



# Heltwate School

## End of Summer term Pupil Premium Strategy review Academic year 2017-2018

### Summary information

This document needs reading alongside the Progress and Achievement report 2017 – 18.

<b>Total PP budget</b> <b>£83,005</b> £75,405 Pupil Premium £7,600 Year 7 catch up grant (payment to March 18) However school is working to the academic year to measure impact.	<b>Total number of pupils: 168</b> (as of July 2018)		<b>Number of pupils eligible for PP: 78</b> (as of July 2018)			
	<b>KS1</b>	(Yrs 1-2)	<b>14</b>	<b>KS1</b>	(Yrs 1-2)	<b>4</b>
	<b>KS2</b>	(Yrs 3-6)	<b>57</b>	<b>KS2</b>	(Yrs 3-6)	<b>31</b>
	<b>KS3</b>	(Yrs 7-9)	<b>50</b>	<b>KS3</b>	(Yrs 7-9)	<b>22</b>
	<b>KS4</b>	(Yrs 10-11)	<b>31</b>	<b>KS4</b>	(Yrs 10-11)	<b>21</b>
	<b>KS5</b>	(Yrs 12-14)	<b>16</b>			
<b>Whole school attendance (up to 20.07.18)</b>  <b>92.2%</b>	<b>PP attendance (up to 20.07.18)</b>  <b>91.5%</b>		<b>Non PP Attendance (up to 20.07.18)</b>  <b>92.7%</b>			
<b>Lead in School: A. Brewster (HeadTeacher)</b> <b>Link Governor: Doug Green</b>						

<b>KEY:</b>	Information in a white box – no cause for concern / general information	Information in a yellow box – Further intervention required / targets for the following year	Information in a green box – Positive information
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## Summer Term review 2018

# Whole School academic progress

Cornerstones data showing progress against individual targets



	<b>KS1</b> 12 pupils with data	<b>KS1 PP</b> 3 pupils	<b>KS2</b> 57 pupils	<b>KS2 PP</b> 31 pupils	<b>KS3</b> 50 pupils	<b>KS3 PP</b> 22 pupils	<b>KS4</b> 31 pupils	<b>KS4 PP</b> 22 pupils
<b>% on track for expected individual progress</b>								
<b>Reading</b>	83%	100%	84%	84%	78%	77%	74%	73%
% difference for PP	+17%		same		-1%		-1%	
<b>Writing</b>	58%	67%	61%	61%	71%	68%	87%	82%
% difference for PP	+9%		same		-3%		-5%	
<b>Number</b>	67%	100%	75%	71%	70%	68%	77%	73%
% difference for PP	+33%		-4%		-2%		-4%	
<b>Measurement</b>	52%	67%	73%	71%	76%	77%	87%	82%
% difference for PP	+15%		-2%		+1%		-5%	
<b>Science</b>	83%	100%	90% average	89% average	81% average	86% average	65% average	59% average
% difference for PP	+17%		-1%		+5%		-6%	

## Planned expenditure – a review of where the Pupil Premium budget is being spent, and its impact

Using the following table, Heltwate school is trying to demonstrate how it is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of Teaching for all.

Total budgeted cost: £43624

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact	Cost
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">                     Improve speech and communication skills, enabling students to access and respond to the curriculum.                 </p>	Teaching Assistant-Speech, Language and Communication	<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>14 of our PP students presently access additional S&amp;L through class TA's or NHS in school provision.</p> <p>This is 18% of all PP students in school.</p>	Regular line management. Monitored through LA SALT.	BL/AA	<p>Focused Bi Annual Half termly tracking taken place. Gaps are minimal. S&amp;L programmes in place being led by an identified TA. Sessions monitored. Improved relations with PCC S&amp;L team</p>	<p>£4677</p> 
	PECS and Communication Champion	Member of staff given specific responsibility 1 day per week for Pecs and communication to; identify pupils across the school who would benefit from enhanced resourcing and then to work with class teachers to ensure quality delivery in class.	Part of our bid for Autism accreditation. Monitored through whole school strategy. DHT to line manage	AA/BL	<p>More time needs giving to this. Underway but demand higher than supply. Increased use of PECS and comms aids. Improvement in communication generally PP is+</p>	<p>£1306</p> 
	British Sign Language (BSL)	Evening classes for staff to develop communication skills with non-verbal pupils	Subsidised level 1 and 2 qualification for staff	MB	<p>3 year cycle 7 staff completed level 1 4 staff completing level 2 Much more evidence in lessons. Progress reports from NAS positive.</p>	£2000
	Literacy and Numeracy testing champions	Member of staff given specific responsibility 1 day per week for Lit testing and provide focused 1:1 intervention. Subsequently work with class teachers to ensure quality delivery in class.	AHT to line manage Tracker	KG	Discontinued Sept 18. Personalised curriculum so effective and tracked more accurately this additional data set is no longer needed	£1306
	Interactive technologies.	16 additional i-pads Silent Disco and subscription (69% of the cost is PP)		DF/KP	<p>12 i-pads bought for Communication kids. 4 training sessions provided. Teachers &amp; TAs. I-pad Trolley, i-pad training. Whole school licences for Google expeditions, Oz Botts, Cubetto, Codapillar etc.</p>	£5317
	Access to technology.					

