

1. Summary information					
School	Stone Hill School		Type of SEN (eg. PMLD/SLD/MLD etc.)	MLD	
Academic Year	2019/20 (2 <sup>nd</sup> year of 3 year plan)	Total PP budget	67 500	Date of most recent PP Review	July 2019
Total number of pupils	123	Number of pupils eligible for PP	53	Date for next internal review of this strategy	January 2020
2. Current attainment					
			Pupils eligible for PP	Pupils not eligible for PP	
% achieving targets in reading			89%	90%	
% achieving targets in writing			88%	88%	
% achieving targets in maths			88%	82%	
% achieving targets in PSHCE			90%	90%	
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 and enrichment strategies as deemed necessary. Attendance is above 95% across Lower and Upper School; 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 strong focus on Learning Behaviours, together with our comprehensive PSHCE programme ensure we meet these needs thus allowing all pupils to access the curriculum. Our Learning Mentor works closely with pupils and families to support social emotional needs in order for all pupils to meet their potential.</p>					
In-school barriers					
A.	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.				
B.	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.				
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.				
External barriers					
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.				
F.	Post 16 Provision that may not be appropriately supportive of the pupils' needs.				
4. Intended outcomes (specific outcomes and how they will be measured)					
			Success criteria		
A.	<p>Pupils accessing Pupil Premium will meet and exceed targets set for learning in Maths, Reading, Writing and Science.</p> <p>Pupils will be assessed using the Read Write Inc., New Group Reading Test and Single Word Spelling Test assessments. This baseline data, together with information collected in school, will be used to plan individualised learning programmes to ensure pupils progress to meeting their potential.</p>			<p>Pupil Premium pupils will continue towards meeting their individualised targets set on the Sheffield Stats/School Tracking and Monitoring system in:</p> <p>Reading (90% will meet or exceed)*            Writing (95% will meet or exceed)*            Maths (95% will meet or exceed)*            Science (90% will meet or exceed)*</p>	

	Pupils will access wider learning opportunities within the school and with school partners, for example, with other schools, local employers, by participating in the school's swimming programme and the bespoke Life Skills and Stepping Out programmes.	* These targets are aspirational. However, ensuring the emotional wellbeing of our pupils is paramount.  In Year 11, 37% of pupils will travel independently and 12% semi-independently. In Key Stage 4, 100 % of pupils will participate in the Life Skills and/or Stepping Out programmes.
<b>B.</b>	The three wave enrichment intervention approach will be embedded across the school. Regular progress reviews by class and subject teachers will identify pupil's whose progress is a concern. Pupils who are not progressing towards meeting their targets will be assessed for enrichment intervention. All enrichment will be underpinned by quality first teaching. Class and subject teachers will review pupil progress together with the Lower and Upper School Leads, and the AHT. The Head and Deputy Head will oversee this process.	All pupils receiving enrichment will make significant progress towards reaching their targets – both learning and socio-emotional.
<b>C.</b>	Pupils accessing Pupil Premium will access appropriate programmes to support their emotional and physical wellbeing, which in turn will support their learning. Parents and carers will be able to access support and information from the school and its partners. Any pastoral concerns will be referred using the school's three wave intervention system and appropriate support put in place to help the child reach their potential. Learning Mentor will offer appropriate support in school, to pupils and their families, and refer to partner agencies when necessary.	All pupils accessing additional support will progress against personalised targets in the area of support. This support will facilitate access to learning. Parents and carers will report positively on the impact of training and support accessed through the school. Pupils' progress on the school's swimming programme will ensure they know more and can do more in developing the skills needed to be safe.

