



Pupil premium strategy statement – Stocklake Park School

This statement details our school’s use of pupil 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	105
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Bradley Taylor, Principal
Pupil premium lead	Rhonda Gosney, Head of School
Governor / Trustee lead	Becky Belardo, Pupil Premium lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,251
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£37,251



Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding, to help us improve outcomes for our disadvantaged pupils. In the context of our school setting, we define disadvantage to also include pupils who may be time deprived at home due to family circumstances.

All of our children & young people have complex learning difficulties and therefore socio-economic disadvantage is not always the primary challenge they face. Our assessment data has identified the following key areas of challenge for our disadvantage pupils:

- Attainment - meeting individual targets
- Fewer opportunities to develop cultural capital outside of school
- Attendance
- Well-being, mental health and safeguarding

Our strategy is underpinned by ensuring that we are providing high quality teaching and maximising the impact of classroom support staff; providing targeted support based on assessment of individual pupil needs; helping pupils access a broad and balanced curriculum; and engaging with families in order to achieve greater consistency in pupil support strategies between home and school and to improve attendance further.

Although our strategy is focussed on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching.

Our strategy is informed not only by our own experience but also by independent evidence for example: evidence summaries published by the Education Endowment Fund (EEF); the practice of other schools.

Our strategy is driven by the needs of our students, based on formal and informal assessments. This will help us to ensure our approach to pupil premium spending helps us balance our approaches to improving teaching, targeted academic support and wider strategies.



Challenges

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

Challenge number	Detail of challenge
1	Engagement with families, in part due to challenges of the majority of pupils coming to school via LA transport.
2	Develop leadership expertise in relation to facing the challenges of an ever-growing cohort of children with very complex needs
3	Retention of staff in current economic climate, trained to meet the needs of the changing cohort
4	Pupil attendance impacting on engagement in education
5	The curriculum needs development for the benefit of all pupils
6	For some students within the school, specialist support is required to support their mental health needs when combined with a severe learning difficulty and traumatic life experience.

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
To improve attendance and reduce further persistent absentee data. Where medical reasons impact on attendance, support is in place	92% attendance target to be met (2024-25 attendance figure was 88.6%) Case studies demonstrate improvement to attendance.
To improve communication with parents and overcome any home/school issues with the additional help of our Family Support Officer	Parents feedback through annual survey positively about weekly communications and role of Family Support Officer (75% state good or better). Case studies demonstrate support given.
To ensure senior and middle leaders make a positive impact on the school	Staff feel well supported by leaders and demonstrated through staff surveys and



	end of year outcomes from appraisal process (75% or better positive response)
To retain a full complement of staff. Staff trained to deliver high quality teaching and learning.	HR metrics on recruitment and retention show 90% or more staff retained beyond 6 months; staff response to training is 75% or more positive from survey
To ensure the curriculum effectively meets the needs of the children in the school	Quality of education is judged to be at least good
To support the mental health of some of the most complex students within the school	Case study and qualitative feedback demonstrates improved outcomes for those individuals

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: **£10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and Coaching for middle and senior leadership team to improve quality of T&L	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	2
Mentoring & coaching for new teachers	https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf	3 and 5
Provision of agency staff to provide additional training for staff, allowing them to be released from class	https://www.taylorfrancis.com/chapters/edit/10.4324/9780203712658-14/professional-identity-early-years-educators-england-implications-transformative-approach-continuing-	3



	professional-development-sarah-lightfoot-david-frost	
Review & delivery of induction programme for new staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3
Makaton training for staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	3
External consultancy regarding quality of education, including curriculum development	Development of the curriculum has an impact on all https://www.gov.uk/government/speeches/the-importance-of-the-curriculum	5

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

Budgeted cost: £3,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Horse Riding through RDA	https://rda.org.uk/impact/	8

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

Budgeted cost: £23,081

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker employed to increase	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement	1 & 4