**Summer term review 2018**  
**Cornerstones Communication data**

Cornerstones data showing progress against individual targets

**% on track for expected individual progress**

	<b>Whole School</b> Data for 155 pupils	<b>PP pupils</b> Data for 78 pupils	<b>% difference for PP</b>
Listening and Attention	82%	82%	same
Speaking	80%	84%	+4%
Understanding	82%	82%	same
Spoken Language	94%	92%	-2%

**Summer term review 2018**

**Cornerstones Communication data – SaLT group of pupils**

**% on track for expected individual progress**

	<b>SaLT group</b> Data for 39 pupils	<b>SaLT and PP pupils</b> Data for 14 pupils	<b>% difference for PP</b>
Listening and Attention	74%	71%	-3%
Speaking	62%	57%	-5%
Understanding	56%	57%	+1%
Spoken Language	95%	100%	+5%

## Planned expenditure – a review of where the Pupil Premium budget is being spent, and its impact

Using the following table, Heltwate school is trying to demonstrate how it is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### Targeted Support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact	Cost
Improve speech and communication skills, enabling students to access and respond to the curriculum.	Numeracy testing and champion	Member of staff given specific responsibility 1 day per week for Sandwell Early Years Numeracy Testing. Assessing children's ability to work with numbers and provide teachers with comparative data to support their own judgements. Targeted pupils first Interventions and recommendations made to class teachers.	AHT to line manage Tracker	AA	Gaps previously larger in Num than Lit. Following July 18 tracking there is reasonable parity. Numeracy strategy and curric has been refined, tracking is much more accurate. This role has been discontinued Sept 18.	£1306

### Summer term review 2018

## Cornerstones Numeracy data

Cornerstones data showing progress against individual targets



### % on track for expected individual progress

	Whole School Data for 155 pupils	PP pupils Data for 78 pupils	% difference for PP
Number	74%	72%	-2%
Shape, Space and Measurement	76%	76%	same

# Planned expenditure – a review of where the Pupil Premium budget is being spent, and its impact

Using the following table, Heltwate school is trying to demonstrate how it is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

## Other approaches (including links to personal, social and emotional wellbeing).

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact	Cost
Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	Rewards & Learning Behaviour Incentives	Pupils have aspired to succeed and take greater responsibility in terms of management of their own learning behaviours. This has worked to support the schools ethos and particularly the Behaviour policy – rewarding & celebrating positive behaviours.	Weekly good work House points Commendation assembly	ACB	Team Awards 8 x bowling or equiv. Attendance rewards Reward Trips all taken place. Reasonable equity between PP and others. Whole school target for 18-19	 £250
	Rewards scheme for rewarding good or improved attendance.	A reward scheme exists for rewarding good or improved attendance. Increased attendance rates for pupils eligible for PP. Pupils maintain enthusiasm for learning Attendance continues to hover around 92%, which we consider Outstanding.	Tracked by our Attendance Officer, regular reports	ACB /HR/ DS	Tracked ½ termly. Rewards and assemblies taken place, slight gap opening likely due to increased level of need of the incoming cohort. Budget to be increased next year.	£250
	Lunchtime / break time sports/activity coaches.  Youth Dreams Sports Coaches, Jack Hunt and Oundle school Post 16 students.	We promote healthy life style 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.	Students are returning to lessons in a more positive and disciplined way than if they have not taken part. Observation SIP TRIAD.	BT/ SB	Increased investment In supervising unstructured time. Engagement for learning becoming a focus for 2018 – 19. Data not comparable due to changing cohort.	 £1000
	Class Social outings	Each class 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 etc. where numeracy and literacy skills can be practically developed.  This is a tried and tested formula and success can be evidenced through the tracking	½ termly tracker SCERTS	MN	Annual review. All groups taking part in out of school activities. Social and emotional development particularly evident in new children to the school and Lower school.	18 x30 =£540

**Summer term review 2018**  
**Update on Behaviour Mapping**

Last data collected May 2018

	<b>Number of pupils with a lower behaviour score in Summer term 2018, compared to their Autumn score in 2017</b>	<b>Number of PP pupils with a lower behaviour score in Summer term 2018, compared to their Autumn score in 2017</b>
<b>Lower School classes</b>	1	0
<b>Upper School Classes</b>	8	12
<b>Rainbow Classes</b>	6	3