#### 5. Planned expenditure

<b>Academic year</b>	<b>2019/20</b>
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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?
The Read Write Inc. programme will be embedded across Lower and Upper School.	All pupils will access the appropriate level of phonics support and have opportunities to advance to the Fresh Start programme. All pupils will read at the appropriate level and be encouraged to read across all subjects, for pleasure and at home.	Last year, the RWI programme was rolled out across the whole school and impact tracked and monitored. Due to positive impact, this programme has been retained and will be embedded over the coming year, with sustainability assessed. Pupil progress towards targets in reading, writing, GPS and Spoken Language will be tracked. Pupil progress along personalised pathways will be tracked in English. Numbers of pupils receiving Platinum reading awards will be tracked following a system review.	Overseen by English Lead and Phonics Lead. Staff will continue to access quality CPD to promote reading and writing across the school.	English Lead Phonics Lead	Mid and end of year
Clicker 7 will be invested in to support writing across the school and ensure assistive technologies are available to all pupils	All pupils will be encouraged and able to write and express themselves at their appropriate level.	Specific pupils with barriers to writing which impact on reaching their potential across all subjects will be identified and support put in place via the use of Clicker 7 across all subjects. Pupils progress towards			

<p>who may experience barriers to their writing.</p> <p>All pupils will be assessed using the New Group Reading Test.</p> <p>Pupils' love of reading will be encouraged through rewards for reading at home and at school – this will be appropriate to the needs of the child.</p>	<p>Reading levels for each pupil will inform target setting and ensure appropriate QFT to support pupils in making progress to reaching their targets in reading and writing.</p> <p>Pupils enjoy choosing their own books as a reward for reading at home and school.</p>	<p>targets will be tracked and monitored and targets reviewed if necessary.</p> <p>Pupils' love of reading will be encouraged through the use of data to inform reading levels – including pace, fluency and comprehension.</p>	<p>Staff will be trained on administration of the NGRT – this will be carried out as a baseline assessment at the beginning of the year and then at the end of the year for assessing progress and impact.</p>		<p>Periodic checks during lesson observations</p>
					<p><b>Total budgeted cost £15 379</b></p>

<b>ii. Targeted support</b>					
<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>The three wave enrichment (intervention) programme will be extended to encompass socio-emotional interventions across the school. The school's LSM will work closely with the Enrichment Team to ensure pupils are supported in overcoming socio-emotional barriers that may prevent access to learning. Engagement with parents will continue to be a strong focus, with parents accessing parent groups offered by CAMHS and parent support groups that cover all areas of the curriculum.</p> <p>The current Behaviour Policy will be reviewed and revised in line with the latest EEF Guidance to reflect the changing needs of pupils.</p>	<p>All pupils will access timely and appropriate support needed to overcome barriers to learning and reach their potential. All staff will use the three wave referral system when needed to support pupil progress. Support staff will access the necessary training to support and deliver programmes to individual and small groups of children. Support staff will be included in pupil enrichment to ensure good practice is reflected in the classroom. Clear communication between the Enrichment Team and teaching staff will support QFT in all classes and for all pupils.</p> <p>A strong focus on positive behaviours in line with the school's ethos and approach to learning behaviours.</p>	<p>The three wave enrichment programme was introduced last year and positive progress was recorded for all pupils receiving enrichment. This year the programme will be embedded and sustainability evaluated.</p> <p>The strong evidence of impact on pupil progress in learning provided the impetus to grow the Enrichment Team and pastoral staff will now be included in this team, with support being tracked and monitored for impact.</p> <p>Pupils will continue to receive the right support at the right time and all staff will value the impact of enrichment on the child, on the class and on professional practice.</p> <p>Behaviour support will focus on positive outcomes and rewards will be led by pupil voice.</p>	<p>Led by AHT Regular meetings with enrichment team staff. Regular communication with all staff at staff and TA meetings re progress and programmes available. Review of progress data. Revised tracking and monitoring tool to be used by all staff offering enrichment support.</p> <p>All staff will receive training in line with the new behaviour policy. School Council will be consulted re the new policy and reward system.</p>	<p>AHT with SLT</p>	<p>Review of pupil progress ongoing as pupils complete enrichment programmes.</p> <p>Review of learning progress mid year and end of year.</p> <p>Behaviour reviews termly once new policy implemented to track and analyse any common threads in data. Data will be presented to governors at Pupil Wellbeing Committee meetings.</p>
<b>Total budgeted cost</b>					<b>£41 143</b>

