

## Pupil premium strategy / self-evaluation (SEN schools)

1. Summary information					
School	Stone Hill School			Type of SEN (eg.PMLD/SLD/MLD etc.)	MLD
Academic Year	2018/9	Total PP budget	£70686	Date of most recent PP Review	August 2018
Total number of pupils	123	Number of pupils eligible for PP	53	Date for next internal review of this strategy	July 2019
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (your school)	
% achieving targets in reading			82.4%	94%	
% achieving targets in writing			92.9%	95.5%	
% achieving targets in maths			92.5%	82.7%	
% achieving targets in PSHCE			82.8%	81.5%	
3. Barriers to future attainment (for pupils eligible for PP )					
<p>Pupils attending Stone Hill School have a variety of needs, all of which are met through quality first teaching and targeted intervention strategies as deemed necessary. Attendance is above 95% across Lower and Upper School as most pupils access transport provided via the Local Authority. Thus attendance and punctuality are very good. Pupils who are new to the school generally take time to settle into the school and their new routine and this can be a barrier to their learning. However, once settled they progress well towards attaining their targets. Many of our pupils are diagnosed with autism and so social communication needs can often act as a barrier to academic progress. Our comprehensive PSHCE programme is designed to meet these needs thus allowing all pupils to access the curriculum. Our two Learning Mentors work closely with pupils and families to support social emotional needs in order for all pupils to meet their potential.</p>					
In-school barriers					
A.	Behaviours associated with individual pupils' primary and secondary needs can act as barriers to learning and thus pupils are supported in managing these behaviours in order to access learning.				
B.	For new pupils, adjusting to the new school routine, and for some, attending in a full time capacity, can take a period of time and thus pupils and their families are supported with the transition.				
C.	Many of our pupils have chronic or ongoing medical needs which may impact on their attendance as well as their physical and				

	emotional wellbeing. This in turn has an effect on pupil outcomes.
<b>External barriers</b>	
D.	Many of our pupils access Wave 3 interventions with partner agency support for them and their families.
E.	Due to the nature of their needs, many of our pupils may have limited opportunities for socialising with their peers out of school. Hence the school curriculum has a strong focus on supporting social communication skills and ensuring pupils have opportunities to socialise in the school setting and apply skills acquired in a variety of settings out of school.

<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	<p>Pupils accessing Pupil Premium will meet and exceed targets set for learning in Maths, Reading, Writing and PSHCE.</p> <p>Pupils will be assessed using the Read Write Inc. and Single Word Spelling Test assessments and individualised learning programmes planned to ensure pupils progress to meeting their potential.</p> <p>Pupils across the school will follow the Maths Mastery programme with individualised targets to ensure they meet or exceed their targets.</p> <p>Pupils will access wider learning opportunities within the school and with school partners, for example, with other schools, local employers, on residentials, via the Duke of Edinburgh Award.</p>	<p>Pupil Premium pupils will meet their individualised targets set on the Sheffield Stats/School Grids in:</p> <p>Reading (90% will meet or exceed)*</p> <p>Writing (95% will meet or exceed)*</p> <p>Maths (95% will meet or exceed)*</p> <p>PSHCE (90% will meet or exceed)*</p> <p>* These targets are aspirational. However, ensuring the emotional wellbeing of our pupils is paramount.</p>
<b>B.</b>	<p>Pupil progress will be reviewed termly using the attainment grids. Interventions will be put in place should pupils not be meeting their targets.</p> <p>Class and subject teachers will review pupil progress together with the Key Stage Leader. SLT will lead this process.</p> <p>Where needed, targeted interventions using the school's 3 wave intervention approach will support pupils in meeting their targets.</p>	<p>Implementation of termly reviews and the 3 wave intervention programme will ensure all pupils receive the targeted support needed to meet/exceed their targets.</p>
<b>C.</b>	<p>Pupils accessing Pupil Premium will receive appropriate interventions to support their emotional wellbeing which in turn will support their learning.</p> <p>Any pastoral concerns will be referred to the school's Learning Mentors using the school's 3 wave</p>	<p>All staff will use the intervention referral system to raise pastoral concerns with Learning Mentors.</p>

	<p>intervention system. Learning Mentors will offer appropriate support in school, to pupils and their families, and refer to partner agencies when necessary.</p>	<p>Pupils will show progress in their emotional wellbeing and learning as assessed against targets and in post small group evaluations.</p>
<b>D.</b>	<p>Pupils will have access to wider learning opportunities including swimming, music and the arts, Duke of Edinburgh, residential trips, life skills and work experience in supporting their independence and reaching their potential.</p>	<p>Pupils will achieve swimming awards reflective of their progress and improvement in swimming skills. Pupils will participate confidently in wider activities such as;</p> <ul style="list-style-type: none"> <li>• Choir in school and the community</li> <li>• Work Experience opportunities</li> <li>• Independent travel to college, work experience and leisure activities</li> <li>• Residential trips</li> </ul>

