

1. Review of expenditure to be completed July 2018

Previous Academic Year				
i. Quality of teaching for all				
<p>All pupils, regardless of their individual needs, will make at least expected progress against their targets</p>	<p>A fully developed and up-to-date curriculum that supports the needs of the pupils.</p> <p>All aspects of the curriculum will include the opportunity for speaking and listening as well as the development of skills which are consistently needed to access relevant and important life skills. This will also involve relevant social cues and confidence building to support pupils with speech, language and communication needs.</p>	<p>Estimated impact:</p> <p>Pupil progress is positive across all measured indicators: Maths, Reading, Writing, GPS and PSHCE. Over the last two years there has been an increase the percentage of pupil premium pupils meeting or exceeding their targets in Maths, Writing and GPS. With PSHCE underpinning the curriculum, there is a strong focus on the development of essential life skills across the curriculum. Analysis shows that the school curriculum is impacting particularly positively on diminishing differences in Maths and PSHCE. Pupils have numerous opportunities to demonstrate the embedding of core skills associated with literacy, numeracy and health and wellbeing by showing that they can use these skills in different contexts.</p> <p>TAs deliver 1:1 and small group support to individual pupils to meet their specific needs in Maths and English. Pupils have also had access to supported reading and all pupils are encouraged to read at home. This is celebrated weekly. In the past year the school has seen an 8% rise in the number of pupil premium pupils meeting or exceeding their targets in Maths and Writing.</p> <p>All target setting is highly individualised to suit the needs of each pupil and is reviewed regularly in line with school policy. Pupils have ongoing opportunities to apply social communication skills both in and out of the school.</p>	<p>Lessons learned</p> <p>Approaches to interventions will be further refined and systematised. With the appointment of a new Assistant Head, there will be a strong focus on continuing to offer TAs training to support pupils across all areas of the curriculum. A new programme to support reading, writing and GPS in Lower and Upper School has been purchased. Staff have been trained in identifying gaps in learning so that appropriate support can continue to be offered in ensuring pupils meet their targets and that targets remain aspirational.</p> <p>Maths Mastery will continue across the school, with systems for tracking and monitoring progress having been slightly revised for the coming year.</p> <p>PSHCE will offer greater opportunities for pupils to apply their skills across different contexts and settings.</p>	<p>Cost</p> <p>Staffing (4 TAs)</p> <p>£54 530</p> <p>£54 530</p>

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
<p>Parents and carers will consistently support appropriate school attendance and partnership learning in order to facilitate shared understanding of the impact on the progress of their child.</p>	<p>Attendance patterns of pupils will be monitored and where necessary Learning Mentors will liaise with parents regarding targeted support.</p> <p>Teachers will be the first point of contact regarding daily communication with home (diary/planners) to include positive comments demonstrating good learning.</p>	<p>Attendance patterns have been monitored and Learning Mentors continue to work with any pupils and their families whose attendance may be a cause for concern. Attendance across the school is good with a minimum of unauthorised attendances recorded. Attendance of pupil premium children and those in care is good: 94.7% and 96.16% respectively.</p> <p>Teachers communicate with home on a daily basis using pupil planners. Parents and carers increasingly using the diaries as a point of contact. Teachers also contact parents via phone and letter when necessary and parents know that they can call teachers whenever they need to.</p>	<p>Attendance will continue to be a focus, with a structured approach to addressing attendance concerns being developed in line with our locality approach and further personalised to meet the needs of our pupils. Class teacher and learning mentors will continue to play a strong role in supporting good attendance. The school will send home information to parents and carers about the impact of attendance on pupil outcomes. Parent Groups will continue to run regularly with parents consulted on the focus of these groups. An additional parents' open evening will be included in the school calendar.</p>	
	<p>Weekly singing sessions to promote the positive skills needed</p>	<p>Weekly singing has proved very popular with pupils and the choir numbers have grown substantially over the past year. Pupils in the Lower School and Upper School choirs perform regularly at school events such as awards presentations and assemblies, and represent the school at events in the community. All pupils in Lower School take part in choir performances thus building confidence and resilience.</p>	<p>Choir will continue for the next year with all pupils in Lower School taking part and pupils in Upper School electing to belong to the choir. The involvement of the school's subject leader for music will continue to strengthen the profile of the choir in the school and the community.</p>	<p>Choir and 1:1 Tuition £1015</p>

