



Heltwate School

Pupil Premium Strategy

2019-20

Summer Term review 2019								
Whole School academic progress								
Cornerstones data showing progress against individual targets								
	KS1 <small>23 pupils with data</small>	KS1 PP <small>9 pupils</small>	KS2 <small>60 pupils</small>	KS2 PP <small>33 pupils</small>	KS3 <small>48 pupils</small>	KS3 PP <small>23 pupils</small>	KS4 <small>29 pupils</small>	KS4 PP <small>18 pupils</small>
% on track for expected individual progress								
Reading	65%	67%	85%	84%	70%	61%	65%	73%
% difference for PP	+2%		-1%		-9%		+8%	
Writing	57%	78%	76%	69%	66%	70%	73%	87%
% difference for PP	+21%		-8%		+4%		+14%	
Number	87%	89%	69%	72%	68%	65%	62%	73%
% difference for PP	+2%		+3%		-3%		+11%	
Measurement	87%	78%	83%	81%	62%	65%	58%	73%
% difference for PP	-9%		-2%		+3%		+15%	
Science	83%	89%	83% average	82% average	73% average	74% average	79% average	85% average
% difference for PP	+6%		-1%		+1%		+6%	
*Pupils at KS4 follow an accredited pathway appropriate to their ability. Each class has an individual pathway and achieve the same outcomes. Outcomes do not reflect a gap. Statistical sample is too small to be meaningful								

Summary information

Please see the 2018 -19 Pupil Premium impact document and the Progress and Achievement report on the website. These documents have helped us to identify future targeted spending for our Pupil Premium students.

Children and young people will have significant impairments which will include some of the following:		<ul style="list-style-type: none"> • Severe learning difficulties • Autism spectrum conditions • Significant difficulties with communication (expressive and/or receptive language) • Sensory impairment
This may manifest itself in some or all of the following:		<ul style="list-style-type: none"> • Difficulties with appropriate interaction and understanding • Associated challenging behaviour • Limited awareness of danger • Reliant on adults for activities, and travel dependent
Associated secondary needs may include;		<ul style="list-style-type: none"> • Related physical difficulties • Related medical difficulties • Fine and gross motor difficulties • Hearing or visual impairment • Attention deficit disorder (ADHD) • Sensory integration difficulties
Total PP budget	£105,255	£98,130 Pupil Premium (Service, Ever 6, CiC) £7,125 Year 7 catch up grant (not confirmed)
Total number of pupils: 197 (YRS 1-14) (183 YRS 1 – 11)		Number of pupils eligible for PP: (84) 46% Post 16 FSM: 3
Date for next internal review of this strategy; Sept 20		Lead in School: A. Brewster (HeadTeacher) Link Governor: Doug Green

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A	High levels of communication difficulty often relating to their disability
B	Parents of PP students less likely to have exposed their children to enrichment activity outside of school which develop communication and social skills



C	Physical, Cognitive and Social and emotional disability and often financial hardship, make it very difficult for students and families to value education	
D	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	
E	Increasing levels of 'High Need' of new pupils to the school. Profile of school changing to mainly SLD.	
External barriers		
A	Attendance of PP students (89%) is lower than that of non PP (92.5%) (2018-19)	
B	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.	
C	Some pupil premium children do not have access to ICT, including access to internet resources at home	
D	Some students have very limited functional numeracy experience due to lack of life skills situations, money, measuring, time etc	
E	Shortage of learning resources in the home and low parental aspiration in terms of academic success	
Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Improve speech and communication skills, enabling students to access and respond to the curriculum.	Pupils eligible for PP make rapid progress from their very low starting points to meet the Communication and Language and Speaking elements of the Early Learning Goal expectations
B	Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	
C	Provide support for families through the Pastoral provision so that parents engage and work in partnership with the school.	Positive attitude to learning and increased ability to overcome barriers.
D	Increased attendance rates for pupils eligible for PP. Pupils maintain enthusiasm for learning	Overall PP attendance in line with 'other' pupils
E	Students make and retain friendships and develop support networks into adult life. SCERTS and other Social and Emotional trackers.	Children have less fall-outs Children need less support in class time to resolve friendship issues
F	Students will accelerate their rates of progress. Students will have increased independence, ambition and determination. Improved Post16 opportunity.	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets

