

Pupil premium strategy statement – Stanton Vale School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emma Kehoe
Pupil premium lead	Rachel Beckett
Governor / Trustee lead	Beth Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 43,630
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 43,630

Part A: Pupil premium strategy plan

Statement of intent

At Stanton Vale School, we aim to leverage pupil premium funding to achieve and sustain positive outcomes for our pupils with SEND who face socio-economic disadvantage. Although socio-economic status may not always be the primary factor influencing their challenges, we recognise that disadvantaged pupils sometimes experience different outcomes than their peers, particularly in areas such as:

- Academic progress and attainment
- Transition to further learning opportunities
- Readiness for meaningful engagement in future employment
- Access to diverse social experiences

Our strategy is centred on high-quality, individualised teaching that targets the areas most essential for disadvantaged pupils. This includes targeted support informed by thorough assessments and tailored interventions to ensure access to a rich, balanced curriculum.

While our primary focus is on supporting disadvantaged pupils, the strategy is designed to benefit all students, particularly where resources enhance school-wide approaches, such as improved teaching quality and inclusive programs. We aim to enhance outcomes for all pupils, fostering overall progress and inclusion.

We will use the Pupil Premium grant to:

- **Prioritise high-quality teaching** to support the learning and development of all pupils.
- **Implement focused academic and therapeutic interventions** tailored to meet individual needs.
- **Enhance the therapeutic services** available to pupils by expanding access to Occupational Therapy and ensuring the effective implementation of Speech and Language Therapy plans.
- **Ensure access to enriching experiences** and cultural capital through diverse community activities and memorable outings.
- **Integrate the Thrive approach** across the school to support pupils' social, emotional, and mental health.
- **Provide dedicated family support** to help remove barriers to attendance and assist families in managing social and emotional challenges beyond the school environment.

Our approach is guided by each pupil's unique strengths and needs, identified through formal and informal assessments, rather than assumptions or labels. This commitment helps us equip

each young person with the skills and experiences they need to be prepared for adulthood, fostering a future where they can thrive.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Observations, internal data collections, conversations with staff and families highlight that disadvantaged pupils often face significant social, emotional, and behavioural challenges that impact their ability to engage and thrive in a school environment. Many require targeted support to build self-regulation, resilience, and positive interactions. It is essential to providing a safe, supportive learning environment where pupils can develop these skills, reduce barriers to learning, and build meaningful relationships with peers and staff.
2	EHCPs, observations, and consultations with occupational therapists indicate that many of our disadvantaged pupils have sensory difficulties that affect their engagement and readiness to learn. Long NHS waiting lists for occupational therapy highlight a gap in accessible OT support for our pupils.
3	Observations, along with discussions with families, wider agencies and the pastoral support team, reveal disadvantaged pupils have limited opportunities to build cultural capital outside of school, as families often face challenges in taking pupils out into the community.
4	Internal data, including observations and consultations with parents, carers, teachers, and speech and language therapists, reveal that disadvantaged pupils exhibit complex communication, interaction, and language needs. These needs present significant barriers to self-expression and effective learning. Additionally, the pupils limited access to diverse communication experiences outside of school further impedes their communication development.
5	Internal assessment, observations and discussions with families demonstrate that disadvantaged pupils often struggle with regular attendance due to complex health needs, social-emotional challenges, and family circumstances. Limited access to support services and difficulties managing behavioural or sensory needs at home can further hinder consistent attendance, requiring a tailored approach to support both pupils and families.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To improve the social, emotional, and behavioural wellbeing of disadvantaged pupils by providing targeted support to enhance their self-regulation, resilience, and social skills.</p>	<p>Increased Attendance: A measurable increase in attendance rates among disadvantaged pupils.</p> <p>Positive Behavioural Indicators: A reduction in the number of incidents of negative behaviour among disadvantaged pupils.</p> <p>Improved Self-Regulation: Increased ability of disadvantaged pupils to manage their emotions, impulses, and behaviours.</p> <p>Enhanced Social Skills: Improved ability of disadvantaged pupils to form positive relationships with peers and adults.</p> <p>Increased Resilience: Increased ability of disadvantaged pupils to cope with challenges and adversity.</p> <p>Positive Feedback from Parents/Carers: Increased positive feedback from parents/carers regarding their child's social, emotional, and behavioural development.</p> <p>Positive Feedback from Staff: Increased positive feedback from staff regarding the positive impact of the support provided to disadvantaged pupils.</p> <p>Increased Pupil Confidence and Self-Esteem: Increased confidence and self-esteem among disadvantaged pupils.</p> <p>Improved Engagement in Learning: Increased engagement in learning activities among disadvantaged pupils.</p>
<p>To improve the sensory experiences of disadvantaged pupils with sensory processing difficulties by providing targeted support and interventions to enhance their engagement and readiness to learn.</p>	<p>Increased Engagement in Learning: A measurable increase in the engagement and attention span of disadvantaged pupils with sensory processing difficulties.</p> <p>Reduced Sensory-Related Disruptions: A decrease in the number of sensory-related disruptions to learning, such as fidgeting, noise sensitivity, or difficulty staying seated.</p> <p>Improved Self-Regulation: Increased ability of disadvantaged pupils with sensory processing difficulties to regulate their sensory input and responses.</p> <p>Enhanced Motor Skills: Improved fine and gross motor skills, such as handwriting, cutting, and balance.</p> <p>Positive Feedback from Parents/Carers: Increased positive feedback from parents/carers regarding their child's sensory development and behaviour.</p> <p>Positive Feedback from Staff: Increased positive feedback from staff regarding the positive impact of sensory support interventions on disadvantaged pupils.</p> <p>Increased Participation in Classroom Activities: Increased participation in a variety of classroom activities, including group work, independent tasks, and physical activities.</p> <p>Improved Social Interaction: Improved social interaction and communication skills with peers and adults.</p> <p>Reduced Anxiety and Stress: Decreased levels of anxiety and stress related to sensory overload.</p> <p>Increased Self-Confidence and Self-Esteem: Increased self-confidence and self-esteem among disadvantaged pupils with sensory processing difficulties.</p>

