



Pupil Premium Strategy Statement

School overview 2022/23

Metric	Data
School name	Stone Lodge Academy
Pupils in school	170
Proportion of disadvantaged pupils	Total £83,415 Primary £19,390 High School £64,025
Pupil premium allocation this academic year	Primary 14 (41.2%) , Secondary 65 (47.8%) = total 79 Students
Academic year or years covered by statement	2022 - 2023
Publish date	June 2021
Review date	June 2022
Statement authorised by	Claire Brickley – Head of School (with Scott Gaskins Trust Executive Head)
Pupil premium lead	K Gordon – SAHT 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
Impact of COVID 19 on school attendance and access to learning

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 (Arbor assessments)	July 2023
Pupils make at least expected progress in numeracy	Closure in the progress made between PP and non PP students (Arbor assessments)	July 2023
PP pupils in KS4 make expected levels of literacy and numeracy	Results from Exam boards	July 2023

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 2023
All PP Students in KS4 to access Travel Training	All families/Carers to be given Travel Training information at EHCP Review TT to contact families/Carers to set	July 2023

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	<p>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>	
<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>All KS4 pupils to have opportunities to complete Duke of Edinburgh Award</p> <p>All KS3 pupils to have a work experience session weekly.</p> <p>All KS3 Pupils to complete Scouts Programme.</p>	<p>July 2023</p>

Teaching priorities for current academic year

Aim	Evidence of impact	Target date
<p>Priority 1 Literacy and Numeracy</p>	<p>Literacy/Numeracy lessons and interventions across KS3/4 for disadvantaged pupils</p>	<p>Reviewed termly</p>
<p>Priority 2 Communication and interaction</p>	<p>Focus on interaction sessions, SALT support with TALKABOUT and the zones of regulation, more</p>	<p>Reviewed termly</p>

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	ELSA staff supporting students, pupils better communicating needs.	
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Targeted academic support for current academic year: 2022 - 2023

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>Social time programme to develop communication and interaction skills</p> <p>All staff continuing ELKLAN training – Communication friendly status</p>
Priority 2 Communication and interaction	<p>Targeted communication programmes and intervention programmes, daily C&I for those who are in year 7 – 9 and weekly / twice weekly in year 10 and 11. Focus on learning to interact in a variety of ways and how to express feelings and emotions.</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 such as movie and chat, mentoring, hair club and others.</p> <p>Social time programme to develop communication and interaction skills AHT Behaviour and Team to manage.</p> <p>All staff continuing ELKLAN training – Communication friendly status and programme of ongoing SALT training.</p>
Projected Spending	£83,415

Wider strategies for current academic year

Measure	Activity
Priority 1 Literacy and Numeracy	Interventions for those identified as struggling. English sessions specifically for supporting development of phonics at KS3 and grouped across years 7 – 9 for need. Maths supported through the first post intervention programme. SALT support as needed. Phonics training for all TAs on PD Day
Priority 2 Communication and interaction	Additional support to manage emotional resilience and self-regulation of behaviours in PP group via more ELSAs Intervention team 1:1 or small group support – Sensory, Nurture, ASD, Behaviour management Additional therapy offers – Art, Music, Outdoor Learning, Psychotherapist, 4YP, RDA, green light trust Timetabled Therapeutic sessions for all students to support emotional development/communication and interaction skills
Projected Spending	£83,415

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Time 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 Intervention tracker to monitor what is being provided. ILPs to be monitored.
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