


Pupil premium strategy statement (updated Nov 22)

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
	
Number of R – Yr11 pupils in school	195
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Adam Brewster, Headteacher
Pupil premium lead	Adam Brewster
Governor	Jackie Dodds Q&O Committee.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – Ever 6FSM	£102,895
Pupil Premium Funding - Post LAC	£2,410
Pupil Premium Funding - Service Pupils	£1,280
Total Pupil Premium	£106,585
Recovery premium funding allocation this academic year	£78,558
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£185,143

Part A: Pupil premium strategy plan

Statement of intent

<p>Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we see some variance in outcomes for disadvantaged pupils across the school when compared to their peers, particularly in terms of:</p>	
<p>Challenges to future attainment</p>	
1A	High levels of communication and engagement difficulty often relating to their disability.
1B	Parents of PP students less likely to have exposed their children to enrichment activity outside of school which develop communication and social skills. Limited opportunities for community participation.
1C	SEND - Physical, Cognitive and Social and emotional disability, medical needs, and often financial hardship, make it very difficult for students and families to value education
1D	Due to disability and isolation children find it very difficult to make and maintain friendships leading to poor socialisation with peers resulting in lack of confidence and poor self-esteem.
1E	Increasing levels of 'High Need' of new pupils to the school. Sensory processing needs, Profile of school changing to mainly SLD.
1F	Achievement and progress, Inability to access a subject based curriculum. Some students have very limited functional experience due to lack of life skills situations, money, measuring, time etc
1G	Attendance of PP students (88%) is historically lower than that of non PP (91%) (2021 - 22) Removing Covid absence attendance hovers around 92%.
1H	Circumstances at home and outside of school can make it difficult for families to fully engage with school. This is often due to students very complex needs and the needs of families. Poor home learning environment, Increased difficulty accessing remote home learning
<p>At the heart of our approach is high-quality teaching focussed on 6 different curriculum pathways that provides all pupils with a personalised curriculum. Robust diagnostic assessment of need via individual EHCP and ILP targets ensure all pupils receive an appropriate broad and balanced curriculum.</p> <p>Our strategy will benefit all pupils in our school where funding is spent on whole-school approaches, outcomes for disadvantaged and non-disadvantaged pupils will improve alongside each other.</p> <p>We will provide all pupils with support with transitions, develop independence, PfA and work experience, careers guidance and further and higher education guidance is available to all.</p> <p>Our strategy is integral to wider school plans for education recovery and supports the key school priorities and additional funding available via the covid support packages. e.g., Recovery Premium and the National Tutoring Programme for pupils that have been worst affected. As time progresses this strategy supports all pupils across the school.</p> <p>Our strategy will be driven by the needs and strengths of each young person, and their progress towards meeting their Educational Health and Care Plan targets. This might be based around formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require for the next steps.</p>	

Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing, and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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
Improved attainment for disadvantaged pupils on all curriculum pathways relative to their starting points as identified through baseline assessments.	<p>Pupils are placed onto the correct curriculum pathways that suits their individual needs and allows them opportunities to succeed. Individual ILP are set for each child to support their learning and next steps and form that individual curriculum for the child. Evidence on how these targets are achieved will be seen on our school assessment system Earwig, evidence will be monitored and moderated by peers and through pupils progress meetings, lesson observations and professional dialogues. Pupils in KS4 have unique scaffolded accreditation plans which prepares them for their Post 16/Post 19 educational move</p> <p>Nominal 3-year strategy before fully embedded in 2024/25.</p>
Improved communication and language comprehension to develop self-regulation, access to learning and social development. Increasing self-esteem and important skills for emerging adulthood.	<p>Improve skill level of teaching and embedding alternative communication methods within teaching to support language and communication. Evidence of working collaboratively with outside agencies e.g., speech and language through reports to develop pupils' communication. Decrease in the amount of behaviour incidents in key pupils across the school. Individual assessment records and evidence on earwig to show progress in communication e.g., PECS assessment, Phonics phase levels. Embedded prewriting and Pre reading skills within the Engage curriculum pathway within school to support literacy development. Increased skill levels in staff.</p> <p>Embedded 2024/25.</p>
Extend opportunities for pupils to extend learning beyond the classroom.	<p>Pupils across the school will have access to a wide range of activities and the community to develop their own preparing for adulthood skills e.g., life skills, social and functional communication. Pupils take part in extracurricular activities e.g., horse riding as well as Forest School etc to develop their love of additional activities. Evidence of these skills can be seen on</p>