Our tracking indicates that students were influenced by the reward system.  
 Upper school have a higher PP negative score

**Summer term review 2018**  
**Cornerstones data – Whole school data- Improving Behaviour**

Cornerstones data showing progress against individual targets

**% on track for expected individual progress**

	<b>Whole School</b> Data for 155 pupils	<b>PP pupils</b> Data for 78 pupils	<b>% difference for PP</b>
<b>Making relationships</b> (Personal, social and emotional development)	<b>82%</b>	<b>82%</b>	<b>same</b>
<b>Self-confidence and self-awareness</b> (Personal, social and emotional development)	<b>79%</b>	<b>85%</b>	<b>+6%</b>
<b>Managing feelings and behaviour</b> (Personal, social and emotional development)	<b>82%</b>	<b>82%</b>	<b>same</b>
<b>PSHE</b>	<b>92%</b>	<b>90%</b>	<b>-2%</b>

## Planned expenditure – a review of where the Pupil Premium budget is being spent, and its impact

Using the following table, Heltwate school is trying to demonstrate how it is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### Targeted support

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact	Cost
Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	Targeted Music Therapy	Pupil Premium Pupils are prioritised in the referral process. Currently a therapist offers sessions once per week. They work collaboratively with school staff and report on their progress during and at the end of the therapy period (approx 10 sessions). Therapist attends at professionals meetings.	External provider Line management.	ACB	15 Pupils being worked with. Half PP. To extend value, small group work has started and has shown significant impact, particularly with engagement.	£3000
	Occupational Therapist	1 day per fortnight, provides programmes and support for the whole school.		AA	Large caseload creating programmes for our in House OT TA to work with. All classes no have access to OT. This previously was not the case. Additional time created this year 18-19 to extend further	£3,776
	Occupational Health Champion	TA appointed for 1 day per week and to provide a daily input as required	External provider Line management.	AA	PP pupils accessing learning more easily.	Part of above
	Play Therapist	Training and developing a Play Therapist in school	Professional supervision	AA	Level 1 PT qualified in school now. 1:1 work taking place in house to support the most needy this will be extended this year.	£3750



Summer Term review 2018

# Whole School academic progress – Using Cornerstones data

	Targeted Music Therapy		Occupational Therapist		Occupational Health Champion		Play Therapist	
	All pupils 15 pupils	PP 7 pupils	8 pupils in total	4 pupils are PP	8 pupils in total	6 pupils are PP	3 pupils in total	1 pupil is PP
<b>% on track for expected individual progress</b>								
<b>Making relationships</b> <small>(Personal, social and emotional development)</small>	73%	100%	25%	25%	75%	50%	100%	100%
<b>% difference for PP</b>	+27%		same		-25%		same	
<b>Self-confidence and self-awareness</b> <small>(Personal, social and emotional development)</small>	60%	86%	38%	25%	63%	38%	100%	100%
<b>% difference for PP</b>	+26%		-13%		-25%		same	
<b>Managing feelings and behaviour</b> <small>(Personal, social and emotional development)</small>	53%	86%	63%	50%	38%	38%	67%	100%
<b>% difference for PP</b>	+33%		-13%		same		+33%	
<b>Moving and handling</b> <small>(Physical development)</small>			38%	50%	50%	50%		
<b>% difference for PP</b>			+12%		same			
<b>Health and self-care</b> <small>(Physical development)</small>			25%	50%	63%	63%		
<b>% difference for PP</b>			+25%		same			

Generally Data very positive when placed alongside the high level of need and the small size of cohort. This cohort is the most challenging in the school.

## Planned expenditure – a review of where the Pupil Premium budget is being spent, and its impact

Using the following table, Heltwate school is trying to demonstrate how it is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### Other approaches (including links to personal, social and emotional wellbeing)

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact	Cost
Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	Summer holiday club	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 address the marked learning lag which occurs over the holiday periods.	Led by a teacher  Parent questionnaire	SB CP AH	Continues to take place. Whether this is sustainable in the present financial climate remains to be seen. Well attended approx. 35%PP children attended. Anecdotally these children settle best into the new term and children new to the school transition more easily.	Staff, Resources, Transport £3300
	After School Club	We provide 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.	Line management UPS responsibility	CJ	Approx 80% of children attending are PP Future of after school club is uncertain due to funding constraints.	£5,840
Provide support for families through the Pastoral provision so that parents engage and work in partnership with the school.	Pastoral and behavioural support worker	On a rolling programme meet with and review all PP pupils and monitor progress. Support pupil, families, and staff as appropriate. Drop in at the Café.	Weekly line management	ACB DS	Role increased and expanded. Many more social, medical, parenting issues etc. Invaluable role which provides the conditions which prepares a child to learn. Post has been expanded and retitled Welfare manger	£8000

**Summer term review 2018**  
**Cornerstones data – After School Club data**

**% on track for expected individual progress**

After school club pupils tend to have the highest levels of need both cognitively and emotionally.