<p>To increase disadvantaged pupils' cultural capital and broaden their life experiences by providing opportunities to engage with diverse cultures, arts, and community activities.</p>	<p>Increased Cultural Awareness: Improved understanding and appreciation of diverse cultures, traditions, and perspectives among disadvantaged pupils.</p> <p>Enhanced Life Skills: Development of key life skills, such as problem-solving, creativity, and communication, through cultural and artistic experiences.</p> <p>Increased Confidence and Self-Esteem: Increased confidence and self-esteem among disadvantaged pupils through participation in cultural and artistic activities.</p> <p>Improved Academic Performance: Positive impact on academic performance cultural and historical experiences.</p> <p>Positive Feedback from Parents/Carers: Increased positive feedback from parents/carers regarding their child's cultural experiences and personal development.</p> <p>Increased Participation in Cultural and Artistic Activities: Increased participation in a variety of cultural and artistic activities.</p> <p>Stronger Community Links: Development of stronger links with local cultural organisations and community groups.</p> <p>Positive Impact on Mental Health and Wellbeing: Positive impact on the mental health and wellbeing of disadvantaged pupils through engaging in cultural and artistic activities.</p> <p>Increased Aspiration and Ambition: Increased aspiration and ambition among disadvantaged pupils.</p>
<p>To improve the communication, interaction, and language skills of disadvantaged pupils, enabling them to express themselves effectively and engage fully in learning.</p>	<p>Improved Communication Skills: Increased ability of disadvantaged pupils to express their thoughts, ideas, and feelings clearly and effectively, both verbally and non-verbally.</p> <p>Enhanced Language Skills: Improved vocabulary, grammar, and sentence structure, as well as increased comprehension of spoken and written language.</p> <p>Stronger Social Interaction: Increased ability to engage in positive social interactions with peers and adults, including turn-taking, active listening, and empathy.</p> <p>Increased Confidence in Communication: Increased confidence in communicating with others in a variety of settings.</p> <p>Improved Academic Performance: Positive impact on academic performance.</p> <p>Positive Feedback from Parents/Carers: Increased positive feedback from parents/carers regarding their child's communication and language skills.</p> <p>Positive Feedback from Staff: Increased positive feedback from staff regarding the positive impact of communication and language support on disadvantaged pupils.</p> <p>Increased Participation in Classroom Discussions: Increased participation in classroom discussions and group work.</p> <p>Reduced Social Isolation: Decreased social isolation and increased social inclusion.</p> <p>Improved Self-Esteem: Increased self-esteem and self-confidence as a result of improved communication and language skills.</p>

