



## Pupil premium strategy statement – Stocklake Park 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	108
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Bradley Taylor, Principal
Pupil premium lead	Rhonda Gosney, Head of School
Governor / Trustee lead	Becky Belardo, Pupil Premium lead

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,935
Recovery premium funding allocation this academic year	£36,846
Pupil premium funding carried forward from previous years	£8,803
<b>Total budget for this academic year</b>	<b>£70,584</b>



## 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 disadvantaged to also include pupils who may be time deprived at home due to family circumstances.

All of our children & young people 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 disadvantaged 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 further.

We are addressing the impact left by 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 students, 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 achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The impact left by the pandemic & its impact on pupil attendance. Engagement with families due to travel via school transport for majority of students
2	Develop expertise within the new leadership structure
3	Recruitment & retention of staff in current economic climate
4	Communication and regulation are a challenge for a high number of our students.
5	Opportunities for developing interests and talents can be limited for students.
6	To ensure that SEND and being in receipt of disadvantaged fund is not a double disadvantage. Our data shows no gap between the progress of PP children compared to non-pp children.

## 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 reduce further persistent absentee data. Where medical reasons impact on attendance, support is in place	87% attendance target to be met (previous year achieved 85%, pre-COVID level 87%). Case studies demonstrate impact of support and interventions put in place. Updated Attendance Policy in place and shared with parents/carers.
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.
Senior and middle leaders make a positive impact on the school	Staff feel well supported by leaders and demonstrated through staff surveys and end of year outcomes from appraisal process.
Full complement of staff recruited and retained. Staff trained to deliver high quality teaching and learning	HR metrics on recruitment and retention. Staff surveys demonstrate they have regular opportunities for CPD
To increase opportunities in order to develop talents and interests in young people through extra-curricular activities	Young people respond positively to range of activities offered. Case studies demonstrate participation and enjoyment

## 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: **£28,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and coaching for middle and senior leadership team to improve quality of T&L	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a>	2, 3
Mentoring & coaching for new teachers	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</a>	2, 3, 4, 6
Review & delivery of induction programme for new staff	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	3



Training to support supervision in schools	<a href="https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Executive%20Summary_3.pdf">https://www.barnardos.org.uk/sites/default/files/uploads/Supervision%20in%20Education%20-%20Healthier%20Schools%20For%20All%20-%20Executive%20Summary_3.pdf</a>	3, 6
Makaton training for staff	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a>	3
External consultancy regarding curriculum development	Development of the curriculum has an impact on all <a href="https://www.gov.uk/government/speeches/the-importance-of-the-curriculum">https://www.gov.uk/government/speeches/the-importance-of-the-curriculum</a>	2, 6
Performances for children that they would not have access to otherwise	<a href="https://files.eric.ed.gov/fulltext/EJ1102921.pdf">https://files.eric.ed.gov/fulltext/EJ1102921.pdf</a>	5

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

Budgeted cost: **£13,709**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music therapy for targeted students	<a href="https://www.bamt.org/resources/research">https://www.bamt.org/resources/research</a>	4,6
Advice & 1:1 support from external professionals	Professional bodies as required for individual pupils.	1,4



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

Budgeted cost: **£28,875**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker employed to increase family engagement and improve attendance. Supporting and signposting families to appropriate support.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a>  EEF Working with parents to support children's learning recommendations. <ul style="list-style-type: none"> <li>- Tailor school communications to encourage positive dialogue about learning</li> <li>- Offer more sustained and intensive support where needed</li> <li>- Early intervention has a significant impact on student attendance, outcomes and attainment.</li> <li>- Engagement with families improves the outcomes for students</li> </ul> <a href="https://www.nuffieldfoundation.org/news/relationship-between-poverty-and-child-abuse-and-neglect">https://www.nuffieldfoundation.org/news/relationship-between-poverty-and-child-abuse-and-neglect</a>	1 & 6
Further members of staff trained as Adult Mental Health First Aiders to support Mental Health in school; buy in counsellor periodically  Promotion across school staff & signposting/ sharing resources Support to others as required	<a href="https://mhfaengland.org/individuals/adult/2-day/">https://mhfaengland.org/individuals/adult/2-day/</a> An in-depth understanding of mental health and the factors that can affect wellbeing Practical skills to spot the triggers and signs of mental health issues Confidence to step in, reassure and support a person in distress Enhanced interpersonal skills such as non-judgemental listening Knowledge to help someone recover their health by guiding them to further support - whether that's self-help resources, through their employer, the NHS, or a mix	3