	<b>After School Club attendees</b> Data for 15 pupils	<b>After School Club PP attendees</b> Data for 11 pupils	<b>% difference for PP</b>
<b>Reading</b>	<b>47%</b>	<b>55%</b>	<b>+8%</b>
<b>Writing</b>	<b>53%</b>	<b>45%</b>	<b>-8%</b>
<b>Number</b>	<b>53%</b>	<b>36%</b>	<b>-17%</b>
<b>Measurement</b>	<b>60%</b>	<b>45%</b>	<b>-15%</b>
<b>Science / The World</b>	<b>80%</b>	<b>78%</b>	<b>-2%</b>
<b>Making relationships</b> (Personal, social and emotional development)	<b>80%</b>	<b>82%</b>	<b>+2%</b>
<b>Self-confidence and self-awareness</b> (Personal, social and emotional development)	<b>67%</b>	<b>73%</b>	<b>+6%</b>
<b>Managing feelings and behaviour</b> (Personal, social and emotional development)	<b>60%</b>	<b>64%</b>	<b>+4%</b>

## Planned expenditure – a review of where the Pupil Premium budget is being spent, and its impact

Using the following table, Heltwate school is trying to demonstrate how it is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### Year 7 Catch-up Premium

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact	Cost
Students will accelerate their rates of progress; Students will have increased ambition and determination.	Enhanced staffing in R2,R3, Yellow, Coral to support Year 7 catch-up	Year 7 pupils are spread through a number of groups, 3 of these being nurture or higher need.		DF/AA	Positive results for YR 7. High levels of S&L need in year yr7 is disproportionate to the school. This represents very good progress. Sample size is small.	£7600

### Summer term review 2018

#### Cornerstones data – Year 7 pupils (all of whom are eligible for the Year 7 catch-up premium)

% on track for expected individual progress			
	Year 7 pupils Data for 16 pupils	Year 7 PP pupils Data for 6 pupils	% difference for PP
Reading	69%	67%	-2%
Writing	73%	83%	+10%
Number	63%	67%	+4%
Measurement	63%	83%	+20%
Science	63% (average)	59% (average)	-4%

## Planned expenditure – a review of where the Pupil Premium budget is being spent, and its impact

Using the following table, Heltwate school is trying to demonstrate how it is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact	Cost
Students will accelerate their rates of progress; Students will have increased ambition and determination.	Additional staffing for 1:1 recovery work. To provide working routines for pupils. To accelerate all areas of the curriculum across the school	Pupils often arrive at Heltwate after long periods of isolation or smothering 1:1 support, poor parenting and a lack of expectation, Tracking indicates that pupils make outstanding progress once routines and procedures are in place. To support pupils particularly with autistic tendencies this extra support is invaluable.	Appears in school tracker. Through NAS accreditation review.	AA	Tracker ½ termly For overall progress. RA & Num annually.	£22116
Students will accelerate their rates of progress; Students will have increased ambition and determination	Foundation Learning intervention group	Create an additional intervention group for children that have not yet learned basic necessary learning skills, and still require a play based curriculum	Observation Reintegration rates into classes	AA	Tracker ½ termly. This has been so successful and numbers have increase, this has now become a whole school strategy. There is no gap for Foundation learning	Staffing £3500
Students will accelerate their rates of progress; Students will have increased ambition and determination	Development of Gross Motor skills, creativity and imagination through dance performance and Physical Activity	Many of our students struggle to access literacy and communication through the written word.  We provide sessions allowing pupils to express their emotions, tell stories and recount stories which they have learned	School tracker showing overall progress	DF/DE	Interactive library opened to expand this further, a number of theatre groups have been into school, Curriculum is reviewed throughout the year to meet need. Presently 50% of group is PP.	£596
Students will accelerate their rates of progress; Students will have increased ambition and determination	Curriculum days	RE day, Science &Tech day, Harvest Festival, PE, Literacy week, 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 communication, e.g. speaking and listening tasks. Trips and visits Subsidised for pupil Premium pupils	School calendar, line management	DF AA	All embedded in the curriculum. All very successful.	£1000
Collaborative learning	Cluster meetings and shared events	Small fund to allow staff to plan and take part in cross school events, networking	Monitored through CPD. Performance management Whole school events	ACB	Annual Subject leaders monitoring meetings, cross school moderation and part of FLSE. School is very knowledgeable and leading the way.	£400