<p>To improve the attendance of disadvantaged pupils by providing targeted support to address complex health needs, social-emotional challenges, and family circumstances.</p>	<p>Increased Attendance Rates: A measurable increase in attendance rates among disadvantaged pupils.</p> <p>Reduced Persistent Absence: A decrease in the number of disadvantaged pupils with persistent absence (e.g., missing 10% or more of school days).</p> <p>Positive Relationships with School: Improved relationships between disadvantaged pupils and school staff.</p> <p>Improved Mental Health and Wellbeing: Improved mental health and wellbeing among disadvantaged pupils.</p> <p>Increased Engagement in Learning: Increased engagement in learning activities among disadvantaged pupils.</p> <p>Positive Feedback from Parents/Carers: Increased positive feedback from parents/carers regarding their child's attendance and engagement.</p> <p>Effective Use of Targeted Support: Effective implementation of targeted support strategies, such as mentoring, and family support.</p> <p>Reduced Barriers to Learning: Reduced barriers to learning, such as transportation issues or financial difficulties.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Occupational Therapist to audit and provide CPD in emotional, physical and sensory regulation £9300	Informed by EHCPs and Earwig Data. EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	1,2,5
CPD in communication strategies specific to the needs of each individual and class. In House (£0)	Informed by EHCPs and Earwig Data. EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	3,4,5

CPD in intensive interaction strategies specific to the needs of each individual and class £850	Informed by EHCPs and Earwig Data. EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	1,2,4
CPD in Person Centred Thinking strategies for the whole school. In House (£0)	Informed by EHCPs and Earwig Data. EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	1,3,5
CPD in Trauma Informed Practice strategies specific to the needs of each individual and class. £960	Informed by EHCPs and Earwig Data. EEF-Whole school planning focused on high quality teaching, learning and assessment will have the most impact.	1,2,5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small group support for SaLT targets to support speech and language development through SaLT plans. 1 day per week. £7108	Informed by EHCPs and Earwig Data. EEF-Providing targeted 1:1 or small group interventions to classroom teaching is a key component to effective planning for progress.	4,5
1:1 or small group support for English and Maths EEF-Providing targeted 1:1 or small group interventions. £9742	Informed by EHCPs and Earwig Data. EEF-Providing targeted 1:1 or small group interventions to classroom teaching is a key component to effective planning for progress.	4,5
1:1 or small group support in Drama Therapy to support EHCP targets and wholistic development through therapeutic input. £7017	Informed by EHCPs and Earwig Data. EEF-Providing targeted 1:1 or small group interventions to classroom teaching is a key component to effective planning for progress.	1,2,3,4,5
1:1 or small group support in music through The Open Orchestra to support EHCP targets and wholistic	Informed by EHCPs and Earwig Data. EEF-Providing targeted 1:1 or small group interventions to classroom	1,2,3,4,5

development through ensemble music making. £1300	teaching is a key component to effective planning for progress.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Team Teach: to support Team Teach Trainers to implement de-escalation strategies through targeted intervention and supportive behaviour plans. £600	Informed by EHCPs and Earwig Data. EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	1,2,5
THRIVE: to support THRIVE Trainer to implement therapeutic strategies through targeted intervention and supportive behaviour plans. £263	Informed by EHCPs and Earwig Data. EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	1,2,4,5
Occupational Therapist: intervention to support physical and sensory development through strategies to remove sensory barriers in the environment and support individual programmes. Already accounted for above	Informed by EHCPs and Earwig Data. EEF-Supporting pupils social, emotional and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	1,2,4,5
Cultural Capital and Social Enrichment Programme: Access to visits and in-school activities to develop cultural capital. Including: <ul style="list-style-type: none"> • The arts • Community outings preparing for adulthood • Work experience • Curriculum visits £4500	Informed by EHCPs and Earwig Data EEF-Supporting pupils social, emotional, and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	3,5
Attendance: Families and students to be provided with support to maintain and further improve school	Informed by attendance data, EHCPs and Earwig Data. EEF-Supporting pupils social, emotional and behavioural needs will prove to be	1,3,5

attendance reduce barriers which impact on attendance. £1000 Inclusive attendance	an effective strategy to support pupil wellbeing.	
Breakfast Club: providing disadvantaged students with food to allow them to access the curriculum successfully. Also, a social enrichment opportunity. £1000	Informed by EHCPs and Earwig Data EEF-Supporting pupils social, emotional, and behavioural needs will prove to be an effective strategy to support pupil wellbeing.	1,3,5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1: Communication difficulties. Pupils being non-verbal or having limited use of language / signing, staff having poor knowledge on how to support these pupils.