Planned expenditure



Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	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.	Observation Appears in school tracker. Through NAS accreditation review.	AA	Tracker ½ termly For overall progress. RA & Num annually.	£19168
Students will accelerate their rates of progress; Students will have increased ambition and determination	Create Foundation Learning intervention groups	Create an additional intervention group for children that have not yet learned basic necessary learning skills, and still require a play based curriculum, HLTA role plus additional TA staffing.	Observation Reintegration rates into classes Foundation Curriculum fully in place. New classrooms set up.	AA	Tracker ½ termly For overall progress. RA & Num annually.	£6995
Students will accelerate their rates of progress, Students will have increased ambition and determination.	Enhanced staffing in R4, Yellow, Coral, Green to support Year 7 catch-up	Year 7 are spread through a number of groups. 2 of these being nurture or higher need.	Rates of progress in line with the rest of the school.	AA	Annual review Tracker data	£7600
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	Curriculum leader's folder Performance management Teacher feedback Timetabled in advance. Line management	AA	Biannual cycle, Approx. 1 day per month	£800
Students will accelerate their rates of progress. Students will have increased independence, ambition and determination. Improved Post16 opportunity	Gatsby Bench marking resources. Promote careers education. Supporting work experience at KS4	Help provide, career opportunities for pupils, providing staffing and travel. Gatsby recommendations. Provide speakers and resources.	Curriculum scrutiny. Report to governors Through Curriculum budgets.	AA	Biannual cycle	£950

Improve speech and communication skills, enabling students to access and respond to the curriculum.	Introduce further Interactive technologies. Ensure classes have sufficient resources. Ensure staff training is effective	Additional tablets (to support communication in Rainbow rooms particularly and the use of Tapestry) Purchase; Dough Disco and subscription Purple Mash Clicker 7 subscriptions Now press play	Through curriculum scrutiny. Lesson obs. Tapestry evidence. Dough Disco running.	BL/KP	Ongoing	£5539
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	£500
Ensure the quality of teacher assessment and monitor the variety of teaching and learning opportunities	Purchase Earwig and set up with Heltwater frameworks, provide training	Log and assess all progress and achievement data, social and academic in one central place for staff and parents.		AA	All data drops. Report to governors Q&O committee and FGB	£2730
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	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 skills can be practically developed. This is a tried and tested formula and success can be evidenced through the tracking	½ termly tracker SCERTS	KP	Annual review.	£2750
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	Munch Box Cafe	Fund for PP pupils to attend cafe with peers Encourage parents to attend school.	½ termly	KC, Class teacher		£420
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	Support parents in selection of their children's post 16 placements, PRC youth Club In school visits to providers	Line management	KC		£400

	Specialist Staff CPD	Autism accreditation, SENDCO award, Numicon, Team Teach, Notts. Computing network, PECS, attention autism, Arts Mark training, Dyslexia. (ELSA) The Emotional Literacy Support Assistant (ELSA) project was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. Training	CPD lead Budget planning	ACB		£2000
	Specialist resources	Numicom. Interactive sensor 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				£1000
Quality of teaching for all Budget						£50,853
Targeted academic support						
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Improve speech and communication skills, enabling students to access and respond to the curriculum.	Specialist Teaching Assistant- Speech, Language and Communication	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. Approx. 50% of our PP presently access additional S&L through class TA's.	Regular line management. Monitored through LA SALT. Attendance at parent drop ins. Monitor speed of referral Tracker should show ks1, 3, 4 narrowing of gap for communication. Staff training completed	BL/AA	Bi Annual Half termly tracking	£5006 
Improve speech and communication skills, enabling students to access and respond to the curriculum.	PECS and Communication Champion	Member of staff given HLTA role 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 Tracker should show ks1, 3, 4 narrowing of gap for communication. Staff training completed	AA/EE	Quarterly visits from NAS Focus for SIP visit Annual report	 £5715