	children's ILPs. Parental confidence increases taking children into the community. Conduct scores improved. Attendance and engagement improved. NAS reaccreditation achieved Initially June 23.
Develop greater confidence and independence to help them engage more fully with the wider community, careers education, post 16 opportunity and prepare for adulthood.	Pupils will have a wider range of community skills that prepare them for adulthood, progress can be seen on Earwig soft skill tracker. Pupils are achieving ILP targets in line with their long-term outcomes and their dreams and aspirations. Students will complete appropriate work-related experience or access alternative provision to prepare them for adulthood or the next stage of their academic journey e.g. post 16. Our in-house behaviour tracker will show a decrease/nil behaviour report when accessing the wider community which will evidence confidence and engagement with society. Starting to see impact July 2021. Fully embedded 2023.
Pupils develop appropriate self-regulation, mental health support and sensory strategies	Attendance, behaviour logs, professional's reports, pupil feedback Pupils will have strategies to support their own self-regulation this will be independently, or adult led to support their needs. Evidence can be seen through a decrease in behaviour logs. Improved professionals working together to support children and parents. Evidence can be seen from notes and tracking of sensory diets from sensory integration specialist, OT, CAMBs Strategies and medical reports that have been implemented at home and school, an increase in attendance at school of key pupils.

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.

Quality of Teaching

Budgeted cost: **£91,346**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing for 1:1 support. (Often supporting transition into school). To provide working routines for pupils. To accelerate all areas of engagement into the curriculum across the school,	Pupils often arrive at Heltwate after long periods of nonattendance or working 1:1 away from their peers. Social diasadvantage, poor school experience and a lack of expectation require additional support. Tracking indicates that pupils make outstanding progress once routines and procedures are in place. To support pupils particularly with ASC traits this extra	ADEFGH

to build pupil and parent confidence.	<p>support is invaluable. This support will be evidenced through progress in all areas of learning, particularly, greater engagement level and sensory regulation.</p> <p>School needs to be calm, and children settled into the new norm.</p> <p>The EEF state that small group tuition can lead to an additional 4 months progress and this is in line with our experience and expectations.</p> <p>https://my.chartered.college/impact_article/cognitive-load-theory-and-its-application-in-the-classroom/?_gl=1*rw9ux8*_up*MQ..*_ga*MTAx-ODI5NTc0Ny4xNjcwODUxMTI3*_ga_RNHLD18NVN*MTY3MDg1MTEyNi4xLjAuMTY3MDg1MTEyNi4wLjAuMA..</p>	
Early Career Teachers (ECT)	Provide additional SEND expertise to training to support and accelerate quality of teaching.	ACE
Create smaller Engage learning intervention groups which will prepare children for learning.	<p>Ensure Engage pathway groups remain smaller than school average. This is for children that have not yet developed core learning skills, and still require a very individualised hands-on curriculum, HLTA role plus additional TA staffing.</p> <p>The EEF state that small group tuition can lead to an additional 4 months progress and this is in line with our experience and expectations.</p>	ABDEF
Curriculum days	<p>RE day, Science & Tech day, Harvest Festival, PE, Literacy week, Internet safety, Music, Rhubarb Theatre company, etc. These are off timetable days which are used to immerse pupils in particular aspects of the curriculum. The focus often is to develop social skills particularly communication, e.g., speaking and listening tasks. Trips and visits subsidised for pupil premium pupils.</p> <p>Early development has been delayed for many due to Lockdown.</p>	BFH
Promote careers education. Supporting work experience at KS4 and transitions into KS5 Gatsby Bench marking resources.	<p>Help provide, career opportunities for pupils, providing staffing and travel.</p> <ul style="list-style-type: none"> • Gatsby recommendations. • Provide work experience • Provide speakers and resources. • Develop post 16 and post 19 choices. 	ABCDFH
Equality Mark	Working with all key stakeholders to work towards the Equalities Award, which will provide support and	ACD

