

Stormont House School Pupil Premium Strategy 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	115
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years covered by this pupil premium strategy plan	2020-2023
Date this statement was published	Dec 2021
Date on which it will be reviewed	Nov 2022
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	£ 84,825
Recovery premium funding allocation this academic year	£ 24,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 108,895

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 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 support¹
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 study².

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). Our most recent Ofsted inspection (July 2018) noted '*Leaders are fully committed to improving teaching and learning using research evidence about what is proven to work in schools. This training has a very positive impact on the quality of teaching across the school, which is excellent*'. This programme was originally funded from the pupil premium grant, and we have continued to develop it from our own resources. We anticipate that our subsequent 3-year pupil premium strategy will again focus on evidence-informed strategies to keep improving teaching and learning, which may require a greater proportion of this funding (see 'further information' below)

¹ Adapted from <https://www.preparingforadulthood.org.uk/about-us/our-work.htm>

² Adapted from 'Impact' in the [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	<p>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</p> <ul style="list-style-type: none"> • Cognition & Learning and • Communication & Interaction and sensory needs including self-regulation difficulties
2	<p>Significant gaps in understanding in maths leading to lower attainment than in English at Key Stage 4, which then limits progression opportunities post-16</p>
3	<p>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.</p>
4	<p>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.</p>

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>Universal teaching offer meets students' complex learning needs, proving highly effective preparation for next stages of education, employment, or training</p>	<p>Quality of Teaching & Learning reports evidence positive impact of</p> <ul style="list-style-type: none"> • Evidence-informed CPD (e.g., Visible Learning) • Post-lesson observation feedback on subsequent classroom practice
<p>Curriculum pathways and accreditation routes are systematically reviewed to ambitiously meet student needs and develop talents whilst maintaining breadth and quality</p>	<p>Evidence of Key Stage 4 and 5 curriculum pathway and accreditation route reviews tailored to student needs and talents</p>
<p>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</p>	<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
<p>Student's communication and interaction needs are systematically</p>	<p>Speech & Language Therapy Annual Reports evidence increased numbers of successful targeted and specialised</p>

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 <p>Successful external review of SEN processes</p>

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: £12,663

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 	What works database (ican.org.uk) 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: £57,017

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: £56,003

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commission additional 3 days per week of Speech and Language Therapist (SALT) time, and fund a full-time 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. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.	1,4

Total budgeted cost: £ 125,683

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 2020 to 2021 academic year.

Outcome 1: Evidence-based, targeted maths interventions accelerate progress through addressing fundamental misconceptions

Both Maths interventions continued to be effective in accelerating student progress

- Numbers Count: average gain 11.6 months over 4.3 months
- 1stClass@Number 1: average gain 17.7 months over 2.5 months
- 1stClass@Number 2: average gain 18.5 months over 10.3 months

However, the number of student interventions was reduced compared to previous years due to the pandemic (illness, staff and student isolation, lockdown). Next summary evaluations from Edge Hill University anticipated Spring 2022

Outcome 2: The impact of lost learning is mitigated through paired/small group catch-up tuition in core subject areas to targeted students using the National Tutoring Programme.

Despite carefully selecting the students we believed most likely to benefit from this intervention, impact was limited largely due to student difficulties in engaging with an unfamiliar adult online, amplified by their communication & interaction SEN, in addition to organisational and operational difficulties at the provider end. Careful consideration will need to be given to the 2021-22 programme before it commences.

Outcome 3: dedicated staff to engage students in (a) positive play and (b) physical activity at play times to support students' physical and mental health

The need to split play times due to Covid restrictions resulted in fewer opportunities to participate in a range of games/ activities. This was ameliorated by the employment of specialised play staff at break and lunchtimes, resulting in a wider range of activities led by motivated staff. The initiative was necessary, but expensive. Improving play is already a student priority in the SDP and will remain so in 2021-22. With the removal of restrictions, early indications are that internal staff training, and zoning of the playground has been effective in engaging students in this crucial area.

Outcome 4: Provide greater levels of support to students with Speech, Language and Communication Needs (SLCN), by commissioning additional specialist speech & language therapy time and funding a specialised SLCN Teaching Assistant role.

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. Particular outcomes include:

- Continued improvement of the universal teaching & learning offer through training of teachers and classroom support staff.
- 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'.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Visible Learning+	Osiris Educational
Every Child Counts maths interventions: <ul style="list-style-type: none"> • Numbers Count • First Class @ Number 1 • First Class @ Number 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 (2023).

The school receives the pupil premium for the large majority of our students, with only a small minority (approximately a quarter) 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 inspection (July 2018) evidences 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 tells us that to be effective and sustainable, this is a long-term process and must be built into the fabric of our staff professional development programme.