**Total budgeted cost: £70,584**



## Part B: Review of the previous academic year

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

Over recent years the difference in attainment of children who are eligible for pupil premium vs those who are not has been negligible. There are some differences between progress made over January to May 2023 within Communication and Interaction and Cognition and Learning between the PPG and non-PPG group, but closer inspection of the data does not reveal any specific trends. Hence there is no drive to support any specific area of SEND provision per se.

Coaching – Bradley met with Salma on a regular basis over the course of the academic year and talked through challenges around transition into the role. Salma is now well settled and has established herself within the leadership structure.

New teachers have been supported by Team Leaders and the Assistant Headteacher. There was a new teacher induction programme carried out by the leadership team. The support provided to new teachers was very effective, with those from overseas converting to Stocklake employees in the main part. One contract was terminated following a failure to improve in performance despite intensive support.

Attendance – the Family Support Officer did some excellent work in this role, although was only appointed late in the autumn term. She developed some excellent relationships with families and made a significant difference to the attendance of some specific children. Case studies reflect her excellent work with a certain cohort of families.

Phonics - there have been two devoted training sessions to phonics, one run by Twinkl, the other by a member of staff focusing on sound discrimination. This has resulted in an improved implementation of our teaching of sounds to the students, but further work to continue focused around the overall approach to literacy and communication across the whole federation.

Makaton training – our Makaton trainer supported the training of 4 speech therapists across the Federation. As per the guidelines, they now need a minimum of 6 months embedding their knowledge before training others.

Training on Low Arousal – all members of the leadership team accessed the foundation level training, with Salma as behaviour lead following the advanced modules. Three modules were rolled out to staff as part of additional training through twilights, run by Studio 3. There is a greater awareness of the practice within the school but further work to be done in embedding the principles of the approach.



Home/school communications – alongside the work undertaken by the Family Support Officer, we have introduced the weekly parent bulletin and half termly parent Federation wide newsletter over the course of this year. We are keen to include more class specific content in this as we go on.

Mental Health First Aiders – 7 members of staff across the Federation were trained in the September INSET day and have provided a first port of call/signposting service for staff. This has proved very valuable, and meetings have taken place over the year to shape the service and review some of the challenges.

Tutoring – it proved very difficult to arrange tutors for the pupils within the school. Those available externally were not suitable, and there was a very limited take-up when offered within the school to current staff.

Theatre performances - these have been really inclusive, with a video link streamed straight into classrooms where students were not comfortable attending the performance in person. Those who were able to attended the Oliver Twist performance and took part in an interactive workshop afterwards. All other students attended the Jungle Book which was also very successful.

Our evaluation of the approaches delivered last academic year indicates that many aspects of the strategy are effective and worthwhile. We consider it important to emphasise the recruitment and retention of staff, which has a knock-on impact to pupil outcomes through consistency, with an emphasis on training, particularly for those at the TA level. Hence there is a movement in the coming year to look at support for supervision, Makaton training, continued mental health first aider training and support from a counsellor. Tutoring has been an aspect that has not been possible and we are not looking to revisit this. We will look to provide funding for further performances as these appear to be well met by the children. Wherever possible we will seek this as being set up well for our children.

## Externally provided programmes

Programme	Provider
Music therapy - every Monday, 7 students had a 1:1 session (rotated each term), plus one term of the whole of Cherry class having this joint with one of our speech therapists	Chiltern Music Therapy