

Stormont House School Pupil Premium Strategy 2025-26

This statement details our school's use of pupil premium and recovery premium grants for the 2023 to 2024 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stormont House
Number of pupils in school aged 11-16	114
Proportion (%) of pupil premium eligible pupils	54% ¹
Academic year/years covered by this pupil premium strategy plan	2024-2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Kevin McDonnell
Pupil Premium lead	Kevin McDonnell
Governor lead	Rhiannon Eglin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,120
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£85,120

¹ 49% deprivation PPG + post-looked after children (no service children)

Part A: Pupil Premium Strategy Plan

Statement of intent

Our school vision applies to all students

Achievement for all in a unique world-class school

The large majority of our students are eligible for the pupil premium grant and the majority currently receive free school meals. In addition, each of them has the additional disadvantage of special educational needs and disabilities that are sufficiently complex and significant to require placement in a special school rather than mainstream secondary. School provision to maximise outcomes for disadvantaged students is therefore built into our school improvement priority planning and review processes, utilising the graduated response set out in the SEND Code of Practice. The heart of our approach is in providing a 'universal offer' of high-quality teaching that meets the special educational needs of our students whilst discovering and nurturing their talents and aspirations as they prepare for adulthood. Ensuring high-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school.

Our ultimate objectives for our disadvantaged students are for them to

1. make greater progress with their learning, emotional and social development than they would anywhere else, and for that progress to be indistinguishable from non-disadvantaged peers with similar starting points
2. have full lives, making increasingly meaningful choices about their futures, and control of their support²
3. be fully ready for the next stage of education, employment, or training, gaining qualifications that allow them to go on to destinations that meet their interests, aspirations, and the intention of their course of study³.

An Evidence-Informed Strategy

Stormont House School uses a tiered approach, drawing upon the work of the Education Endowment Foundation (EEF). Evidence suggests that pupil premium spending is most effective when schools target spending across improving teaching through training and professional development, academic support, and wider approaches, but focusing on teaching quality:

As a school we are already engaged in a long-term, research evidence-informed training and professional development programme (Visible Learning). Ofsted (April 2024) noted '*Teaching is underpinned by research, including studies carried out by leaders and staff themselves. For example, they have looked at how pupil voice can be used to improve learning. Currently, teachers are developing the wording of the 'SOLO' statements to better capture what pupils can do. By encouraging this work, the school has established an ethos of continual review and improvement.*' (see 'further information' below)

² Adapted from <https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources>

³ Adapted from the 2024 [Education Inspection Framework](#)

Challenges

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

Challenge number	Detail of challenge
1	Successful progress through the National Curriculum and attainment in recognised external accreditation at Key Stages 4 and 5 is reduced by a combination of significant and complex SEN, particularly <ul style="list-style-type: none"> • Cognition & Learning and • Communication & Interaction and sensory needs including self-regulation difficulties
2	Significant gaps in understanding in maths leading to lower attainment than in English at Key Stage 4, which then limits progression opportunities post-16
3	Our assessments, observations and discussions with pupils and families demonstrate that opportunities to reduce gaps in learning and develop mastery of key concepts have been impacted on by the pandemic. Progress in other areas of the curriculum is fundamentally affected by gaps in knowledge, skills and understanding in English and maths.
4	Significant communication & interaction needs that reduce the ability to explore ambition and communicate successfully to make informed choices and decisions in relation to the four preparing for adulthood outcomes; employment; independent living; friends, relationships & community; good health.

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
Universal teaching offer meets students' complex learning needs, proving highly effective preparation for next stages of education, employment, or training	Quality of Teaching & Learning reports evidence positive impact of <ul style="list-style-type: none"> • Evidence-informed CPD (e.g., Visible Learning) • Post-lesson observation feedback on subsequent classroom practice
Curriculum pathways and accreditation routes are systematically reviewed to ambitiously meet student needs and develop talents whilst maintaining breadth and quality	Evidence of Key Stage 4 and 5 curriculum pathway and accreditation route reviews tailored to student needs and talents
Students are fully ready for the next stage of education, employment, or training, gaining qualifications that allow them to go on to destinations that meet their interests, aspirations, and the intention of their course of study	<ul style="list-style-type: none"> • The overwhelming majority of students successfully progress from Key Stages 4 and 5 with clear evidence over time that progression leads to higher levels of study and/or employment • Appropriate progression routes after school kept under review, developed and quality-assured • The Gatsby Benchmarks are fully met, working towards achieving the Quality in Careers Standard
Student's communication and interaction needs are systematically	Speech & Language Therapy Annual Reports evidence increased numbers of successful targeted and specialised