To encourage greater engagement, enjoyment of school and social and emotioal involvement. Develop the sense of belonging	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	Each 10 weeks	£7750
To encourage greater engagement, enjoyment of school and social and emotioal involvement. Develop the sense of belonging	Additional Occupational Therapist	1 day per fortnight, provides programmes and support for the whole school.		AA	6 monthly review	£2962
To encourage greater engagement, enjoyment of school and social and emotioal involvement. Develop the sense of belonging	Occupational Therapy Champion	TA appointed for 1 day per week and to provide a daily input as required. Approx. 50% of PP kids have an OT programme. Provide training for class teachers.	External provider Line management.	AA	Annual review of post Termly progress tracker	£2462
To encourage greater engagement, enjoyment of school and social and emotioal involvement. Develop the sense of belonging	Play Therapist	Training and developing a Play Therapist in school who can undertake 1;1 work and small group work. Provide guidance and training for class staff Develop into therapy through play	Professional supervision	AA	Termly review	£3941
Increasing levels of 'High Need' of new pupils to the school. Profile of school changing to mainly SLD.	Specialist equipment to access curriculum	Provide touch screens for VI pupils, Specialist seating, I –pads to support pro-loquo2 go, MOVING AND HANDLING HOISTS. Adaptive life skills technologies (talking scales etc technology		AA		£3100
Budget - Targeted academic support						£30,936
Wider Strategies						
To encourage greater engagement, enjoyment of school and social and emotioal involvement. Develop the sense of belonging.	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 school's ethos and particularly the new Behaviour policy and systems – rewarding & celebrating positive	Weekly good work assemblies Monitoring of house system. Commendation assembly, star pupil. Introduction of DOJO and IRIS.	ACB	Team Awards 8 x bowling or equiv. Attendance rewards termly Reward Trips ½ termly tracker IRIS daily	Iris- Rewards £1500 House Equipment

		<p>behaviours through the new 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. Attendance continues to hover around 93% which we consider Outstanding.</p>	Tracker E-Grades			<p>Class Dojo</p> <p>-</p> 
Increased attendance rates for pupils eligible for PP. Pupils maintain enthusiasm for learning	Rewards scheme for rewarding good or improved attendance.			ACB/HR	½ termly	£250
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	<p>Many of our students struggle to access literacy and communication through the written word.</p> <p>We provide sessions allowing pupils to express their emotions, tell stories and recount stories which they have learned</p>	School tracker showing overall progress	KP,DE	Curriculum is reviewed annually. Tracker ½ termly. Presently 50% of group is PP.	£1000
Provide a wide range of enrichment activities both on and off site which will promote engagement, communication, and social development	<p>Lunchtime / breaktime sports/activity coaches.</p> <p>Youth Dreams Sports Coaches, Arthur Mellows Jack Hunt and Oundle school Post 16 students.</p> <p>Provide play equipment</p>	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	BT/SB	Termly	<p>£1000</p> 
Students make and retain friendships and develop support networks into adult life.	Summer and Easter holiday clubs + Transport	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	Following each event	Staff, Resources, Transport £1650
Provide a wide range of enrichment activities both on and off site which will promote	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.	Line management UPS responsibility	CJ	Approx. 50% of children attending are PP	£5660

engagement, communication, and social development		Encourages positive social interaction. 'Developing self' and language key skills.				
Students make and retain friendships and develop support networks into adult life.	Extended Experience based curriculum	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 Year11 and 14 leavers prom	Curriculum audit	KP	Each subject review. Perf. Man. Tracking SEBD	£2100 £25 per pupil for residential or trips.
Provide support for families through the Pastoral provision so that parents engage and work in partnership with the school.	Welfare Manager (Upgraded post)	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		£8000
	Personal care and appropriate clothing	Outdoor clothing and PPE Hygiene products, Period poverty, Replacement clothes				£500
Budget - Wider Strategies						£21,660
Presently exceeding budget by £1,806						Total Budget £103,448