**5. Planned expenditure**

Academic year	2018/9
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The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>The Read Write Inc. programme will be rolled out across Lower and Upper School.</p>	<p>All pupils will meet or exceed their targets in reading and writing</p>	<p>Evidence will be seen in pupil progress towards meeting Reading and Writing targets at the mid and end of year progress reviews.</p> <p>There were a number of pupil premium pupils in specific cohorts who did not meet their targets for reading/writing last year and they will be closely monitored and supported to reach their targets this year. A love of reading will be encouraged and pupils will be rewarded for reading in school and at home.</p> <p>Support staff will be trained to deliver focused phonics small group interventions and will support the subject leader in overseeing delivery and assessment of pupil progress.</p> <p>Parents and carers will be supported via Parent Support Groups in school. Parent views will be used as evaluation for these groups and our ongoing plans for parental engagement.</p>	<p>New English Subject Lead appointed.</p> <p>Whole staff training on the use of RWI.</p> <p>Targeted phonics groups in Lower and Upper School. Support staff training by subject lead. TA oversee monitoring and tracking of progress and formative assessment.</p> <p>Regular Parent Support Group in school.</p>	<p>C.Taylor</p> <p>J. Exelby</p>	<p>Mid and end of year</p> <p>After the Parent Support Group: Literacy in Lower and Upper School.</p>
<b>Total budgeted cost</b>					<b>£ 5 336</b>

**ii. Targeted support**

Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Introduction of 3 wave intervention approach for learning and pastoral interventions. This will ensure we continue to focus on QFT in the classroom to support pupils in reaching their potential. The appointment of a new Assistant Headteacher with a clear focus on interventions will ensure whole school engagement with the new referral system and make sure all pupils receive the support they need at the level it is needed.</p> <p>All staff (teaching and non-teaching) will receive the training they need in order to ensure QFT and outstanding support in and out of the classroom</p>	<p>All pupils will access appropriate and timely targeted interventions. Staff will be supported in delivering interventions. All staff will use the new intervention system for referrals. All support staff will access regular training in key areas to ensure they deliver quality targeted support.</p>	<p>Interventions will be tracked and monitored. Pupil outcomes will be measured against interventions.</p> <p>All pupils will receive targeted support as appropriate to their needs and will progress towards attaining their targets.</p> <p>Teaching Assistants will have a good understanding of the needs of pupils who they support and how they can meet these needs in the classroom and small group interventions.</p> <p>Interventions across the school will be co-ordinated to ensure pupils are receiving the right support at the right time and that this support is tracked and monitored for impact on pupil progress.</p>	<p>Regular meetings of staff responsible for intervention delivery and co-ordination. Tracking and monitoring tool to be used by all staff and overseen by AHT.</p>	<p>L.Chambers</p>	<p>Termly review of system and pupil progress.</p> <p>Review of staff training at time of training.</p>

**Total budgeted cost £50 470**

**iii. Other approaches (including links to personal, social and emotional wellbeing)**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence &amp; rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Links with home will continue to be developed. Parents will be invited to attend regular Parent Support Groups, each one focusing on a specific aspect of learning and/or support offered by the school and our partner agencies.</p> <p>Parents will be supported through our partnership with CAMHS with access to parenting groups offered by CAMHS and delivered at the school.</p>	<p>Parents and carers will have a deeper knowledge and understanding of learning across the school and thus be able to support the learning of their children at home.</p> <p>Through participation in parenting groups offered by the school and partner agencies, parents and carers will be better skilled in supporting the learning and socio-emotional needs of their children.</p>	<p>As we are a special needs school, the majority of our pupils access transport in coming to school and going home. This reduces opportunities for parents to meet each other and share experiences and also to see staff on a regular basis.</p> <p>Offering regular support groups for parents to come into the school allows them valuable opportunities to meet other parents and chat as well as gaining an understanding of their children's experiences at school.</p>	<p>All parents and carers will receive adequate notice of support groups offered by the school at the beginning of the year. Reminders will be sent home in good time before each support group.</p> <p>CAMHS will be invited to attend Parents' Evenings and other school events in order to engage with parents and inform them of the support they offer.</p> <p>All parents will be given information about parenting groups.</p> <p>Parental engagement with support groups will be evaluated by the school and by relevant agencies and impact assessed for future planning.</p>	<p>J. Exelby J. Merrin</p>	<p>After each parental evaluation.</p> <p>On the completion of parenting groups offered by CAMHS, parent evaluations will be shared with the school.</p>

<p>Develop skills for life and work while promoting healthy lifestyles through offering weekly swimming lessons to all pupils in Years 3,4,6,7.</p>	<p>Pupils will progress and gain swimming awards and qualifications.</p>	<p>Attending regular weekly swimming lessons not only ensures pupils are participating in healthy activity and learning the skills needed to be safe around water, it also helps our pupils to develop key skills for life and work, for example, independence and social skills, in a safe environment.</p>	<p>Key staff will continue to access appropriate training and CPD opportunities. Delivery of swimming lessons will be planned annually and reviewed termly. Pupil progress will be tracked and monitored and success celebrated at our weekly 'Well Done' Assemblies.</p>	<p>R.Blacklock</p>	<p>Mid year and end of year reviews of pupil progress and awards.</p>
<p>Develop skills for life, learning and employment while promoting healthy lifestyles through structured leisure programme for KS4 pupils. Build a greater awareness of options available for healthy living and lifestyle.</p>	<p>Pupils will participate in leisure options in which they are interested. Pupils will develop independence skills for post 16 education and independent living.</p>	<p>Having a choice of leisure activities offers a more personalised curriculum for pupils, encouraging engagement and enjoyment as well as the challenge of participation, independent travel, planning of activities and social interaction beyond the school.</p>	<p>Programme will be overseen by the KS4 Leader and delivered by key staff with experience and relevant training. Pupils will have an element of choice. Those needing more targeted support with independence skills will be identified by staff via ongoing monitoring and tracking of pupil progress.</p>	<p>S. Ludlam</p>	<p>Termly review with final end of year evaluation of impact.</p>
<b>Total budgeted cost</b>					<b>£ 14 930</b>