

# Pupil premium strategy statement – Heltwate 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	213
Proportion (%) of pupil premium eligible pupils	50.7% (100)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	A Ashworth (Headteacher)
Pupil premium lead	A Ashworth
Governor / Trustee lead	Jackie Dodds, Q and ) committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£120,920

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. *At Heltwate School we intend for all pupils, regardless of their backgrounds and the challenges they face, to make good progress and achieve their full potential as they enter adulthood with a foundation of skills. At the heart of our approach is high-quality teaching focussed on identified areas of need, targeted support based on robust assessment of need and provision, and supporting the pupils to access a broad and balanced curriculum with a wide range of personal development opportunities.*

*Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.*

*To achieve the above, the school will focus on the following.*

- *supporting high-quality teaching through targeted CPD to improve pupil outcomes and increase retention of skilled practitioners*
- *each pupil to be supported to foster their own independence, autonomy, pupil voice and independent life skills*
- *address contextual barriers faced by pupils and families, supporting with welfare, attendance, behaviour and social and emotional wellbeing to improve quality of life outcomes*
- *enhance the range of personal development opportunities to broaden experiences for preparation to adulthood.*

### Challenges

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

Challenge number	Detail of challenge
1	<i>Some PP children will have fewer opportunities to engage in personal development opportunities and experiences outside of the school context.</i>
2	Parental support for some PP parents is hard to foster
3	Some PP children require additional support to develop personal independent skills e.g. self-help, life skills and public transport access
4	Some PP students and their families struggle to ensure sustained attendance at school.
5	Many PP pupils generally have greater challenges around communicating and expressing their wants and needs than their peers, including nonverbal, limited language and social interaction difficulties.

## 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
<i>supporting high-quality teaching through targeted CPD to improve pupil outcomes and increase retention of skilled practitioners</i>	<ul style="list-style-type: none"> <li>• CPD in place to support teachers' skills to provide teaching and learning suited to needs of PP children</li> <li>• CPD programme in place to support ambitious/realistic targets for pupils linked to NC/EHCP.</li> <li>• Staff are confident in a wider range of strategies in supporting children with complex and severe needs</li> </ul>
<i>each pupil to be supported to foster their own independence, autonomy, pupil voice and independent life skills</i>	<ul style="list-style-type: none"> <li>• Pupils to be able to have a voice and choice within the school.</li> <li>• Staff successfully employing teaching strategies which foster independence.</li> <li>• PP pupil's participation in extracurricular opportunities, including access to residential trips.</li> <li>• Through achievement of improved performance, as demonstrated by our end of year assessments.</li> <li>• Disadvantaged pupils entered for qualifications (KS4) is equal to or greater than non-disadvantaged pupils.</li> </ul>
<i>Address contextual barriers faced by pupils and families, supporting with welfare, attendance, behaviour and social and emotional wellbeing to improve quality of life outcomes</i>	<ul style="list-style-type: none"> <li>• Attendance data for all PP pupils in line with or above national Area Special school average</li> <li>• Parents feel support with wellbeing issues surround their child that they see as being a barrier to accessing school.</li> </ul>

<p><i>Enhance the range of personal development opportunities to broaden experiences for preparation to adulthood.</i></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• By the end of this strategy period, disadvantaged pupils are progressing to further education at the end of KS4 in the same numbers as their peers.</li> <li>• Pupils take part in extracurricular activities e.g., horse riding, cinema trips, Forest School etc to develop their willingness and excitement trying new activities. Evidence of these skills can be seen on children's ILPs.</li> <li>• Full access and encouragement, including financial, to attend residential, trips and access all extracurricular opportunities.</li> <li>• Parental confidence increases taking children into the community. Conduct scores improved.</li> <li>• Attendance and engagement improved.</li> <li>• Parental engagement in school activities is increased.</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £39,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Creation of a Story Massage lead in school</i>	<i>Improved teaching strategies to improve outcomes</i>	3,5
<i>Specialist Staff CPD</i>	<i>Enhanced teaching strategies for staff to develop skill sets in Pre Reading, ASC, Maths Mastery, Team Teach, PE, sensory strategies</i>	1,3,5

<i>School visits, coordinator meetings</i>	<i>Staff have a wider network beyond Peterborough LA to share resources, ideas etc.</i>	3
<i>Appointment of a Wellbeing mentor to support with welfare of families and children</i>	<i>EEF Teaching and Learning tool kit: <a href="#">Behaviour interventions</a></i>	1,2,3,4,5