<p>Outdoor education builds confidence from first experiences in Lower School to independent DofE students in Upper School.</p>	<p>The pupils use skills learned in PSHCE lesson in school, within real-life situations. Confidences are developed securely which means that some pupils may take further steps towards independence in their further education.</p>	<p>All pupils from Year 6 have the opportunity to attend a residential overnight trip – 100% of pupils participated in their trips (with support from staff and Learning Mentors). Residential and outdoor learning experiences support pupils in applying skills learned across differing contexts. For example, skills acquired in food technology help pupils to plan and prepare meals while they are away on trips, navigate transport and plan their own entertainment.</p> <p>All pupils from Year 9 complete aspects of the Duke of Edinburgh Award, again applying life skills across varying contexts.</p> <p>Leisure time is built into the curriculum in Upper School with pupils selecting leisure options based on outdoor adventure activities. This has promoted independence and resilience in our pupils while also supporting their move towards independent travel.</p> <p>PSHCE outcomes for our pupil premium pupils clearly indicate that the difference in attainment is diminishing.</p>	<p>Outdoor Learning continues to grow across the school. Outdoor Learning in Lower School will be promoted through the outdoor classroom in the new school year with a strong focus on applying literacy and numeracy skills in the outdoor context.</p> <p>Pupils who are reluctant (for a variety of reasons) to attend residential will be supported by key staff and learning mentors to overcome the barriers they experience so that they can fully access the curriculum the school offers.</p> <p>PSHCE is being further developed to move the school to attaining our Healthy Living Healthy Lives accreditation.</p>	<p>Residential and Visit Cost £4500</p>
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<p>As a life skill, swimming is deemed important to be able to access other parts of life; physical exercise and social activities.</p>	<p>Access to a safe environment and competent staff to teach the necessary skills.</p>	<p>All pupils up to and including Year 7 access weekly swimming lessons, delivered by school staff who have completed their AQA swimming qualifications. Pupil progress from Year 3 – Year 7 is consistent and sustained. Pupils have progressed from using armbands (Year 3) to swimming widths of the pool, moving to the deep end and swimming lengths by Year 7. Added to this, pupils also practise and acquire independence skills such as changing before and after swimming, grow in confidence and resilience and generally enjoy their time at the pool while meeting the challenges that it may present.</p> <p>Pupils in KS2 progressed from their Ducks Awards to NP 1, 2, 3 with some attaining their 10 and 15m awards. Pupils in KS3 progressed through their NP awards to 10, 15 and 20m awards.</p>	<p>All pupils up to and including Year 7 will continue to access swimming lessons provided by the school. The opportunity to continue to participate in swimming will be offered to pupils in Upper School, dependant on need and interest.</p>	<p>Swimming (Supplier and Staffing and training) £5395</p> <p>Total Budgeted Cost £9755</p>
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2. Additional detail

Pupil Premium in Stone Hill School is “used to sustain provision targeted at a wide range of disadvantaged pupils” (DfE 2013 Evaluation of Pupil Premium) to help overcome their individual barriers to learning. We draw on the expertise of our support staff to ensure that the pupils in our school can access a curriculum that is individualised and appropriate to their learning needs. To this end we ensure that all staff access relevant training to enhance pupil experiences. This will help us to measure how well the difference is diminishing between the performance of groups of pupils in the school, and how this compares to national trends.

School data analysis is used to identify achievement gaps and determine priorities as a whole school, year group, at targeted group level and as individuals. In order to do this, we have successfully combined Pupil Premium money with funding from other sources in order to sustain provision which is targeted at all our pupils. This range includes, but is not restricted to, members of those groups of pupils who attract the Pupil Premium. All support will be aimed at raising attainment and supporting pupils in achieving, and exceeding, their potential. Some support will focus on wider issues in children’s and families’ lives, particularly where this is perceived as a ‘barrier to learning’, as dealing with these wider issues will lead to improved attainment.

Our main expenditure is on staffing: this type of targeted support is *very* effective. Evaluation of Pupil Premium Research states that around 75% or more of surveyed schools using additional staff to support disadvantaged pupils thought this was *very* effective. Additional support outside the classroom was thought to be *very* effective by at least 60% of the schools offering this. Additional support inside the classroom was thought to be *very* effective by around 70% of primary schools, special schools and PRUs.

Staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need. Currently, PP children’s attendance is 94.7%. Children in Care attendance is 96.16%