

Stone Hill School Pupil Premium Strategy Statement 2020-2021

School overview

| Metric | Data |
|---|------------------------|
| School name | Stone Hill School |
| Pupils in school | 123 |
| Proportion of disadvantaged pupils | 44% |
| Pupil premium allocation this academic year | 61 470 (December 2020) |
| Academic year or years covered by statement | 2020 - 21 |
| Publish date | October 2020 |
| Review date | January 2021 |
| Statement authorised by | Headteacher |
| Pupil Premium lead | Deputy Headteacher |
| Governor lead | K Joyce |

Disadvantaged pupil barriers to success

- 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.
- 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.
- 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.

Strategy aims for disadvantaged pupils - academic achievement

| Aim | Evidence of impact | Target date |
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| Pupils accessing Pupil Premium will at least meet and/or exceed targets set for learning in Maths, Reading, Writing and Science. Pupils will be assessed using the Read Write Inc. baseline assessment, New Group Reading Test and Single Word Spelling Test assessments. This baseline data, together with information collected in school, will be used to | Pupil Premium pupils will continue towards meeting their individualised targets set on the Sheffield Stats/School Tracking and Monitoring system in: Reading (90% will meet or exceed)* Writing (95% will meet or exceed)* | July 2021 |

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| plan individualised learning programmes to ensure pupils progress to meeting their potential. | <p>Maths (95% will meet or exceed)* Science (90% will meet or exceed)*</p> <p>* These targets are aspirational. However, ensuring the emotional wellbeing of our pupils is paramount.</p> <p>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.</p> | |
| <p>Further promote a love of reading.</p> <p>Provide an enjoyable and accessible learning environment with access to latest media technology as well as a range of appropriate and enjoyable reading material, both fiction and non-fiction.</p> | <p>Newly designed media centre will be complete and accessed by all pupils on a regular basis via lessons and lunch time clubs. All pupils in LS will take home a book from the library at least once a month.</p> <p>100% of pupils will receive bronze reading certificate 70% their silver and 50% their platinum certificates.</p> | July 2022 |
| <p>Pupils will continue to experience QFT in all classes and lessons.</p> <p>Learning and teaching will increasingly be informed by current research which will be applied appropriately in meeting the needs of all pupils.</p> | <p>All pupils will know, do and remember more.</p> <p>All curriculum plans will be progressive, and learning and teaching differentiated to meet the needs of all pupils.</p> | <p>Review: July 2021</p> <p>Target date: July 2022</p> |

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

| Measure | Activity |
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| <p>Pupils will build confidence and resilience, strengthen peer relationships and further develop social communication skills.</p> <p>Progress will be measured via tracking and monitoring of outcomes in Learning Behaviours, Skills Builder, Outdoor Learning and Health and Wellbeing (RSHE).</p> | <p>Pupils will engage in structured Outdoor Learning opportunities, including activities related to the school allotment, community visits, school overnight trips, involvement in developing the school's Forest School and Outdoor Learning Area and the school's Snack Shack.</p> |

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| Pupils will develop skills for life and independence. They will be prepared for the transition to post-16 provisions. | <p>Pupils will be directed to learning opportunities with external partners that meet their needs moving into Post 16.</p> <p>Pupils will have access to a variety of experiences in developing skills for life and independence, including activities based in the Life Skills room, the planning and development of the Snack Shack, independent travel training, participation in community events planned in school and our partnership with a local church.</p> |
| Pupils will develop knowledge and skills needed to be safe and confident around water. | All pupils from Years 3, 4, 6 and 7 will participate in weekly swimming lessons led by qualified swimming teachers. Year 5 pupils will participate as per statutory requirements. |
| Enhanced engagement with parents and carers with a focus on accessibility to regular communication for all parents and carers. Parents and carers will have access to the latest, most up to date information on their child's learning and experiences in school. | 85% of parents and carers will connect to the SeeSaw app. All teachers will use the app to communicate with home and each class will be updated at least weekly. |
| Barriers to learning these priorities address | <p>Accessing OL in the community due to Covid 19 restrictions.</p> <p>Accessing swimming lessons impacted due to Covid 19 restrictions.</p> |
| Projected spending | See 'Wider strategies for current academic year' |