met, enabling greater involvement and engagement in preparing for adulthood	interventions compared to those possible without additional commissioning.
Each of the targeted maths interventions result in accelerated progress for participants with gains in number age sustained	Students on each intervention programme make accelerated progress (average additional gain ≥ 6 months) Visible Learning Effect Size of each intervention ≥ 0.8 (double the 'hinge-point' of ES=0.4)
An embedded tiered/ wave model (universal, targeted, specialised) in different aspects of provision e.g., the sensory classroom; speech, language, and communication needs,	Tiered models of provision in use by leaders, teachers, and support staff to <ul style="list-style-type: none"> review provision and refer onwards appropriately access targeted and specialised information, plans and strategies review the need for changes to provision, curriculum or accreditation considering evidence of changing cohort needs
A high-quality person-centred approach to Annual Reviews of SEN that is linked to the <ul style="list-style-type: none"> tiered models of provision four PfA outcomes; employment; independent living; friends, relationships & community; good health 	Education, Health and Care Planning and Review processes from Year 9 onwards utilise summary curriculum maps linked to the 4 PfA outcomes <ul style="list-style-type: none"> Improved consistency and efficiency of Annual Reviews and PfA planning Clearer information to students and parents/carers Greater student voice in their Annual Reviews Successful external review of SEN processes

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: £22k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue evidence-informed professional development programme for teachers (including Visible Learning)	Education Endowment Foundation Toolkit EEF Toolkit Comparison with John Hattie's Visible Learning	1
SaLT and OT advice and input to <ul style="list-style-type: none"> improve universal teaching offer through CPD and targeted support to teachers develop a shared understanding of the tiered model of provision in relation to sensory and self-regulation needs 	https://speechandlanguage.org.uk/educators-and-professionals/what-works-database/ This has been endorsed by the Royal College of Speech and Language Therapists.	1,4

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

Budgeted cost: £76k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher (0.6 fte) to deliver Maths intervention (Numbers Count)	Edge Hill University Numbers Count Secondary Case study Edge Hill University Every Child Counts- Numbers Count	2
Specialist Teaching Assistant (0.6 fte) delivering small group Maths interventions (1stClass@Number 1 & 2)	Edge Hill University Every Child Counts- 1stClass@Number	2
Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £85k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commission additional 3 days per week of Speech and Language Therapist (SALT) time, and part-fund an SLCN Intervention Teaching Assistant	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language, and communication. https://speechandlanguage.org.uk/educators-and-professionals/what-works-database/ This has been endorsed by the Royal College of Speech and Language Therapists.	1,4

Total budgeted cost: £ 183K approx.

Balance to be met from existing school resources

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the academic year 2023-24.

*'The pupil premium grant is funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England'⁴. Half of our students (49%) are economically disadvantaged and this disadvantage could be compounded by their special educational needs and/or disabilities. It is our mission to overcome this double disadvantage (see Statement of Intent' above). Our most recent Ofsted (April 2024) found *'the school enables all pupils to take their place in society, to the fullest of their capabilities, extremely successfully. This is because everything the school does is designed to help pupils, all with special educational needs and/or disabilities (SEND), to achieve success in 'the real world'.**

Our internal reviews of the quality of teaching, learning and assessment and published reports confirm that the universal offer remains high quality. Areas for development are identified in lesson observation feedback and a systematic coaching model used for monitoring and review.

An External Review of the impact of the evidenced-based Visible Learning+ professional development programme resulted in an extremely positive report detailed how the school had progressed in all strands:

- The Visible Learner
- Know Thy Impact
- Inspired and Passionate Teachers
- Effective Feedback

The reviewer commented that this school had proved unique among UK schools enrolled in the programme in maintaining progress with all 4 strands during the pandemic.

The triangulation of evaluations within this report, internal school self-assessment evidence and external reviews by our School Improvement Partner are instrumental in determining the subsequent year's universal and targeted professional development programmes.