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

Budgeted cost: £65,013

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>To enhance the intervention, offer available to students through targeted intervention to support language and communication to enhance the pupil voice</i>	<i>PP children will be supported to have communication specific intervention sessions by communication lead EEF Teaching and Learning tool kit: <a href="#">Oral language interventions</a></i>	5
<i>Pathway leads to develop personal development opportunities for students in their pathway</i>	<i>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, places of interest etc where engagement, communication, and numeracy skills can be practically developed.  Each curriculum topic starts with a memorable experience, trip to the coast, visit to a castle etc.  This is a tried and tested formula and success can be evidenced through the tracking.</i>	1, 3
<i>Welfare manager to work alongside PP families to support where required.</i>	<i>EEF Teaching and Learning tool kit: <a href="#">Parental engagement</a></i>	2, 4
<i>Pupils are targeted to complete 1:1 intervention on developing skills for adulthood e.g. travel</i>	<i>EEF Teaching and Learning tool kit: <a href="#">Teaching Assistant Interventions</a></i>	1, 3,

<i>training, transitioning to college</i>		
<i>Targeted Music Engagement/Therapy</i>	<i>Pupils' participation will have a positive impact on wellbeing, education performance and communication</i>	4, 5,
<i>Promote the Munch Box Café at St George's.</i>	<i>Provides work experience for KS4 and 5 pupils, and accreditation opportunity. Funds each class to attend the cafe with peers as customers. Encourages parents to attend school</i>	1, 2,3,4,5

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

Budgeted cost: £16,212

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>To ensure that every PP student's parent/s attend at least 1 face to face parent event each year e.g. Annual review, Parent's evening</i>	<i>EEF Teaching and Learning tool kit: <a href="#">Parental Engagement</a></i>	2,4
<i>Enhance attendance monitoring systems in place, to ensure PP children are prompted to attend.</i>	<i>Enhancing attendance and monitoring systems and communication with parents, sending frequent comms home with praise EEF Teaching and Learning tool kit: <a href="#">Parental engagement</a></i>	2,4
<i>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism.</i>	<i>We have observed that sensory equipment and resources can be effective at providing sensory support and regulating children ready for learning</i>	1,3,4,5
<i>To extend community access and extra curriculum experiences for all development of SMSC/Wellbeing.</i>	<i>Supporting Pupil Premium pupils to access educational trips. To develop knowledge, engage and motivate students</i>	1,3,5
<i>To extend learning (developing lifeskills) through lunchtime to develop individual life skills.</i>	<i>Pupil Support Assistant to support during lunchtimes. EEF Teaching and Learning tool kit: <a href="#">Teaching Assistant Interventions</a></i>	3, 5

**Total budgeted cost: £120,920**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>Intended Outcomes - Review</b>	
<p>Curriculum pathways are fully embedded. The role of the pathway lead is become impactful to support and hold teachers to account. Pupils in KS4 have unique scaffolded accreditation plans which prepares them for their Post 16/Post 19 educational move.</p> <p>Data from academic year 23/24 below shows that pupils make progress from their starting points</p> <p>Time has been spent on enhancing staff skills in alternative communication methods, Sensory regulation and embedding sensory diets within the classroom. Autism training has taken place which gave staff awareness of condition and how and ASC pupil understands the world and how to embed specific strategies within classrooms. CPFT SALT is integrated, and the creation of a communication lead has enabled a greater collaborative working relationship for the benefit for the pupils. Creation of the new communication framework enables teachers and leaders to track progress and achievement within this area. Time is needed now to embed this.</p> <p>Time spend on releasing Lead Teacher for Forest School, enhances pupil's access to learning beyond the classroom. Trips and visits are encouraged across the school, pupils take part in extracurricular activities e.g., horse riding, cinema trips, Forest School etc to develop their willingness and excitement trying new activities. Evidence of these skills can be seen on children's ILPs and individual class group (class Dojo) pages.</p>	
Progress data 23/24	
<b>WHOLE SCHOOL</b> (excluding Post16,) <b>MEETING TEACHER EXPECTATIONS</b>	
<b>Pupils meeting teacher expectations</b>  <b>84%</b>  161 / 192 pupils	<b>Pupil Premium pupils meeting teacher expectations</b>  <b>89%</b>  85 / 95 pupils

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
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## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*