Teaching priorities for current academic year

| Aim | Evidence of impact | Target date |
|--|---|-------------|
| <p>Quality First Teaching and intervention support where needed will ensure pupils meet their end of year targets in Reading, Writing, GPS, Spoken Language, Maths and Science.</p> <p>All pupils will know more, do more and remember more.</p> | <p>Disadvantaged pupil end of year outcomes:</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>Science (90% will meet or exceed)*</p> <p>Tracking and monitoring of interventions (enrichment) will indicate a 85% improvement rate in outcomes for pupils.</p> <p>Whole school quality assurance will indicate that</p> | July 2021 |

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| | pupils are focused and on tasks in lessons, that they show clear progress in lessons and that assessment is a reflection of pupil progress. | |
| All pupils will access Outdoor Learning Activities, further developing their independence and resilience, as well as social communication skills. | Disadvantaged pupil end of year outcomes: 90% of pupils will meet or exceed their targets in Learning Behaviours or Skills Builder. Outdoor Learning will be embedded in the curriculum and a Forest Schools curriculum will be offered to identified pupils. | July 2021/22/23. July 2021/22 |

Targeted academic support for current academic year

| Measure | Activity |
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| Pupils will achieve targets set in Reading, Writing and GPS. | Baseline assessment will identify needs of individual pupils. Ongoing assessment, including mid-year data analysis will identify pupils requiring intervention (enrichment) to support progress to achieving outcomes. Enrichment will be delivered via QFT, small group and 1:1 enrichment, including Phonics Groups, targeted reading and comprehension groups, led by AHT, LS Phonics and English Subject Lead |
| 80% of pupils will report that they enjoy learning in Science (on the revised curriculum) and 90% of pupils will achieve their outcomes in Science. | Pupils will complete a baseline and end-of-year questionnaire to measure their attitudes towards learning in Science. All pupils in Upper School will participate in QFT Science lessons, with at least one STEAM-based activity per term. In LS, Science will be successfully integrated into Topic learning, as observed and monitored by Science subject lead. |
| All pupils will have access to relevant reading materials that promote a love of reading, and improve reading fluency and comprehension. | Pupils will have daily access to the newly designed media centre, either during lessons or clubs. Pupils will take home reading materials from the media centre at least once a month. Pupils will have daily opportunities to read at school and be encouraged to read at home. Information on the positive impact of regular reading and ways to read with your child will be shared with parents and carers. |
| QFT will be observed across the school, with all teaching and learning taking into account current relevant research on learning and teaching thus | All teaching staff will have access to the latest research on teaching and learning, curriculum, personal development, leadership and behaviour. Teachers will have dedicated opportunities to share their professional |

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| meeting the individual needs of pupils. | development with each other and to observe good practice, sharing the impact of this on their own teaching. |
| Barriers to learning these priorities address | <p>Missed learning opportunities due to absence as a result of COVID19.</p> <p>Parental and carer engagement with reading at home.</p> <p>Pupil reluctance to read at home (school is school and home is home). Increased reading at home will be monitored in school.</p> |
| Projected spending | £43 208 |