iii. Other approaches (including links to personal, social and emotional wellbeing)					
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?
See three wave enrichment approach in Section ii.					
Develop skills for life and work while promoting healthy lifestyles through offering weekly swimming lessons to all pupils in Years 3,4,6,7.	Pupils will progress and gain swimming awards and qualifications.	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.	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.	Swimming Lead	Mid year and end of year reviews of pupil progress and awards.
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.	Pupils will participate in leisure options in which they are interested. Pupils will develop independence skills for post 16 education and independent living.	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.	Programme will be overseen by the PE Lead 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.	PE Lead	Termly review with final end of year evaluation of impact.
Develop skills for life, learning and employment while promoting healthy lifestyles through working on the school allotment.	Pupils will undertake a variety of outdoor activities on the allotment leading to greater resilience and independence, developing new knowledge and skills.	Pupils will extend their knowledge of the world of work, of gardening and growing fruit and vegetables, knowing how to use their produce. Pupils will know more about construction and planning. Pupils will develop skills needed for home maintenance.	Development of key knowledge and skills will be tracked and monitored via Learning Behaviours, PSHCE and Outdoor Learning curriculum.	Upper School Lead	Ongoing assessment of pupil progress with termly reviews.
<b>Total budgeted cost</b>					<b>£12 863</b>

6. Review of expenditure				
Previous Academic Year		2018/9		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
The Read Write Inc. programme will be rolled out across Lower and Upper School.	All pupils will meet or exceed their targets in reading and writing	<p>89% of PP children met or exceeded their end of year targets in Reading, 88% met or exceeded targets in Writing. The majority of pupils who did not meet their targets made significant progress towards them. Pupils included on the Cohort Improvement Plan were targeted for Reading and Writing Interventions. Three pupils who did not meet their targets in Reading have made enough progress to complete the Step Up to English qualification and additional support will continue to be given. The difference between PP and non-PP pupils has positively diminished this year. All pupils progressed towards meeting their EOY targets in Writing. 100% of Upper School pupils following the RWI Phonics programme met or exceeded their targets. One pupil completed the programme and will move on to the Fresh Start programme.</p> <p>100% of pupils were awarded bronze reading awards, 100% were awarded silver reading awards and 82% were awarded platinum awards and a book of their choice in recognising their love of reading. These awards recognise and reward reading at home and in school.</p> <p>In Lower School, 84% of PP pupils were assessed on the RWI framework. 100% made progress in reading and /or identifying sounds. 100% of pupils made progress within their groups with 90.9% (10/11) progressing up to the next group. 36% of children progressed through two phonics groups.</p>	<p>As a whole school approach the RWI programme has had significant impact on pupil outcomes in Reading. It has supported the development of a more streamlined curricular transition between Lower and Upper Schools as well as between year groups and Key Stages. The whole school approach has fed into our learning pathways and planning for individual pupils. It has allowed for pupils to make accelerated progress with reading and writing, and pupils have had opportunities to apply their knowledge and skills independently while progressing on the programme and moving to the Fresh Start aspect of the programme.</p> <p>School will continue to invest in this approach, looking at introducing assistive technology to support the continued development of writing skills across the curriculum. We are also investing in a new reading assessment package.</p>	£ 5 336

ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Introduction of three 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.</p> <p>All support staff will access regular training in key areas to ensure they deliver quality targeted support.</p>	<p>Three wave intervention approach has been rolled out across the school and is being used by all staff. All interventions are tracked and monitored and progress reported to governors. There is a strong focus on QFT in supporting interventions overseen via the Teaching and Learning Evaluation process in school.</p> <p>All TAs have attended training over the year and training has been tailored to suit the needs of pupils and TAs. Between 97 – 100% of TAs attending training state that their confidence in understanding the aspect of the training attended has increased.</p> <p>94% of PP pupils attended one or more forms of Intervention over the year – both academic and non-academic. 80% of pupils attending ‘Achieved’ the outcomes set for their intervention and received further support following on from the intervention via QFT.</p> <p>Of the 20% not showing ‘Achieved’ all have ‘Partially Achieved’ and all made progress towards their outcomes (these outcomes were updated as targets were reached and thus, in real terms, targets were met and exceeded – see note in lessons learned re tracking and monitoring).</p>	<p>The newly introduced intervention approach has had significant impact on the outcomes of all pupils requiring additional support, including pupil premium pupils. It has ensured a strong focus on quality first teaching remains integral to the whole school. As evidenced in pupil outcomes, pupils in receipt of Wave 2 and 3 support have met/exceeded expectations and are now being supported in the classroom, which is always the goal for pupils, where appropriate.</p> <p>The new referral system has been adopted by all staff and is being used effectively.</p> <p>Interventions have supported socio-emotional development as well as learning.</p> <p>TA training has been ongoing throughout the year, with specific training (e.g., ELSA training) being undertaken by individual members of staff, according to pupil need.</p> <p>The school will continue to use PP funding to support interventions across the whole school. The structure of the interventions programme will change next year to fit with changing pupil needs. In addition, the tracking and monitoring of progress will be adapted so as to more accurately capture pupil progress. New interventions have been planned to support our focus on learning behaviours. TAs will continue to access regular training as per their request and identified needs across the school. This support will include TA learning walks.</p>	£50 470

<b>iii. Other approaches (including links to personal, social and emotional wellbeing)</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact: Did you meet the success criteria?</b> (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b> £14 930
<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. 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. 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>The school worked in partnership with CAMHS to deliver parenting workshops using the Solihull Parenting programme. Parents and carers commented that the programme was a good refresher and that it was helpful to observe their child's behaviour and be reminded that there is more to behaviour than meets the eye. They also said they enjoyed meeting with other parents and had a greater understanding of what upset their children. 66% of parents and carers attending had children receiving pupil premium funding. 30% of parents and carers with children in receipt of pupil premium funding attended our parent support groups. On average, 51% of parents and carers attending each support group had a child in receipt of pupil premium. All parents state that they find parent support groups helpful. They enjoy meeting with other parents and carers, these groups help them to reflect on what happens at home, the groups are very informative and generally very useful. Our Learning Support Mentor captures parent responses following each support group and these are published on our website.</p>	<p>Not all parents are able to attend on a specific day and so moving forward, days for parent support groups will be varied through the year to make the more accessible to parents. Dates will be shared with parents and carers at the beginning of the school year. Parents who are hard to reach will always be a target group and will be reached through individual support where appropriate.</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>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 progress and gain swimming awards and qualifications.</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>100% of pupils made progress in their swimming. 2 pupils achieved Ducks 1 and 2 awards. 3 pupils achieved Ducks 2, with 1 achieving Ducks 2 and 3. 7 pupils achieved NP1 with 2 pupils achieving Ducks 3 and NP1. 2 pupils achieved NP2, 5 achieved NP3, 1 achieved 5m, 3 achieved 10m, 1 achieved 15m and 5 achieved 20m.</p> <p>100% of pupils in Years 10 and 11 participated in Leisure Activities of their choice. Plans for Leisure Activities are based on pupil voice. 72% of PP pupils in Years 10 and 11 participated in the Stepping Out programme, focused on independent living skills. One pupil progressed from Stepping Out to Travel Training and then Semi-independent Travel, one progressed to being fully independent. Five pupils progressed to fully independent travel by the end of the year (22%). 100% of pupils in Years 9 – 11 access the Stepping Out programme, working towards being as independent in their travel as possible while at Stone Hill.</p>	<p>Swimming will continue to be funded via Pupil Premium as it has a substantial impact on pupil development, healthy living and widening options for healthy lifestyle choices.</p> <p>The Stepping Out and travel training programmes will continue to be funded due to the significant impact on pupil progress and will be complemented with the addition of targeted Life Skills programmes for all pupils in Years 10 and 11.</p>	