<p>family engagement and improve attendance</p> <p>Supporting and signposting families to appropriate support.</p>	<p>EEF Working with parents to support children’s learning recommendations.</p> <ul style="list-style-type: none"> - Tailor school communications to encourage positive dialogue about learning - Offer more sustained and intensive support where needed - Early intervention has a significant impact on student attendance, outcomes and attainment. - Engagement with families improves the outcomes for students <p>https://www.nuffieldfoundation.org/news/relationship-between-poverty-and-child-abuse-and-neglect</p>	
<p>Further members of staff trained as Adult Mental Health First Aiders to support Mental Health in school; buy in counsellor periodically</p>	<p>https://mhfaengland.org/individuals/adult/2-day/</p> <p>An in-depth understanding of mental health and the factors that can affect wellbeing</p> <p>Practical skills to spot the triggers and signs of mental health issues</p> <p>Confidence to step in, reassure and support a person in distress</p> <p>Enhanced interpersonal skills such as non-judgemental listening</p> <p>Knowledge to help someone recover their health by guiding them to further support - whether that’s self-help resources, through their employer, the NHS, or a mix</p>	3
<p>Contract a specialist school counsellor to support individual students</p>	<p>https://nasenjournals.onlinelibrary.wiley.com/doi/10.1111/1471-3802.12518</p> <p>Specialist approach to support those with particular challenges in relation to mental health and severe learning difficulties</p>	3

Total budgeted cost: £37,251



Part B: Review of the previous academic year

Data analysis shows no difference between outcomes for students who are entitled to PPG compared to their peers. One student was looked after (CLA) and PPG, and achieved outcomes in line with his peers. 8 students accessed horse-riding with RDA during the year. RDA was successful with all students at different levels, 6 of whom were able to ride while the other two accessed animal care activities. It was noted by staff that students did become more focussed following their time with RDA.

Coaching – the Principal and Head of School met with senior leaders on a regular basis over the course of the academic year and talked through the challenges of the role. The structure of the leadership team was updated during the year allowing a more streamlined approach with greater capacity.

New teachers have been supported by the Assistant Headteachers and the Deputy Department leads. The induction programme was considerably extended and carried out by the leadership team.

Attendance – the Family Support Officer left her position for a short period to work in social care, but returned to the post after a few weeks. She has developed excellent relationships with families and made a significant difference to the attendance of some specific children. Case studies reflect her work with an identified group of families. For part of the year this staff member has also covered the safeguarding officer role but has maintained aspects of her duties in relation to Family Support.

Makaton training – we continue to make use of eight licences that our signing team across the federation can use in support of their work. The Makaton tutor at Stocklake led regular sessions for staff and parents, as well as inputting to weekly briefing sessions.

Home/school communications – over the course of the year there were regular updates to parents via the parent newsletter, led by the head of school, in addition to a half-termly newsletter. This is in addition to the weekly staff bulletin which provides updates and links to anything and everything staff need to know about.

Students enjoyed two performances from Electric Umbrella and a double screening of Cinderella. By splitting this into groups, it allowed students access with their peers without being too noisy, busy or overwhelming. Sharing activities with friends is an important aspect that school can support via the PPG budget.

Over the course of the year selected staff were trained as facilitators by the Mulberry Bush School, in relation to developing a programme of reflective practice for our staff in the academic year 2025-26. Facilitators are now trained to lead group supervision sessions which will begin in the autumn term 2025.



Our evaluation of the approaches delivered last academic year indicates that many aspects of the strategy are effective and worthwhile. We consider it important to emphasise the recruitment and retention of staff, which has a knock on impact to pupil outcomes through consistency, with an emphasis on training, particularly for those at the TA level. A revised induction schedule and new training programme, based around a 3-year cycle, have been developed, and rolled out in the year 2024-25 with positive impact. This supports the overall drive to continuously improve the quality of education within the school.

Externally provided programmes

Programme	Provider
<p>Music therapy – the therapist worked with a number of individual students as well as joint whole class sessions alongside a speech therapist to provide combined sessions. For students who successfully accessed music therapy, staff reported that students returned from their sessions feeling calm, focussed and ready to work, which then continued throughout the day. One student was reported to then diversify in terms of the songs that he requested during lunchtimes where this was previously fixed. I would note that this student also needed 1-1 from a familiar adult to access the session.</p> <p>There were a number of students who trialled music therapy, however, the therapist was unable to engage them successfully and we then had to swap them out for students with less severe needs. This limited the function of having music therapy and is not in line with previous experiences with other music therapists who were more successful in engaging all students.</p>	<p>Chiltern Music Therapy</p>