The following actions impacted the data outcomes in Earwig and EHCP reviews for disadvantaged pupils:

Targeted CPD was tailored to the specific needs of each class and its pupils. Staff were provided opportunities to practice new strategies in real-world classroom settings and received ongoing support and coaching.

High-quality, evidence-based interventions were implemented, individualised to meet the specific needs of each pupil. Pupil progress was monitored regularly, and interventions were adjusted as necessary.

A positive learning environment was created, fostering secure, meaningful learning, positive relationships, and clear expectations.

Additionally, parents were involved in the process, external agencies were consulted, and a data-driven approach was employed to monitor progress and identify areas for improvement.

2: Complex learning difficulties that require specialist pre-formal teaching techniques. Pupils requiring a specific tailored and challenging curriculum that is resourced to support high quality teaching and learning.

The following actions impacted the data outcomes in Earwig and EHCP reviews for disadvantaged pupils:

The school successfully addressed the complex learning difficulties of pupils requiring specialist pre-formal teaching techniques. For example, pupils with severe learning difficulties benefited from sensory-based interventions and structured learning environments while PMLD pupils benefitted from intensive interaction and physical therapies integrated into the curriculum. A tailored and challenging curriculum was developed and resourced to support high-quality teaching and learning.

3: Sensory processing needs

The Sensory Occupational Therapist has been instrumental in addressing the sensory processing needs of our autistic pupils. Through comprehensive assessments and tailored interventions, the SOT has:

- Identified specific sensory needs: Pinpointed individual sensitivities and preferences, enabling targeted support.

- Developed personalised sensory diets: Created bespoke plans to regulate sensory input and promote calm and focused learning.
- Implemented sensory strategies in the classroom: Trained staff on techniques to modify the learning environment, such as using visual timers, noise-cancelling headphones, and sensory tools.
- Provided sensory equipment and resources: Equipped the classroom with tools like fidget toys, weighted blankets, and calming sensory spaces.
- Collaborated with parents and carers: Shared strategies and resources to support consistency between home and school environments.

As a result of the SOT's support, our autistic pupils have demonstrated increased:

- Attention span and focus
- Tolerance to sensory stimuli
- Social engagement and interaction
- Overall well-being and reduced anxiety

The SOT's expertise has significantly enhanced our ability to create inclusive and supportive learning environments for our autistic pupils.

4. Physical and medical needs, which in turn leads to difficulties accessing experiences in the community. Pupils being unable to access community enrichment and cultural capital activity due to social deprivation.

To address these challenges, we have implemented strategies to support pupils with physical and medical needs and to broaden their access to community experiences.

- Individualised Support Plans: We have developed tailored plans to accommodate pupils' physical and medical needs, ensuring they can fully participate in learning and school activities.
- Accessible Learning Environments: We have adapted our classrooms and facilities to be inclusive and accessible for all pupils, including those with mobility or sensory impairments.
- Collaborative Partnerships: We have forged strong partnerships with healthcare professionals and community organisations to provide specialised support and enrichment opportunities.
- Community Outreach Programs: We have organised a variety of community-based activities, such as field trips, cultural events, and volunteer work, to expose pupils to diverse experiences and broaden their horizons.
- Virtual Experiences: We have leveraged technology to provide virtual tours, online workshops, and virtual field trips to expand pupils' access to cultural and educational experiences.

By addressing these challenges proactively, we continue to ensure that all pupils, regardless of their circumstances, have the opportunity to thrive and reach their full potential.

5: Specific wider strategies to support SEMH, Sensory Regulation, Communication and Comprehension- this is inclusive of Literacy.

To address SEMH, sensory regulation, communication, and comprehension, we have implemented a range of strategies:

- SEMH Support: We provide regular social and emotional learning sessions, and access to pastoral support services. We also foster positive relationships between staff and pupils to create a supportive learning environment.
- Sensory Regulation: We have created sensory-friendly spaces and provide sensory tools to help pupils regulate their emotions and focus. We also train staff in sensory strategies to support pupils' needs.
- Communication and Comprehension: We use a variety of strategies to support communication and comprehension, including visual aids, speech and language therapy, and small-group interventions. We also prioritise literacy development through phonics, reading comprehension, and writing activities.

By combining these approaches, we have created a nurturing and inclusive learning environment that supports the holistic development of all pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
THRIVE	
Team Teach	
Inclusive Attendance	https://inclusive-attendance.co.uk/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.