Key Stage 4 2025 Cohort

- The very large majority of students achieved or exceeded ambitious flightpaths in English and in Maths from their starting points on arrival.
- This means that over time they have learnt more rapidly than they did in primary school, when learning is typically more rapid. This evidences a faster rate of learning than national trends.
- A significant proportion of students made even more rapid progress than their ambitious flightpaths on English and Maths
- A small number of students achieved slightly less than our ambitious flightpath and so made progress more in line with national trends
- Students were able to evidence this learning under exam conditions and not just in their classwork.

⁴ <https://www.gov.uk/government/publications/pupil-premium/pupil-premium#purpose>

Summary evaluation: Progress against our 'ambitious flightpaths'

Our evaluation is that this continues to evidence that *'the large majority of students achieve well from their starting points in Maths and English through to Key Stages 4 and 5 and make progress that consistently exceeds national expectations'* (Ofsted)

When we compare this data with previous years it is clear that our students consistently achieve or exceed their flightpath targets in English and Maths, even when taking into account the impact of the pandemic on these cohorts during their time in secondary school.

Interventions, including School-Led Tutoring

The development of school-led tutoring using our own staff had greater levels of engagement and impact than when outsourced to external tutors online via the National Tutoring Programme. In 2023-24, 65 students received a total of 1185 hours of tutoring, an average of approximately 18 hours per targeted student.

Our 'Every Child Counts' Maths interventions continued to accelerate student progress

- Numbers Count: average gain 10.3 months over 3.3 months
- 1stClass@Number: A small number of students targeted outside the usual remit of the intervention did not make demonstrable progress. The others had an average gain of 5.6 months over 3.3 months

A number of students have cognitive understanding at a higher level than their ability to read (decode) written information/ texts. PPG- and Recover Premium-funded Literacy intervention has helped us develop more finely-tuned assessment tools and interventions to address this. An impact report will follow in due course.

Additional commissioning of Speech & Language Therapist time and an SLCN Teaching Assistant continues to be an essential of a high-quality graduated response to meet students' communication & interaction needs; more than doubling the resource that would be available without this commissioning. Outcomes include:

- Continued improvement of the universal teaching & learning offer through staff training
- Successful intervention groups and modelling of appropriate classroom strategies to other teaching assistants, so improving the universal offer.
- Increased numbers of successful targeted and specialised interventions compared to those possible without additional commissioning.

Professional development and impact on targeted groups is overseen by the SaLT Team, whose detailed Annual Report provides a close analysis of impact at universal, targeted, and specialised tiers of the 'Wave Model'. Understanding of the cognitive demands of different tiers of questioning has been an important component of staff professional development.

Externally provided programmes

Programme	Provider
Visible Learning+	https://osiriseducational.co.uk/visible-learning/
Every Child Counts maths interventions: <ul style="list-style-type: none">• Numbers Count• First Class @ Number 1 and 2	Edge Hill University

Further information (optional)

Currently the NHS provide 3 days per week of speech & language therapy time and the school commissions a further 4 days. Integrated commissioning discussions are taken place regarding provision of educational SaLT support at each tier (universal, targeted, and specialised). If this results in additional funding becoming available via integrated commissioning or direct provision of services it would allow a substantial revision of the PPG strategy, even before the end of the current cycle (2025).

The school receives the pupil premium for the majority of our students, with only a small minority (approximately 35%) not meeting the criteria of economic disadvantage. Therefore, disadvantaged students benefit from all actions and expenditure aimed at increasing achievement, including commissioning/ provision of

- Additional educational psychologist support
- Attendance Officer support and intervention
- Therapeutic provision to support emotional wellbeing and mental health
- Occupational Therapy CPD, support and advice
- A Pastoral Support Team using restorative approaches to reflect, restore and reengage with learning
- Participation in the reformed National Professional Qualifications for leadership
- Continuation of the Visible Learning + CPD programme based on the evidence informed work of John Hattie's Team

The Visible Learning+ programme and materials have been thoroughly revised and improved, learning from implementation in schools during the first five or so years. Our most recent Ofsted inspections (July 2018 and April 2024) evidence the positive impact on teaching and learning of the school-wide approaches we have already adopted. Without closing our minds to other CPD offers or programmes, the school will review and decide to further increase our adoption of systematic evidence-informed approaches and their integration into everyday practice. Our experience aligns with research evidence that tells us that effective and sustainable professional development is a long-term process and must be explicitly built into, and revisited during, the organisation of the school year.