



Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Stone Lodge Academy
Pupils in school	175
Proportion of disadvantaged pupils	£83,380
Pupil premium allocation this academic year	47.4% (83 pupils)
Academic year or years covered by statement	2019 - 2020
Publish date	June 2020
Review date	June 2021
Statement authorised by	J Pettingale – Head of School
Pupil premium lead	K Gordon – AHT Primary/Interventions
Governor lead	SLA LAB

Disadvantaged pupil barriers to success

Emotional and mental health challenges/difficulties due to impact of Childhood Traumas
Limited educational progress due to family/diagnosis/social economic circumstances
Erratic attendance due to changing or challenging home circumstances
Safeguarding concerns due to Home locality/Home environment/County Lines

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
Pupils make at least expected progress in literacy	Closure in the progress made between PP and non PP students (Classroom monitor)	July 2020
Pupils make at least expected progress in numeracy	Closure in the progress made between PP and non PP students (Classroom monitor)	July 2020

PP pupils in KS4 make expected levels of literacy and numeracy	100% of KS4 PP students gained recognised ASDAN /AQA qualifications through targeted teaching.	July 2020
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Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Measure	Activity	Target Date
To improve attendance and behaviour of pupils attracting PP	<p>Fewer behaviour incidents recorded for these students</p> <p>(Arbor)</p> <p>Robust and supportive behavioural intervention plans to be in place for these students.</p> <p>(Behaviour support team – Intervention Intent, Implementation, Impact, Review))</p> <p>Overall attendance for students eligible for PP to improve to the school target of 97%</p>	July 2020
All PP Students in KS4 encouraged to access Travel Training	<p>All families/Carers to be given Travel Training information at EHCP Review</p> <p>TT to contact families/Carers to set up/manage TT for student</p> <p>Independent Careers service to contact all Y11 parents to organise participation before Post 16.</p> <p>TT invited to Parent consultation evenings and Transition events.</p>	July 2020

J Pettingale H.O.S June 2020

<p>To improve independence/Understanding of safety in the community/ Daily living skills of PP group.</p>	<p>All KS4 Students to actively participate in Life Skills Programme. (ASDAN Employability/ASDAN PSD) All Y11 students to have opportunity to access WEX. (Spring Term)</p>	<p>July 2020</p>
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Teaching priorities for current academic year

Aim	Evidence of impact	Target date
<p>Priority 1 Literacy and Numeracy</p>	<p>Literacy/Numeracy interventions across KS3/4 for all disadvantaged pupils</p>	<p>Implemented Autumn 2019 Reviewed termly</p>
<p>Priority 2 Communication</p>	<p>Improving communications with families Telephone/Email from Intervention Teams, Tutor Monthly newsletter Face Book Page New and improved website</p>	<p>Implemented from September 2019 Reviewed July 2020</p>
<p>Barriers to learning these priorities address Priority 1</p>	<p>Availability of staff to deliver interventions COVID19 – March 2020</p>	
<p>Barriers to learning these priorities address Priority 2</p>	<p>Communication skills and access to technology of families</p>	
<p>Projected spending</p>	<p>100%</p>	

Targeted academic support for current academic year: 2018-19

Measure	Activity
Priority 1 Literacy and Numeracy	Targeted Literacy and numeracy intervention programmes New AHT appointed to manage and monitor intervention programmes SAHT to monitor and track data to evidence progress made in target groups Lunch time clubs – Support low attaining and provide stretch and challenge for higher attaining pupils
Priority 2 Communication	Termly parental consultation evenings EHCP Annual reviews Intervention Teams/Tutor regular telephone/email communication with families Pupil Welfare Officer – Support families through telephone/email communications, Access to other agencies, Opportunities for Face to Face meetings/ Social events
Barriers to learning these priorities address	Low self esteem Low expectations/aspirations in home setting Engaging families in learning process and developing positive partnership
Projected spending	100%

Wider strategies for current academic year

Measure	Activity
Priority 1 Literacy and Numeracy	Additional support to manage emotional resilience and self-regulation of behaviours in PP group Intervention team 1:1 or small group support – Sensory, Nurture, ASD, Behaviour management Timetabled Therapy sessions for Y7/8 to support emotional development Introduction of therapy dog for small target group
Priority 2 Communication	Regular termly events to encourage parental engagement – Christmas Fayre, Concerts, Family discos, Sports, Charity events
Barriers to learning these priorities address	Priority One Training staff to be able to deliver Trauma informed therapies/interventions to support child and rebuild self esteem Priority two Family transport to attend events Challenge of developing partnership beyond social to active learning between family and child
Projected spending	100%

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Time is given to allow for staff professional development	Use of PD days and additional cover being provided by HLTA Team
Targeted support	Time for Intervention lead to support staff leading small groups	PPA allocations reflective to time commitment Additional support from SLT
Wider strategies	Time to plan and deliver literacy and numeracy interventions	Intervention lead – Small teams allocated staff for literacy, numeracy plus therapeutic interventions Allocated time to meet with teams to review programmes and impact

Review: last year's aims and outcomes – Previous Trust data not available

Aim	Outcome