

Pupil premium statement 2024-25 Stone Soup Academy

written by Stephen Thompson SENDCo Assistant Principal.

School overview 2024 -25

School name: Stone Soup Academy

Capacity 110

Proportion (%) of pupil premium eligible pupils

44/83- 52% September 2024

Academic year/years that our current pupil premium strategy plan covers **2024-2027**.
Reviewed and updated annually.

2024-2025- Stephen Thompson. SENDCo Assistant Principal.

Overview

Part A: Pupil premium strategy plan

Statement of intent

At Stone Soup Academy pupil premium funding goes directly to the referring school as all of our students are currently on dual roll.

Stone Soup Academy only receives a pupil premium transfer if the school has been given additional funding and requests that the academy purchase something for the student on their behalf.

Stone Soup Academy currently has no additional pupil premium funding transfers, we will continue to raise pupil premium in discussions with referring schools and respond to any requests for purchases to be made on their behalf.

At Stone Soup Academy our students have a variety of needs and often complex educational and personal histories. We support our students at an individual level and seek to specifically target any areas of concern with specific tailored interventions to each individual. In the case of pupil premium, we may need to approach the referring school for additional funds, however, this is often not the case due to the extensive provisions and outstanding Quality of Education put in place for all of our students. For example, personal coach, SEND specialist intervention, small class sizes, and access to technology.

Stone Soup Academy provides an outstanding holistic approach to education for all our students (OFSTED 2019). Our vision, of creating unimagined futures, is rooted in a desire to enable students to reach the highest levels of personal development, creativity and achievement. The academy provides a warm and caring environment that nurtures our values (respect, aspiration and positivity) to build self-esteem. This platform enables students to engage in the curriculum in its broadest sense, by fostering a genuine love of learning. As 21st-century citizens, students are encouraged to be collaborative but also take control of their own education and develop independence that is the foundation for lifelong learning. Stone Soup is an inclusive academy that aims to meet the needs of every student, supporting them in fulfilling their ambitions and being the best they can be, regardless of background, special needs or disability.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering an alternative provision such as our academy. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, however English and Maths remain a key focus.

2	Research, assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties and more limited vocabulary compared to non-disadvantaged pupils. This impacts on their ability to access the curriculum.
3	Research, assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have less opportunity to increase Cultural Capital.

4	Research, assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have less opportunity to increase access to careers and go on to gainful apprenticeships, college and work.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current three-year strategy plan (2027/28)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading comprehension among disadvantaged pupils.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
Improved access to vocabulary at a variety of levels and literacy intervention.	Teacher reports and class observations suggest disadvantaged pupils are more able to access a variety of vocabulary. Interventions show literacy intervention progress for disadvantaged students.
Improved access to Cultural Capital and experiences which enhance this.	Teacher reports ,class observations and cultural capital tracking suggest disadvantaged pupils are more able to improve their Cultural Capital.

<p>Disadvantaged pupils feel better prepared for career progression and post-16 opportunities through mentoring, work experience and various opportunity.</p>	<p>All disadvantaged pupils can access high quality work experience and careers mentoring.</p>
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Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 - 2024 academic year.

Summer 2024 GCSE results showed that children eligible for Pupil Premium and those not eligible are in line in terms of progress and attainment.

Destinations of our previous cohort show that of 16 out of 16 students have gone to college, work or apprenticeship.