

Stormont House School

2020-21 Pupil Premium and Catch-Up Grant Spend Plan

The Pupil Premium Grant provides additional funding that publicly funded schools in England use to support disadvantaged pupils. The Government has provided additional support to schools through the Covid Catch-Up Grant and has subsidised use of the National Tutoring Programme (NTP).

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 the following 3 areas below but focusing on teaching quality:

1. **Teaching:** Schools arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils.
2. **Academic support:** Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.
3. **Wider approaches:** This may include non-academic use of the pupil premium e.g. speech and language therapy

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*'. The school has continued to develop this work from its own resources.

We have therefore focused the use of these two grants in providing targeted academic support (continued use of existing maths interventions and targeted small group support in core subjects via the National Tutoring Programme), and additional Speech & Language Therapy.

- The maths interventions are based on research evidence and their impact in our specific school context has also been positively evaluated in two Impact Reports written for the Hackney Teaching Schools' Alliance. The use of small-group tutorial intervention has also been [evaluated](#) by the EEF
- The additional Speech & Language Therapy provides a greater number of evidence-informed targeted interventions, specialised support and staff training to continually improve the universal teaching offer.

Summary of information	
Total number of students on roll Years 7-11 (September 2020)	116 students
Total number of students eligible for pupil premium funding	81 students (70%)
Monies carried forward 2019-20	£0
Pupil Premium Grant 2020-21	£76,835
Covid Catch Up Grant 2020-21	£32,880
Total income	£109,715

Key Strategies

I.	Embed maths interventions that diagnose fundamental maths misconceptions and accelerate progress
II.	Provide paired/small group catch-up tuition in core subject areas to targeted students using the National Tutoring Programme
III.	Provide specialised support for development of (a) positive play opportunities and (b) increased sporting/ physical activity
IV.	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.

Planned expenditure and impact Academic Year 2020/21

Outcome 1: Evidence-based, targeted maths interventions accelerate progress through addressing fundamental misconceptions			
Action	Success criteria	Lead	Cost
Teacher (0.6) employed to deliver Maths intervention (Numbers Count)	Students on the programme make accelerated progress (average additional gain \geq +6 months)	Maths Lead	£ 36,044
Specialist Teaching Assistant delivering small group Maths interventions	Students on the programme make accelerated progress (average additional gain \geq +6 months)	Maths Lead	£ 15,177
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			
Action	Success criteria	Lead	Cost
National Tutoring Programme Tutors (subsidised by central government)	Positive student engagement, dips in progress mediated as assessed in regular school processes	Deputy: T&L	£2,000 (full cost £8,000)
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			
Action	Success criteria	Lead	Cost
Engage additional temporary staff with specialised skills	Student engagement in play and sporting/ physical activities is positive and consistent	Deputy: Inclusion	£,8000
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.			
Action	Success criteria	Lead	Cost
Commission additional 4 days per week (in addition to 3 core days) of Speech and Language Therapist (SaLT) time	Increased numbers of successful targeted and specialised interventions compared to those possible without additional commissioning. Continued improvement of the universal teaching & learning offer through training of teachers and classroom support staff.	SEN Lead	£50,051
SLCN Teaching Assistant to deliver group interventions and for targeted students under the guidance of NHS Speech & Language Therapy Team	Successful intervention groups and modelling of appropriate classroom strategies to other teaching assistants, so improving the universal offer. Professional development and impact on targeted groups is overseen by the SaLT Team .	SEN Lead/ SaLT Team	£18,014
Total Expenditure			£136,920

(Additional funding provided from school budget - £27,205)