



Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Stone Lodge Academy
Pupils in school	171
Proportion of disadvantaged pupils	£81120 Primary £22865, Secondary £58255
Pupil premium allocation this academic year	Primary 17, Secondary 61 = 78 Students 45.6%
Academic year or years covered by statement	2020 - 2021
Publish date	June 2021
Review date	June 2022
Statement authorised by	J Pettingale – Head of School
Pupil premium lead	K Gordon – AHT Primary/Interventions C Brickley – SAHT Data
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
Impact of COVID 19 on school attendance and access to learning

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
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J Pettingale H.O.S June 2021

Pupils make at least expected progress in literacy	Closure in the progress made between PP and non PP students (Classroom monitor)	July 2021
Pupils make at least expected progress in numeracy	Closure in the progress made between PP and non PP students (Classroom monitor)	July 2021
PP pupils in KS4 make expected levels of literacy and numeracy	Awaiting confirmation from exam boards due to disrupted learning impact of COVID 19	July 2021

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

Measure	Activity	Target Date
To improve attendance and behaviour of pupils attracting PP	Fewer behaviour incidents recorded for these students (Arbor) Robust and supportive behavioural intervention plans to be in place for these students. (Behaviour support team – Intervention Intent, Implementation, Impact, Review)) Overall attendance for students eligible for PP to improve to the school target of 97% (Arbor)	July 2021
All PP Students in KS4 encouraged to access Travel Training	All families/Carers to be given Travel Training information at EHCP Review TT to contact families/Carers to set up/manage TT for student	July 2021

	<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>	
<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)</p> <p>All Y11 students to have opportunity to access WEX. (Spring Term)</p> <p>WEX offer restricted due to impact of COVID 19. Internal WEX experiences will be offered.</p>	<p>July 2021</p>

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 2020 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 COVID 19 Impact - Welfare calls at least weekly (Rag rated)</p>	<p>Implemented from September 2020 Reviewed July 2021</p>
<p>Barriers to learning these priorities address</p>	<p>Availability of staff to deliver interventions</p>	

Priority 1	COVID19 – January 2021	
Barriers to learning these priorities address Priority 2	Communication skills and access to technology of families	
Projected spending	100%	

Targeted academic support for current academic year: 2020-21

Measure	Activity
Priority 1 Literacy and Numeracy	<p>Targeted Literacy and numeracy intervention programmes</p> <p>AHT Intervention Lead manage and monitor intervention programmes (Intent, Implementation, Impact, Review)</p> <p>SAHT to monitor and track data to evidence progress made in target groups (Against EHCP outcomes and progress/attainment)</p> <p>Lunch time clubs – Support low attaining and provide stretch and challenge for higher attaining pupils</p> <p>Social time programme to develop communication and interaction skills</p> <p>All staff ELKLAN training – Communication friendly status</p>
Priority 2 Communication	<p>Termly parental consultation evenings</p> <p>EHCP Annual reviews</p> <p>Intervention Teams/Tutor regular telephone/email communication with families</p> <p>Pupil Welfare Officer – Support families through telephone/email communications, Access to other agencies, Opportunities for Face to Face meetings/ Social events</p> <p>COVID 19 Rag rated students to target support</p> <p>IT support for families to access virtual/online learning</p>
Barriers to learning these priorities address	<p>Low self esteem</p> <p>Low expectations/aspirations in home setting</p> <p>Engaging families in learning process and developing positive partnership</p> <p>IT abilities and accessibility within the household</p>

Projected spending	100%
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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 Additional therapy offers – Art, Music, Outdoor Learning, Psychotherapist, 4YP, Therapy Dog, Care Farm, Bouncability, RDA Timetabled Therapeutic sessions for all students to support emotional development/communication and interaction skills
Priority 2 Communication	Regular termly events to encourage parental engagement – Christmas Fayre, Concerts, Family discos, Sports, Charity events *This offer has been severely impacted by COVID 19 restrictions
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 COVID 19 Restrictions
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 (2019-20)

Aim	Outcome
Pupils make at least expected progress in literacy	Key Stage 1 and 2 In literacy those students receiving Pupil Premium (PP) continued to make more progress than those not receiving PP. Key Stage 3 Pupils receiving PP exceeded expected progress compared to those not receiving PP within the expected parameters
Pupils make at least expected progress in numeracy	Key Stage 1 and 2 In Maths those students receiving Pupil Premium (PP) continued to make more progress than those not receiving PP. Key Stage 3 Pupils receiving PP exceeded expected progress compared to those not receiving PP within the expected parameters
PP pupils in KS4 make expected levels of literacy and numeracy	Key Stage 4 Pupils receiving PP continue to make comparable progress with those not receiving PP, reflecting our strong positive ethos towards work, developing aspirations and rewarding those who do well.

*Additional Data on second document – PP Data Report 2019-20