	<p>guidance for school to effectively promote equality, diversity and inclusion and allow Heltwate school to showcase our commitment to equality.</p> <p>Ensure engagement. Remove barriers and increase understanding.</p>	
<p>Forest Schools (Incorporating Herbology at St. George's.)</p>	<p>Forest Schools will allow pupils to grow in confidence because of the freedom, time and space they are given in their learning. Activities such as sharing tools and participating in play helps to teach the children to work together as a group, which strengthens their bonds and social skills.</p> <p>https://www.forestresearch.gov.uk/?s=&type=research</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	BDEF
<p>To give breadth and variety to the curriculum which leads to greater engagement, enjoyment of school and social and emotional involvement. Develop the sense of belonging Class Social outings/Cornerstones memorable experience money.</p>	<p>Each Pathway receives a social budget which is used predominantly to enable pupils to interact with the local community. This usually involves shopping, or visits to local cafes, celebration of events etc where communication and numeracy skills can be practically developed.</p> <p>Each curriculum topic starts with a memorable experience, trip to the coast, visit to a castle etc.</p> <p>This is a tried and tested formula and success can be evidenced through the tracking.</p>	BDFH
<p>Promote the Munch Box Café at St George's. Breadth and variety to the curriculum which leads to greater engagement, enjoyment of school and social and emotional involvement. Develop the sense of belonging</p>	<p>Provides work experience for KS4 and 5 pupils, and accreditation opportunity.</p> <p>Funds each class to attend the cafe with peers as customers.</p> <p>Encourages parents to attend school.</p>	BDFH
<p>Provide support for families through the pastoral provision so that parents engage and work in partnership with the school. Yr. 11 transition to post 16</p>	<p>Support parents and pupils selecting their post 16 placements, attending youth Club</p> <p>In school visits to providers. Supported parent visits</p>	BCDH
<p>Specialist Staff CPD</p>	<p>Autism accreditation, SENDCO award, Numicon, Team Teach, Notts. Computing network, PECS, attention autism, Arts Mark training, Dyslexia. Wellbeing, Tac-Pac sensory training, Equality Mark.</p> <p>Learning to Read: "The Simple View of Reading" National Center on Improving Literacy</p> <p>(ELSA) The Emotional Literacy Support. (ELSA) project was designed to build the capacity of schools to</p>	ACEF

	<p>support the emotional needs of their pupils from within their own resources.</p> <p>Support collaborative learning Cluster meetings and shared events, Additional salary for HLTA on training days.</p> <p>Behaviour supports teaching and learning. Children need routines and consistency. Behaviour is paramount for great teaching and learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Focus on teaching learning behaviours.</p> <p>Inspirational speaker for staff. Mindfulness/Wellbeing Additional Team Teach Trainer Additional SIP visit. Diane Rochford Additional Support for ECT Additional training time for HLTA and specialist TA training.</p>	
Specialist resources	<p>Interactive sensory stories. Book bags RSE curriculum. Sex and relationships Social and emotional books growing up, using a toilet (Tom and Ellie) Mental health and wellbeing resource Outdoor play equipment Sensory equipment in classrooms, Additional ICT resources to support progress in classrooms (ipads)</p>	ABCEF

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

Budgeted cost: **£46,069**

Activity	Evidence that supports this	Challenge number(s) addressed
<p>Improve speech and communication skills, enabling students to access and respond to the curriculum.</p> <p>Specialist Teaching Assistant- Speech, Language and Communication</p>	<p>Referred pupils access specific 1:1 support under guidance from SALT programmes. Also, specific 1:1 support directed into classroom to enable pupils to access curriculum by supporting their individual need.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	ABD

	The EEF toolkit also states a potential 5 months progress can be expected when delivering Oral language interventions.	
TLR3 for autism Accreditation Lead	<p>National Autistic Society Action plan is in place to continually monitor and strive to develop in school practises to support the accreditation mark for Autism – led by key member of staff within school.</p> <p>Identify pupils across the school who would benefit from enhanced resourcing and then to work with class teachers to ensure quality delivery in class and develop whole school awareness.</p> <p>https://speechandlanguage.org.uk/talking-point/for-professionals/the-communication-trust/what-works-database/</p> <p>Tracker shows narrowing of gap for communication. But as SLD numbers increase the need increases.</p> <p>Staff training completed, but a never-ending cycle with new staff.</p>	ACDEF
Additional Sensory integration	<p>Additional Occupational Therapist 1-day a week, developing programmes for sensory regulation which will increase engagement and support for key children and whole school.</p> <p>EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools</p>	ABE
Additional targeted ICT equipment	<p>Touch Screen PC's</p> <p>Mechanical arms to increase access to ICT</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	AEFH
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	<p>Sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.</p> <p>Cause and effect toys</p> <p>EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools</p>	ABCE
Targeted Music Engagement/Therapy	Presently an independent 'music man' is working with selected class groups 2 days per week. to provide specialist music for targeted classes which increases communication, self-esteem and engagement levels.	ABDE
To provide Specialist equipment to access curric, due to increasing levels of	Provide touch screens for VI pupils, Specialist seating, lap-pads to support pro-loquo2 go, Walking frames, hoists.	ACE

<p>'High Needs' of new pupils to the school.</p> <p>(Profile of school changing to mainly SLD).</p>		
<p>Engaging with the National Tutoring Programme to 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.</p>	<p>Music man developing pre reading and writing strategies. e.g., Squiggle while you wiggle, Dough Disco, Targeted reading., Music Bag.</p> <p>Tuition Partners top up (promoting engagement, story telling and early learning skills</p> <p>Resources for above One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>ABCDE</p>

