our strategy is informed not only by our own experience but also by independent evidence for example: evidence summaries published by the Education Endowment Fund (EEF); the practice of other schools.

Our strategy is driven by the needs of our pupils, based on formal and informal assessments. This will help us to ensure our approach to pupil premium spending helps us balance our approaches to improving teaching, targeted academic support and wider strategies.



Challenges

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

Challenge number	Detail of challenge
1	The impact of the pandemic and its impact on attendance. Attendance of PP students for the year 2020/21 was 71.8%.
2	To ensure that SEND and being in receipt of disadvantage fund is not a double disadvantage. Our data shows no gap between progress of PP children compared to non pp children.
3	Most students travel to school on school transport so parents do not have daily face to face contact with school staff which can limit parents and carers engagement in their child's education. Engagement with families is key to supporting children's learning. During lockdown some families chose not to engage with remote learning.
4	Communication and regulation is a challenge for a high number of our students. Students with ASC contribute to
5	Opportunities for social interaction can be limited for students
6	Enhancing our Staff Development Plan extending opportunities after school hours for staff training and professional development

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 attendance and address persistent absences issues. Where medical reasons impact on attendance, support is in place	82% attendance target met. Case studies demonstrate improvement to persistent absences or impact of medical conditions
To enable all pupils in receipt of PP are able to access all opportunities for learning	Financial barriers do not prevent the opportunity to apply learning in different contexts
To improve communication with parents and overcome any home/school issues with the additional help of our Family Support Worker	All parents have regular contact and parental engagement in their child's learning is improved by offering opportunities to come into school to



	understand and have the opportunity to talk to other parents and professionals.
To ensure all learners have the resources and support to regulate themselves so they can access learning and reduce occasions when deregulated	Provision at home and school consistent to support behaviour through regulation. Technology and electronic devices are available to support individuals with communication
To provide opportunities for social interaction through enrichment activities in school and residential outdoor learning and physical activities	Increased number of social activities and physical opportunities to support their health & wellbeing
To reduce behaviour incidents involving disadvantaged students	Behaviour is now triangulated with safeguarding and attendance, all recorded on CPOMS. Specific students who are PP are tracked and behaviour patterns monitored. Team teach training and CPOMS training provided for all staff

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff on the use of CPOMS for reporting behaviour and safeguarding concerns in order that disadvantaged received early intervention	Liaison with other similar schools EEF Guidance Report – Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	6
Training for staff on the use of	Liaison with other similar schools	6



behaviour strategies – particularly in respect of regulation and de-escalation	EEF Guidance Report – Making Best Use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Electronic device to support AAC high tech device to enable needs and wishes to be expressed & and to communicate with peers and adults.	Students who have severe speech and language difficulties and delayed expressive and receptive language skills need to access a total communication approach to their learning. This includes the use of Augmentative and Alternative Communication devices. Students are assessed by Speech and Language therapists to determine the most appropriate AAC device for the individual.	4, 5
Resources for self-regulation. Many of our students require access to Occupational therapy and the SCERTS programme to help them to regulate their emotions both in school and at home. Range of specialist resources are required to carry out an individual’s OT programmes. On some occasions disadvantaged students require school resources to	Self Regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4, 5



<p>be purchased for home to enable their programmes to be continued in the home environment.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker employed to increase family engagement and ensuring that the harder to reach families and those whose children arrive on transportation have equal opportunity to communicate and work in partnership with the school</p>	<p>EEF Working with parents to support children’s learning recommendations.</p> <ul style="list-style-type: none"> - Provide practical strategies to support learning at home - Tailor school communications to encourage positive dialogue about learning - Offer more sustained and intensive support where needed - Early intervention has a significant impact on student attendance, outcomes and attainment. - Engagement with families improves the outcomes for students 	<p>1, 2, 3, 4 & 6</p>
<p>Outdoor learning residential experiences at Caldecotte</p>	<p>EEF: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. Whilst the evidence is weak from the little research into this we have seen first hand the impact from a previous residential before Covid. Students took part in</p>	<p>2 & 5</p>



	adventurous activities, shared time together and had overnight stay with their pers. The photos and feedback from students and staff spoke volumes.	
Weekly enrichment opportunities	<p>The Covid pandemic has had a huge effect on students opportunities to access outdoor learning experiences and community based learning throughout the lockdowns.</p> <p>The pandemic, lockdowns and reduced student attendance had a significant impact on students opportunities and ability to engage in learning opportunities to further develop social communication and interaction skills.</p> <p>Enrichment activities run throughout the Summer term 2021 improved student engagement, social communication, wellbeing and motivation.</p>	4 & 5

Total budgeted cost: £31,435

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.

<p>EEF guidance report on Parental engagement supports the role of the Family Support Worker. Outcomes from this work will lead the work of the FSW in the coming years.</p> <p>The start of this role was timely in light of the world pandemic that has impacted on children and families. This gave an open door to communication being more personalised, linked to learning and promoted positive interactions for example linking families to SaLT and OT therapies as well as the class staff.</p> <p>Whilst Home visits were not possible at that time, technology was used to create opportunities to meet the students and their families in their own homes. This can be an effective approach for parents that struggle to attend face to face meetings and for building relationships.</p> <p>Support was given to families to create regular routines and encourage good remote learning. Whilst this was a challenge for most of our students due to their SEND it enabled resources and home activities to be provided and school equipment sent home to support regulation and student wellbeing.</p>



Students were successfully supported back into school after periods of absence following national lockdowns or shielding. The Family support worker was able to liaise with a multi professional team to ensure there was a robust plan for student transition back into school where required.