Wider strategies for current academic year

| Measure | Activity |
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| <p>All pupils will access Outdoor Learning, including visits to the school allotment, use of the school OL area, visits in the community and to other settings.</p> | <p>Pupils in Years 3 – 10 will follow the school’s newly developed OL curriculum under the guidance of the OL subject lead. Pupils will participate in the development of the OL area, including planting trees from Woodland Trust and following activities related to Forest Schools. OL subject lead will complete Level 3 Forest Schools qualification.</p> <p>Pupils in Years 6 – 11 will participate in residential visits based on building confidence in outdoor environments, including skills such as orienteering, cooking outdoors, building fires, appropriate dress, independence and team work.</p> <p>The ASDAN Animal Care course will be offered to pupils who elect to study it in Years 9, 10 and 11. This will be accompanied by practical experiences of caring for animals in different settings.</p> |
| <p>Family/school relationships will be strengthened with the introduction of the SeeSaw learning app.</p> | <p>All families will have access to the SeeSaw learning app. Teachers will have access to the app and will update at least weekly for each child, sharing learning with home – parents and carers. Parents and carers will be encouraged to share home learning and experiences with school via the app.</p> |
| <p>By Year 7, pupils will be confident and safe around water, for example, swimming pools. All pupils will have made steady progress to achieving appropriate swimming awards. Pupils will understand the expectations for appropriate social behaviour in community settings.</p> | <p>All pupils in Years 3, 4, 6 and 7 will access weekly swimming lessons, led by qualified swimming instructors. Pupils will be encouraged to independently get ready for swimming. Pupils will follow ASA swimming programme in achieving their swimming certificates.</p> |
| <p>Barriers to learning these priorities address</p> | <p>Access to OL opportunities beyond school due to Covid 19.</p> <p>Parental/carer access to SeeSaw.</p> <p>Impact of Covid 19 restrictions on teacher opportunities for Learning Walks and Lesson Observations.</p> |
| <p>Projected spending</p> | <p>£18262</p> |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|-------------------------|---|--|
| Teaching | Pupil absence due to C19 lockdown, self-isolation and illness | Catch up plans in place to ensure pupils achieve targets |
| Targeted support | Staff and pupil absence due to C19 lockdown, self-isolation and illness Parental and carer support | Catch up plans in place to ensure pupils achieve targets Clear communication with parents and carers as to the plans in place |
| Wider strategies | Parental and carer engagement with SeeSaw app | Class teachers will engage directly with parents and carers to encourage use of SeeSaw app. |

Review: last year's aims and outcomes (2019/20)

| Aim | Outcome |
|--|--|
| <p>Pupils accessing Pupil Premium will meet and exceed targets set for learning in Maths, Reading, Writing and Science. 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. 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.</p> | <p>Due to COVID19 and school being closed to the majority of pupils during the period of lockdown, no end of year data is available to monitor pupil outcomes and progress. Mid-year data indicated that pupils were on track to meeting the projected targets set in the plan (see data below).</p> <p>Mid Year Outcomes Maths 87% m/e (88% disadvantaged) Reading 89% m/e (89% disadvantaged) Writing 90% m/e (88% disadvantaged)</p> <p>Interventions (enrichment) were planned and in place for pupils not meeting their mid-year. This would have ensured end of year targets as set out in last year's pupil premium planning document would have been met, taking into consideration that these are three year targets (19/20 being Year 2). 46% of Y11 pupils were independent travellers by the time of lockdown in March, 19% were semi-independent at this stage. Thus over 60% of pupils were travelling with a level of independence. 100% of Y11 pupils had participated in the Stepping Out programme.</p> |
| <p>The three wave enrichment intervention approach will be embedded across the school.</p> | <p>Number of pupils not meeting expected outcomes across the school decreased by 22% mid-year 2020 compared to the previous year. Evidence suggests this is due</p> |

| Aim | Outcome |
|---|---|
| <p>Regular progress reviews by class and subject teachers will identify pupil's whose progress is a concern.</p> <p>Pupils who are not progressing towards meeting their targets will be assessed for enrichment intervention. All enrichment will be underpinned by quality first teaching.</p> <p>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.</p> | <p>to QFT and enrichment in the classroom. Of the 22%, 82% did make progress towards their target. With enrichment in place, these pupils were on track to meet outcomes. Of children not meeting outcomes at end of 2018/19, 73% met or exceeded their mid year targets.</p> |
| <p>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.</p> <p>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.</p> <p>Learning Mentor will offer appropriate support in school, to pupils and their families, and refer to partner agencies when necessary.</p> | <p>Learning Mentor, together with DHT, now attends regular meetings with CAMHS team. CAHMS continues with regular consultations re pupils with socio-emotional needs and continues to support individual pupils and their families, as well as running group interventions.</p> <p>Learning Mentor has attended MOSAIC training in preparation for the introduction of the new system.</p> <p>Staff are using the three wave intervention system for referrals for interventions, both learning and socio-emotional, and this system has ensured rapid response and targeted interventions in place. All staff now have appropriate levels of access to CPOMS so that information is shared and actioned timeously.</p> |