Wider strategies

Budgeted cost: **£47,729**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Additional SIP time to support the transition from MLD to SLD.</p>	<p>Ensure more rapid development of expertise.</p>	<p>EF</p>
<p>Provide additional apprenticeship teachers.</p>	<p>Develop more rapid knowledge acquisition of SEND and related procedures. Particularly important following the previous disrupted year.</p>	<p>ACEF</p>
<p>Develop the sense of belonging by encouraging greater engagement, enjoyment of school and social and emotional involvement.</p> <p>Rewards & Learning incentives. Behaviour Incentives and reward plans. Attendance rewards</p>	<p>Pupils have aspired to succeed and take greater responsibility in terms of management of their own learning behaviours. This has worked to support the school's ethos and particularly the new behaviour policy and systems – rewarding & celebrating positive behaviours through the house system.</p> <p>Our tracking indicates that students are influenced by the reward system. Behaviours for learning are improving across the school</p> <p>A similar rewards scheme exists for rewarding good or improved attendance.</p> <p>Additional play equipment bikes go carts etc. due to difficulty sharing between classes.</p> <p>EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools</p>	<p>CDGH</p>

<p>Develop structured activities at unstructured times e.g. lunchtime/playtimes to engage pupils by using sports/activity coaches. Youth Dreams Sports coaches, Roar Stars sports coach. Arthur Mellows Jack Hunt and Oundle school Post 16 students. Provide play equipment</p>	<p>We promote healthy lifestyle choices for our pupils by enabling them to access sporting activities adapted to meet their specific special educational needs. Unsupervised times of the day are difficult for many of our students, and they need supporting and teaching to play and develop social and emotional skills.</p>	<p>ABD</p>
<p>To extended community access and extra curriculum experiences for all</p>	<p>Supporting Pupil Premium pupils to access educational trips. To develop knowledge, engage and motivate students e.g. West End trips, Class trips, Cadbury World, Space centre & residential class experiences. Horse riding, sailability, swimming, Gym membership Year 11 and 14 leavers prom.</p> <p>Education Endowment Trust Toolkit. Provision of a range of initiatives to extend children's experiences see https://www.google.com/search?q=www.+Gov.uk%2Fpublications%2Fthe-pupilpremium-how-schools-are-spendingthe+funding-successfully&rlz=1C1GCEU_enGB874GB874&og=www.+Gov.uk%2Fpublications%2Fthe-pupilpremium-how-schools-are-spendingthe+funding-successfully&ags=chrome..69i57.1331j1j7&sourceid=chrome&ie=UTF-8</p>	<p>BDEF</p>
<p>After School Club</p>	<p>We have previously provided an After School Club giving the parents & carers some valuable respite and the children time to socialise and play within a safe environment. Encourages positive social interaction. 'Developing self' and language key skills.</p> <p>It continued to run until first lockdown. Approx 24 children attended at least 1 day per week for a fixed 10-week block. We have not reopened to date.</p>	<p>BDH</p>
<p>Summer and Easter holiday clubs + Transport</p>	<p>Students make and retain friendships and develop support networks into adult life.</p> <p>If external funding is available we provide a Summer School Club for pupils with SEND providing structured time for children time to socialise and play within a safe environment. Key IEP targets are set per pupil. This provides parents & Carers with some valuable respite and helps to</p>	<p>BDH</p>

	address the marked learning lag which occurs over the holiday periods. This was covered by the governments holiday scheme summer 21.	
Training Year 9–11 pupils to use public transport.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	BCF
Parents support learning at home which results in enhanced learning and progress.	Parents attend virtual workshops and receive guidance around how they support home learning, use online packages, ICT support, curriculum understanding, targeted support e.g. phonics. Education City, Number sense etc. Supporting children with special educational needs and disabilities NSPCC https://www.autism.org.uk/advice-and-guidance/professional-practice/flexi-schooling	BCGH
Welfare Manager	Support pupil, families, and staff as appropriate. Drop in at the Café. EEF – Improving Social and Emotional Learning in Primary Schools, Improving behaviour in schools	BCGH
Personal care and appropriate clothing	Outdoor clothing and PPE Hygiene products, Period poverty, Replacement clothes	CH
To extend learning through lunchtime to develop individual life skills.	Pupil Support Assistant to support during lunchtimes.	ABCF

Total budgeted cost: £185,143

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

See previous year review.

Externally provided programmes

Programme	Provider
National Tutoring programme.	In house tutoring Jo Jingles The Music Man.
Occupational therapy services	Just Do OT

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	See previous report
What was the impact of that spending on service pupil premium eligible pupils?	See previous report